



THE UNIVERSITY OF NORTH CAROLINA

# GREENSBORO

2000 - 2001

Undergraduate  
Bulletin

*LARGE enough for VARIETY*

*SMALL enough to CARE*

Please note that this catalog is intended for informational purposes only. Although the publisher of this bulletin has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors, or error occasioned by mistake. The publisher has attempted to present information which, at the time for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations, and requirements of the University. However, it does not establish contractual relationships. Requirements, rules, procedures, courses, and informational statements are subject to change. The University reserves the right to revise any part without notice or obligation.

#### 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, national origin, religion, gender, age, or disability. 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.

#### NONDISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION POLICY STATEMENT

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 336/334-5513. Staff, faculty or member of the public may contact the UNCG AA/EEO Officer at 336/334-5009.

#### 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.

#### RIGHT-TO-KNOW STATEMENT

Pursuant to the federal Student Right-to-Know Act, UNCG graduation rates may be obtained from the Office of Student Academic Services, 159 Mossman Building, UNCG, PO Box 26170, Greensboro, NC 27402-6170.

---

#### Catalog Issue for the Year 1999-2000

#### Announcements for 2000-2001

#### Vol. 88, No. 3

The University of North Carolina at Greensboro (USPS #689-620) is also available on the University's webpage at <<http://www.uncg.edu>>.

The University of North Carolina at Greensboro (USPS #689-620) is edited and produced by the Office of the University Registrar, 180 Mossman Building, and published by The University of North Carolina at Greensboro, USPS #689-620, PO Box 26170, Greensboro, NC 27402-6170. Published quarterly: April, June, August, and November. Periodical postage paid at Greensboro, NC. 20,000 copies of this public document were printed at a cost of \$25,969 or \$1.30 per copy. The Undergraduate Bulletin is printed on recycled paper stock, composed of approximately 50% postconsumer waste.



POSTMASTER: please send change of address to The University of North Carolina at Greensboro, Office of Admissions, The University of North Carolina at Greensboro, PO Box 26170, Greensboro, NC 27402-6170.

THE UNIVERSITY OF NORTH CAROLINA  
**GREENSBORO**



ONE-HUNDRED-AND-NINTH  
ANNUAL  
UNDERGRADUATE CATALOG

2000 - 2001

This Bulletin is also available on the world wide web at  
[www.uncg.edu/reg](http://www.uncg.edu/reg)

*uncGenie*, the University's student information system,  
is available via touchtone phone at 336/334-2602  
or  
on the world wide web at [www.uncg.edu](http://www.uncg.edu)





---

## UNCG ACADEMIC CALENDARS

### Fall Semester 2000

August 15, Tuesday  
August 15, Tuesday  
August 15-19, Tues.-Sat.

August 17, Thursday  
August 21, Monday  
August 21-25, Mon.-Fri.  
August 25, Friday

August 25, Friday  
August 28, Monday  
August 28, Monday

September 1-30

September 4, Mon.  
September 8, Friday

September 29, Friday

October 2, Monday  
October 6, Friday  
October 11, Wed.  
October 13, Friday  
Oct. 31-Nov. 17, Tues.-Thurs.

November 3, Friday

November 4-17, Sat.-Thurs.  
November 17, Fri.

November 21, Tues.  
November 27, Mon.

December 4, Mon.  
December 11, Mon.  
December 12, Tues.

December 12, Tues.  
December 13-15, 18-20,  
Wed.-Fri., Mon.-Wed.  
December 16, Saturday  
December 21, Thursday  
December 22, Friday

### Fall Semester Opens

Undergraduate Academic Suspension Appeals Deadline  
Orientation, Advising, Registration for all students based on student population and classification  
Orientation for New Graduate Students  
Classes Begin 8:00 a.m.

Late Registration and Schedule Adjustment  
Last Day to Change Courses or Course Sections without special permission

Financial Aid satisfactory academic progress appeals deadline  
Last day to drop course for tuition and fees refund  
Deadline for graduate students to apply to graduate in December 2000

Undergraduate Students planning to either declare or change major should do so during this time

Labor Day Holiday. Classes dismissed; offices closed  
Deadline for undergraduates to apply to graduate in December 2000

Six weeks progress reports due in University Registrar's Office

### Founders Day

Instruction Ends for Fall Break 6:00 p.m.  
Classes resume after Fall Break 8:00 a.m.  
Last day to drop courses without academic penalty  
Spring Semester advising for continuing students, by appointment

Final Date for December Doctoral Candidates Oral Examinations

Spring 2001 Registration for Continuing Students  
Filing deadline for one signed copy of dissertation, Graduate School

Instruction ends for Thanksgiving Holiday, 10:00 p.m.  
Classes resume 8:00 a.m.

Filing deadline for one copy of thesis, Graduate School  
Last Day of Classes  
Final date for complete clearance of December graduate degree candidates  
Reading Day  
Final Examinations

Tentative official final exam makeup day  
Tentative official final exam makeup day  
December Commencement, Greensboro Coliseum

## UNCG ACADEMIC CALENDARS

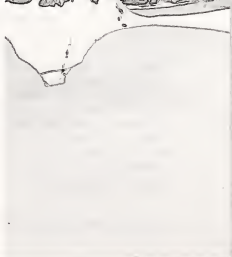
### Spring Semester 2001

January 3, Wed.	Undergraduate academic appeals deadline
January 3-6, Wed.-Sat.	Orientation, Advising, Registration for all students based on student population and classification
January 8, Monday	Classes Begin 8:00 a.m.
January 8-12, Mon.-Fri.	Late Registration and Schedule Adjustment
January 12, Friday	Financial Aid satisfactory academic progress appeals deadline
January 12, Friday	Deadline for undergraduates to apply to graduate in May 2001
January 12, Friday	Last day to change courses or course sections without special permission
January 15, Monday	Dr. Martin Luther King, Jr. Holiday. Classes dismissed; offices closed.
January 16, Tuesday	Last day to drop a course for tuition and fees refund
January 16, Tuesday	Deadline for graduate students to apply to graduate in May 2001
February 1 - 28	Undergraduate Students planning to either declare or change major should do so at this time
February 12, Monday	Deadline for undergraduates to apply to student teach during 2001-2002
February 16, Friday	Six weeks progress reports due in University Registrar's Office
March 1, Thursday	Financial Aid priority filing date for 2001-2002 academic year
March 3, Saturday	Instruction ends for Spring Break 1:00 p.m.
March 12, Monday	Classes Resume after Spring Break 8:00 a.m.
March 14, Wednesday	Last day to drop course without academic penalty
March 21, Wednesday	Final date for May doctoral candidates oral examinations
March 27-April 12, Tues.-Thur.	Summer and/or Fall advising for continuing students, by appointment
March 31-April 12, Sat.-Thur.	Summer and/or Fall 2001 Registration for continuing students
April 4, Wednesday	Deadline for filing one signed copy of dissertation, Graduate School
April 13, Friday	Spring Holiday. Classes dismissed; offices closed
April 17, Tuesday	Deadline for filing one copy of thesis, Graduate School
May 1, Tuesday	University follows Friday Schedule; Last Day of Classes
May 2, Wednesday	Final date for complete clearance of May candidates for graduate degrees
May 2, Wednesday	Reading Day
May 3-5, 7-9, Thur.-Sat., Mon.-Wed.	Final Examinations
May 13, Sunday	May Commencement, Greensboro Coliseum

### Summer 2001

May 14	MBA Classes Begin
May 21	First Summer Session Classes Begin
May 28	Deadline for Graduate Students to apply to graduate in Summer 2001
May 31	Deadline for Undergraduates to apply to graduate in Summer 2001
June 22	First Summer Session Final Examinations
June 25	Second Summer Session Classes Begin
July 30	Second Summer Session Final Examinations

Contact UNCG Counseling and Testing Center for exact dates of qualifying examinations.



## TABLE OF CONTENTS

**1 INTRODUCTION**

Academic Calendars for 2000-2001 .....	2-3
Chancellor's Welcome .....	6
The University .....	7
Academic Programs .....	7-8
The Campus Community .....	8
Accreditation .....	9
Mission and Goals Statement .....	9
Vision Statement .....	9
Affirmative Action Plan .....	9
Nondiscrimination on Basis of Sexual Orientation Policy .....	10
UNCG Vision for Teaching and Learning .....	10

**2 ADMISSIONS**

Required Secondary School Units .....	11
Freshmen .....	11-12
Transfer Students .....	12
2 Plus Articulation Students .....	12
Admissions Decision .....	12
International Students .....	12-13
Visiting Students .....	13
Adult Students .....	13
Returning UNCG Students .....	13-14
Second Baccalaureate Degree Students .....	14
Non-Degree Seeking Students .....	14
Part-Time Degree Students .....	14
Additional Admissions Requirements .....	14-15
Immunization Clearance .....	15
Entrance Deficiencies .....	15-16
Transfer Credit Regulations .....	16
Course Credit and Advanced Placement .....	16-18
Greater Greensboro Consortium .....	18
Auditors .....	18
Summer Session .....	18-19
Division of Continual Learning Programs .....	19
Senior Citizens .....	19
Veterans .....	19
Army and Air Force ROTC .....	19
Accelerated Master's Programs for Undergraduates .....	19
Graduate Students .....	19

**3 EXPENSES, PAYMENTS, REFUNDS, & FINANCIAL AID**

Tuition & Fees .....	20-22
Residence Status for Tuition Purposes .....	22
Housing and Dining Plans .....	22-23
Other Fees and Expenses .....	23-24
Payments of Tuition and Fees & Payment Plans .....	24
Student Credit Policy .....	24-25
UNCG Refund Policy .....	25-26
Financial Aid .....	26-27
Scholarships, Grants, and Loans .....	27-30

**4 ACADEMIC REGULATIONS**

The Academic Honors Policy .....	31
Orientation Programs .....	31
Registration for Courses .....	31
Student Academic Services .....	31-32
Declaring or Changing a Major .....	32
Course Selection .....	32-33
Withdrawal from the University .....	33
Military Call-up Policy .....	33
Auditing Courses .....	34
Class Attendance .....	34
Grading Policies and Grades .....	34-36

Classification of Students .....	37
Academic Good Standing at UNCG .....	37-38
Academic Appeals .....	38
Credit Regulations and Credit Limits .....	38-39
Placement Examinations .....	39-40
Average Time to Graduation .....	40
Tuition Surcharge .....	40-41
Graduation .....	41-42
Dual Registration Status .....	42
Second or Simultaneous Undergraduate Degrees .....	42
Degree Requirements & Limits At A Glance .....	43

**5 ACADEMIC PROGRAMS & UNITS**

Undergraduate Degrees and General Requirements .....	44
All-University Liberal Education Requirements (AULER) .....	45-47
Basic Technology Competencies .....	47
Explanation of Program Requirements .....	47-48
Guide to Course Descriptions .....	48-51
College of Arts & Sciences .....	51-55
Writing Intensive Requirements .....	51
College Liberal Education Requirements (CLER) .....	52
Joseph M. Bryan School of Business and Economics .....	56-58
School of Education .....	59
School of Health & Human Performance .....	60-61
School of Human Environmental Sciences .....	62
School of Music .....	63
School of Nursing .....	64

**6 ACADEMIC REFERENCES GUIDE**

Academic & University Policies .....	65
Area of Study (AOS) Codes (Undergraduate) .....	66-68
New Programs & Program Changes .....	67-68
Major Codes (Undergraduate) .....	68
Department and Course Prefixes .....	69

**7 DEPARTMENTS/PROGRAMS/REQUIREMENTS & COURSE DESCRIPTIONS**

Index to Departments, Programs, and Courses .....	70
Accounting (ACC) .....	71-72
African American Studies (AFS) .....	72-73
Anthropology (ATY) .....	73-77
Aquatics [see Exercise & Sport Science] .....	141-152
Archaeology Program .....	77-78
Art (ART) .....	78-84
Biochemistry [see Chemistry & Biochemistry] .....	103-107
Biology (BIO) .....	84-91
Birth-Kindergarten Teacher Licensure Program [see Human Development & Family Studies] .....	176-180
Broadcasting & Cinema (BCN) .....	92-96
Business Administration (BAD, BME, FIN, MGT, MKT) .....	97-103
Chemistry & Biochemistry (CHE) .....	103-107
Classical Civilization (CCI) [see Classical Studies] .....	108-113
Classical Studies (CCI, GRK, LAT) .....	108-113
Communication (CST) .....	113-116
Communication Sciences & Disorders (CSD) .....	116-118
Computer Science (CSC) [see Mathematical Sciences] .....	188-195
Counseling & Educational Development (CED) .....	118-119
Criminology [see Sociology] .....	254-258
Curriculum & Instruction (CUI) .....	119-123
Dance (DCE) .....	123-128
Drama [see Theatre] .....	269-275
Economics (ECO) .....	129-133
Educational Leadership & Cultural Foundations (ELC) .....	133
Educational Research Methodology (ERM) .....	134

## TABLE OF CONTENTS

Education of Deaf Children [see Specialized Education Services] .....	259-262
Elementary Education [see Curriculum & Instruction] .....	119-123
English (ENG) .....	134-140
Environmental Studies (ENV) .....	140-141
Exercise & Sport Science (ESS) .....	141-152
Finance, Insurance, & Real Estate (FIN) [see Business Administration] .....	97-103
French (FRE) [see Romance Languages] .....	246-251
Freshman Seminars (FMS) .....	153
Geography (GEO) .....	154-157
German, Russian, & Japanese Studies (GER, JNS, RUS) .....	157-160
Gerontology (GRO) .....	161
Greek (GRK) [see Classical Studies] .....	108-113
Grogan College .....	161-162
History (HIS) .....	162-169
Honors Program (HSS) .....	169-172
Hospitality Management (HMT) .....	172-173
Housing & Interior Design (HID) .....	173-175
Human Development & Family Studies (HDF) .....	176-180
Information Systems & Operations Management (ISM) .....	181-183
International Business Studies Program .....	183-184
International Studies (INS) .....	185-186
Italian (ITA) [see Romance Languages] .....	246-251
Japanese Studies (JNS) [see German & Russian] .....	157-160
Latin (LAT) [see Classical Studies] .....	108-113
Library & Information Studies (LIS) .....	186-187
Linguistics .....	187
Mathematical Sciences (CSC, MAT, STA) .....	188-195
Media Studies [see Broadcasting & Cinema] .....	92-96
Medical Technology Program .....	196-197
Middle Grades Education [see Curriculum & Instruction] .....	119-123
Music (MUS) .....	198-207
Nursing (NUR) .....	207-213
Nutrition & Foodservice Systems (NFS) .....	214-216
Philosophy (PHI) .....	217-219
Physical Education Teacher Education [see Exercise & Sport Science] .....	141-152
Physics & Astronomy (PHY) .....	220-223
Political Science (PSC) .....	223-227
Preprofessional Programs .....	227-229
Pre Dentistry, Medicine, Veterinary Medicine .....	227-228
Pre Engineering .....	228
Pre Law .....	228-229
Pre Pharmacy .....	229
Pre Physical Therapy .....	229
Psychology (PSY) .....	229-234
Public Health Education (HEA) .....	235-238
Recreation, Parks, & Tourism (RPT) .....	238-241
Religious Studies (REL) .....	241-244
Residential College (RCO) .....	244-245
Romance Languages (FRE, ITA, SPA) .....	246-251
Russian (RUS) [see German & Russian] .....	157-160
Social Work (SWK) .....	251-254
Sociology (SOC) .....	254-258
Spanish (SPA) [see Romance Languages] .....	246-251
Special Programs in Liberal Studies .....	259
African American Studies .....	72-73
Archaeology .....	77-78
Environmental Studies .....	140-141
International Studies .....	185-186
Linguistics .....	187
Specialized Education Services (SES) .....	259-262
Speech Pathology & Audiology [see Communication Sciences & Disorders] .....	116-118
Sports Medicine [see Exercise & Sport Science] .....	141-152
Statistics (STA) [see Mathematical Sciences] .....	188-195
Cornelia Strong College .....	262-263
Student Academic Services .....	263
Study Abroad Programs .....	263-264
Teacher Education & Licensure Programs .....	264-266
Textile Products Design & Marketing (TDM) .....	266-269
Theatre (THE) .....	269-275
University Studies for Freshmen (UNS) .....	276
Western Civilization (WCV) .....	276
Women's Studies Program (WMS) .....	276-277
Accelerated Master's Programs for Undergraduates .....	278-288
BS in Accounting/MS in Accounting .....	278
BA in Anthropology/MBA .....	278-279
BA in Anthropology/MA in Economics .....	279-280
BA in Biology/MS in Chemistry .....	280
BS in Chemistry/MS in Chemistry .....	280-281
BA in Chemistry/MBA .....	281
BA in Economics/MA in Economics .....	282
BA in Economics/MPA in Public Affairs .....	282-283
BA in French/MBA .....	283
BA in German/MBA .....	284
BA or BS in Mathematics/MA in Mathematics .....	284
BA in Music/MBA .....	284-285
BA in Physics/MBA .....	285-286
BA in Political Science/MPA in Public Affairs .....	286
BA in Political Science/MA in Economics .....	286-287
BA in Political Science/MBA .....	287
BA in Spanish/MBA .....	288
<b>8 THE UNIVERSITY COMMUNITY</b>	
Housing Services .....	289
Dining Services .....	290
Parking & Traffic Regulations .....	290
Academic Integrity & Student Conduct Policies .....	290-291
Services for Students .....	291-295
Campus Opportunities .....	296-298
Clubs and Organizations .....	298-300
Intercollegiate Athletics .....	300
Recreation Facilities .....	300-301
Alumni, University Advancement, Friends of UNCG .....	301-302
<b>9 UNIVERSITY HISTORY, OFFICERS, AND FACULTY</b>	
History of The University of North Carolina .....	303
Board of Governors .....	304
Officers of The University of North Carolina .....	304
History of UNCG .....	304-305
UNCG Board of Trustees .....	305
UNCG Officers .....	305-306
Faculty .....	306-322
Teaching .....	306-316
Emeritus .....	316-319
Library .....	319-320
Adjunct .....	320-322
Faculty Senate & Committees .....	323-325
<b>STATISTICAL SUMMARY</b>	
UNCG ENROLLMENT & DEGREE STATISTICS .....	326
<b>APPENDICES</b>	
Appendix A Residence Status for Tuition Purposes .....	327-328
Appendix B .....	328-329
The University of North Carolina Policy on Illegal Drugs	
Appendix C .....	330
Academic Good Standing Policy Prior to Fall 1996	
<b>INDEX</b> .....	331-343
<b>MAP OF UNCG</b> .....	344 AND INSIDE BACK COVER

## CHANCELLOR'S WELCOME



**Patricia A. Sullivan**  
**Chancellor**

*Welcome to The University of North Carolina at Greensboro. For more than a century UNCG has been committed to excellence in education, scholarship and service to the people of North Carolina and the nation.*

*Our nationally recognized programs and faculty, combined with a diverse range of opportunities for the development of a student's interests and leadership skills, make the UNCG experience a uniquely enriching and challenging one. We take great pride in being a leading student-centered university, linking the Piedmont Triad with the world through learning, discovery, and service.*

*The Undergraduate Bulletin describes the nature of our academic and student support programs as well as the policies which govern them. This information will be invaluable as you plan your academic career. We are delighted that you have chosen UNCG. I know that you will find here a campus community that is committed to providing a challenging yet supportive environment in which students are helped to realize their full potential and achieve their educational goals.*

# INTRODUCTION TO UNCG



## The University

The institution which is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College — one of the three original institutions of The Consolidated University of North Carolina — it has been highly regarded now for more than a century for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university.

The student body of UNCG — approximately 67% female and 33% male — comprises approximately 12,998 men and women, about 79% of whom are undergraduate and 21% graduate students. While 87% are from North Carolina, students come from 40 other states and 53 foreign countries. Minority enrollment is 21.1%, including 16.3% African-American students. Approximately 65% of UNCG students receive some type of financial aid.

Among the 622 full-time faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 88.6% hold terminal degrees in their disciplines. The faculty is committed to excellence in teaching, research, and public service. Faculty members are easily accessible to students through an advisory system and on an informal basis. The ratio of students to faculty is 16.9 to 1.

## Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools — those of the Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; and Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major leading to one of six undergraduate degrees offered: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Medical Technology (BSMT), and Bachelor of Science in Nursing (BSN)

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 and the Undergraduate Curriculum Committee determines the general framework for UNCG undergraduate degree requirements and approves the programs proposed by academic units.

Approximately 1,500 courses offered in as many as 3,000 sections are available each semester. In addition, since UNCG is a member of the Greater Greensboro Consortium, students may cross-register without additional tuition at Bennett, Elon, Greensboro, and Guilford Colleges, Guilford Technical Community College, High Point University, and North Carolina Agricultural and Technical State University.

The University also offers three doctoral degrees in 15 areas of study, four Master of Fine Arts degrees, and several other master's degrees and post-master's certificates in a wide variety of concentrations. *The Graduate School Bulletin* describes these programs in complete detail.

Most undergraduate degree programs require 122 semester hours with 24-36 semester hours of work in the major. See **Academic Programs** for complete descriptions of academic programs and University-wide requirements.

Many special academic programs are available as well. Among these, Teacher Education has a long tradition. Four UNCG schools and several departments within the College of Arts and Sciences offer programs leading to teacher licensure in North Carolina and qualification for licensure in most other states. Students may select licensure programs in 21 subject areas. See **Teacher Education Programs** for complete details.

The Honors Program provides an opportunity for broad interdisciplinary study, for advanced work in the major, and independent projects.

Special interdepartmental academic programs offering majors in Medical Technology, Women's Studies, and Hospitality Management are also available.

The College of Arts and Sciences's Special Programs in Liberal Studies offers programs in African American Studies, Archaeology, Environmental Studies, and International Studies.

UNCG's seven preprofessional programs offer all of the courses required for admission to medical or dental schools, to pharmacy, veterinary, 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.

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

Residential College, Comelia Strong College, and Ione Grogan College each 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.

### The Campus Community

The 76 buildings on the attractively landscaped campus reflect the 109 year history of the University from the oldest, Foust, (1892), to those currently under construction and renovation.

A new state-of-the-art music building opened for classes in Fall 1999; and new baseball and student recreation fields were dedicated in February 1999. A major renovation of Spring Garden Street was completed in August 1998, turning that area into an attractive new gateway to the campus. Plans for a new science building are on the drawing board. Construction of an addition to Elliott University Center, to be followed by renovation of the current building, got underway in Spring 2000.

UNCG is especially rich in the diversity of its arts programs. Weatherspoon Art Gallery, located in the Anne and Benjamin Cone art center, houses what is considered to be the most outstanding permanent collection of contemporary art in the southeast and offers a showcase for student and faculty work.

University Dance programs provide performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all university students by audition.

A wide-ranging program in theatre has five production programs including the Workshop Theatre, Studio Theatre, UNCG Theatre, the NC Theatre for Young People, and the Summer Repertory Theatre. A student-managed campus radio station is housed in Taylor Building. The University Concert/Lecture Series brings exciting and innovative programs in the performing arts to the campus.

Residence life and the many opportunities and services for students are described in **The University Community**.

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

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

The focal point for campus events is Elliott University Center, which provides space for student government, student publications, and many student organizations, as well as offering movies, concerts, lectures, dances, and parties.

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

There are over 150 clubs and organizations at UNCG. Choices include honor societies, national societies, service organizations, departmental, professional, religious, and general groups, musical media, and sports clubs and organizations. UNCG is one of only six higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

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

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

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

The UNCG campus consists of approximately 200 acres located near the center of Greensboro, the state's third largest city. Greensboro has an approximate population of 200,000, while the greater Triad area has a population approaching 1,000,000. Located midway between Washington and Atlanta, Greensboro is only two hours from the mountains, and about



three hours from the coast. Greensboro is a dynamic city, offering a splendid setting for a university. In return, for over a century, UNCG has enriched Greensboro with its widely diversified academic community.

### Accreditation

The University of North Carolina at Greensboro is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, Specialist's, and Doctor's degrees.

Teacher Education programs have been approved at the state level by the North Carolina Department of Public Instruction and at the national level by the National Council of Accreditation in Teacher Education.

Programs in the professional schools and in some departments of the College of Arts and Sciences are also accredited by relevant professional agencies. Where applicable, such accreditation is noted in the respective sections in **Academic Programs**.

### The Mission of The University of North Carolina at Greensboro

*(Approved by the Board of Trustees, April 8, 1993; Revised June 15, 1994)*

Dedicated to teaching, research, and service for the benefit of the people of North Carolina, The University of North Carolina at Greensboro provides excellence in mutually supportive undergraduate and graduate education. This mission is based upon its legacy of distinguished undergraduate education for women and on the responsibilities inherent in its present role as a doctoral-granting university.

Committed for over a century to the primacy of teaching based in scholarship, the University fosters knowledge, intellectual skills, and the joy of reasoned inquiry in its students so that they may become thoughtful and responsible members of society. It affords an exceptional opportunity for all students, at any stage in their lives, to secure professional or other specialized preparation firmly grounded in the liberal arts. In carrying out its responsibilities for research and creative endeavor, the University offers undergraduate and graduate programs of distinction and aims for national recognition for certain graduate programs, including all doctoral programs.

The University has a proud tradition of professional and public service. Recognizing that the society it serves is global, the University applies its intellectual resources to enhance the quality of life in the Piedmont Triad region, the state of North Carolina, the nation, and the world.

The University is dedicated to sustaining a community in which women and men of every race are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. As an institution in an urban setting, the University offers students a rich array of experiential opportunities. Through its co-curricular programs, the University contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. Intellectual curiosity and tolerance, the natural resources of any learning environment, are cultivated and prized by the University community.



### The Vision Statement of The University of North Carolina at Greensboro

*(Approved by the Board of Trustees, August 29, 1996)*

The University of North Carolina at Greensboro is a leading student-centered university, linking the Piedmont Triad to the world through learning, discovery, and service.

### Affirmative Action Plan

*(March 25, 1973, Chapter II, reaffirmed in Affirmative Action Plan)*

*(Revised 1983)*

### University Commitment to Nondiscriminatory Policies and Practices

The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disabling condition. 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 assisting with compliance and investigating complaints.

This policy is stated officially in various documents adopted formally by responsible University agencies. The Code adopted by the Board of Governors of The University of North Carolina affirms the following statement:

"Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin." (Chapter 1, Section 103)

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

"It is the goal of The University of North Carolina at Greensboro 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 individuals from minority groups will have an equal opportunity to be considered and appointed to all vacant positions."

The University appoints and promotes for all job classifications without regard to race, color, national origin, gender, age, religion, disability, or veteran status in such manner as is consistent with achieving a staff of diverse and competent persons.

The University administers all personnel actions such as compensations, benefits, promotions, grievance procedures, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs without regard to race, color, national origin, gender, religion, disability or veteran status.

The University maintains a standing committee on equal employment opportunity and intergroup relations appointed by the Chancellor, to act in an advisory capacity to her and to

other members of the University responsible for affirmative action and to act as an agency to monitor the implementation of affirmative action.

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

### **Nondiscrimination on the Basis of Sexual Orientation Policy**

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 336/334-5513. Staff, faculty or members of the public may contact the UNCG AA/EEO Officer at 336/334-5009.

### **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 expect 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.



# ADMISSION TO THE UNIVERSITY



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

This policy applies to the admission of freshmen and transfer students. The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. 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 Admissions, 336/334-5243, at least two weeks in advance of the date a campus visit is planned.

Adult students who do not meet regular admission requirements may seek admission through the Office of Undergraduate Admissions (see page 13).

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines.

## FRESHMEN

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

### Secondary School Preparation

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

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

### Nonaccredited Secondary Schools

Applicants from nonaccredited secondary schools must meet the same requirements for secondary school courses as applicants from accredited secondary schools. In addition, applicants from nonaccredited secondary schools must submit results from the SAT I or ACT and an application portfolio.

### Application Procedure for Freshmen

1. Complete the UNCG application forms. A \$35.00 application fee must accompany the application. This fee covers the cost of processing the application, and is subject to change. It is not refundable and is not applicable toward tuition or other costs.

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

### Required Secondary School Units (minimum admission requirements)

English (emphasizing grammar, composition, and literature) .....	4
Foreign Language (two years of one foreign language) .....	2
Mathematics (Algebra I, Algebra II, Geometry) .....	3
Science (including at least 1 unit in life or biological science, at least 1 unit in physical science, at least 1 laboratory course) .....	3
Social Science (1 unit in US history; 1 unit in history, economics, sociology or civics) .....	2
Electives .....	1
<b>Total required units .....</b>	<b>15</b>

2. Submit an official transcript of secondary school work. Applicants must request that their guidance counselors forward their transcripts, including courses in progress, cumulative grade point average, and rank in class, directly to the Office of Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average be listed on the transcript.

3. Take the Scholastic Assessment Test (SAT I) administered by the College Board. This test should be taken in the spring of the junior year and in the fall of the senior year of secondary school if possible. Test scores must be sent directly from the College Board to the Office of Admissions. UNCG's College Board code number is 5913. For information about the SAT I, write or call College Board SAT Program, Princeton, NJ 08541, 609/771-7600. You might also visit the ETS website at <www.ets.org/>.

American College Test (ACT) scores are acceptable in lieu of SAT I scores. Test scores should be sent directly from The American College Testing Program, P.O. Box 168, Iowa City, IA 52240. UNCG's ACT code number is 3166. You might also visit the ACT website at <www.act.org/>.

Additional admissions requirements for selected majors and programs are listed on this page and pp. 14-15.

## TRANSFER STUDENTS

Well-qualified students with 30 academic semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A student who has college credit totaling fewer than 30 semester hours from a regionally accredited institution is designated a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs. Applicants who are Returning (former) UNCG students or Non-traditional Adult students should refer to pp. 13-14.

### Requirements and Procedures

Transfer students must have a 2.0 or better average on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. Transfer students must be in good standing and eligible to return to their last attended institution.

For transfer students, the priority deadline for submitting the application is March 1 for fall and November 1 for the spring semester. Final deadlines for transfer applicants are August 1 for fall and December 1 for spring.

Transfer students are required to submit:

1. UNCG application forms showing true and complete information.

2. Official transcript from the secondary school attended. Transfer students must present 15 acceptable units of credit from an accredited secondary school. (See specific course units listed in "Freshmen" section, p. 11). Transfer students not meeting this requirement should refer to the section on entrance deficiencies, p. 15-16.

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 \$35, not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNCG admissions staff reviews the application to determine admissibility.

The number of semester hours of credit for previous college-level work which can be transferred to UNCG and applied toward a bachelor's degree will be determined by the University Registrar after formal admission (see Transfer Articulation Credit, p. 16). 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 D+, D or D- will not transfer hours of credit but may be used to fulfill course requirements.

## 2 Plus (Articulation Agreement) Students

Articulation agreements currently exist with many North Carolina Community Colleges. Specific details of each agreement may be obtained from the UNCG Undergraduate Admissions Office or the community college involved.

2 Plus Articulation students are transfer students with several unique requirements and procedures. All details governing their enrollment are provided for in the Articulation Agreements. The decision for admission is based on successful completion of the Associate in Applied Science Degree and other specific factors outlined in the 2 Plus Articulation Agreement. These applicants must complete all procedures listed under Transfer Students except for #2 and apply through the Undergraduate Admissions Office.

2 Plus Articulation Program students must meet the GPA requirements of the UNCG School of their major as designated in the Articulation Agreement.

No combination of 2 Plus and transfer/extension credit may exceed 64 semester hours on the student's statement of credit.

## ADMISSIONS DECISION

After all required information is in the Office of Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications.

### Candidate's Reply Card

Students admitted before April 1 for fall semester must return this card by May 1. Students admitted after April 1 for fall semester and all students admitted for spring semester must return this card within 4 weeks from the date on their letter of admission. If this form is not received, the student's application is subject to cancellation. Students must also submit a completed immunization form prior to enrolling.

## INTERNATIONAL STUDENTS

International applicants must complete the special international application and return all required documents on or before the international deadline as specified in the international application. International applicants should present Scholastic Assessment Test results along with all applicable

transcripts from secondary and postsecondary schools. International applicants whose native language is not English should also present TOEFL results in support of their application. You might also visit the TOEFL web site at <[www.toefl.org/](http://www.toefl.org/)> or the UNCG INTERLINK web site at <[www.ilcs.com/](http://www.ilcs.com/)>.

Prior to admission, applicants must submit evidence of adequate financial support to cover their expenses for their first year of study at the University, as specified on p. 20 of this catalog. The University will issue the necessary visa documentation only to those students who are formally admitted to the University. International students should not leave their native countries intending to enroll at the University until they have received a formal letter of acceptance and all appropriate visa documentation. You might also visit the ETS website at <[www.ets.org/](http://www.ets.org/)>.

If you intend to transfer any credit from colleges or universities outside the United States, UNCG requires a third party evaluation. We would suggest you visit <[www.wes.org/](http://www.wes.org/)> to secure a course-by-course evaluation.

---

## VISITING STUDENTS

### College Level

A student who is currently working towards a degree at another institution but wishes to take courses at UNCG during the regular term is classified as a "visiting" student.

To be considered for admission as a visiting student, an applicant must:

1. Submit the regular application forms and the application fee.
2. Have the dean of the home institution send the Office of Admissions written permission to take the specific courses here which will be acceptable for transfer credit at that institution. Written permission must be submitted for each semester that the applicant wishes to attend UNCG. Visiting students may not continue beyond one semester without providing additional permission from the dean of the home institution.
3. Have an official transcript from that institution forwarded to the Office of Admissions.

Visiting students must have a 2.0 GPA or better average on a 4.0 scale on all previous work attempted. They must be in good standing and eligible to return to their last attended institution.

### Secondary School Level

The University provides secondary school students who have strong academic records the opportunity to begin their college studies early and to supplement their secondary school curriculum. Secondary school juniors or seniors can be considered for enrollment in courses as visiting students by submitting an application, the application fee, a high school transcript, and a letter of permission from their parent(s) and from their principal. Enrollment as a visiting secondary school student does not imply regular admission to UNCG.

---

## ADULT STUDENTS

UNCG encourages qualified adult students to complete their undergraduate degrees.

Persons who have been away from formal school for at least 12 consecutive months may apply as nontraditional adult students. They must have completed high school or earned a GED. If their graduation from high school occurred in 1988 or later, they must fulfill Minimum Admissions Requirements as listed on p. 11. Additionally, an interview with an Admissions advisor may be required.

If admitted as a nontraditional adult student, the student must successfully complete 15 semester hours with a 2.0 GPA at UNCG and must remove mathematics deficiencies prior to the completion of 30 semester hours at UNCG. Also see **Academic Regulations**.

To apply for acceptance as a nontraditional adult student, an applicant must submit the following:

1. Complete the UNCG application form and return it to the Office of Undergraduate Admissions with the application fee.
2. Submit official transcripts from the secondary school attended (and/or General Educational Development equivalency scores) and from any post-secondary institutions attended, including summer school and extension.
3. Submit discharge papers (DD 214) from the armed services if applicable.

Applicants will be notified of action taken as soon as possible. Admitted students should confirm their intention to enroll by completing the "intent to enroll" card and returning it to the Office of Undergraduate Admissions within four weeks from the date of acceptance if possible. Confirmation of late acceptance must be made by the deadline for registration. Before enrolling, students must submit a medical report form (found in the UNCG Enrollment Handbook) to the UNCG Student Health Services in Gove Health Center.

---

## RETURNING UNCG STUDENTS

UNCG students who leave in good standing are eligible to return in good standing irrespective of transfer credit and grades made elsewhere. Returning students should follow one of the procedures outlined below.

**Returning UNCG students who have not attended any other post-secondary institution during the interim** are eligible to continue their enrollment at the University after discontinuing their studies for one or more semesters. These students should contact the Undergraduate Admissions Office, 336/334-5243, to obtain reactivation information and materials.

**Returning UNCG students who have attended another post-secondary institution since leaving the University** are required to submit official transcripts to the Undergraduate Admissions Office for evaluation of transfer credit. These students are required to submit new applications.

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

### 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 and return it to the Undergraduate Admissions Office with the application fee.
2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension).

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

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

EXCEPTION II: All students seeking Initial "A" Teacher's Licensure in the same major as their degree should contact the UNCG Teachers Academy at 336/334-3412.

## NON-DEGREE SEEKING STUDENTS

### Express Registration

Express Registration for unrestricted courses is available at the beginning of each semester for non-degree seeking undergraduate and graduate level adults. Please note that the Express Registration process is not intended for UNCG students who are already admitted to degree programs or who are returning to UNCG.

Registering for courses through Express does not constitute admission to UNCG or any of its programs. Express is designed specifically for adults who wish to take a course(s) for personal enrichment or professional development, and for individuals seeking renewal of teacher licensure.

An undergraduate-level Express student can register for a maximum of 7 semester hours of credit. All Express students must meet course prerequisites or restrictions, and cannot register for closed or restricted courses without written permission of the instructor or department.

Express students are not eligible for any kind of University financial aid, and an Express student who has previously attended another college must be eligible to return to that institution. As all UNCG students, Express students are subject to Immunization Clearance requirements (see p. 15).

Information about Express Registration may be obtained from the Undergraduate Admissions Office (336/334-5423) or The Graduate School (336/334-5596).

Students seeking admission to a degree program should file a formal application through the Undergraduate Admissions Office or The Graduate School.

## PART-TIME DEGREE STUDENTS

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered "part-time degree students" and should follow the standard admissions procedures. Part-time students are those who enroll in less 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.

## ADDITIONAL COLLEGE, SCHOOL, & DEPARTMENTAL ADMISSIONS REQUIREMENTS FOR ALL APPLICANTS

Certain majors and programs have special admission and progression requirements in addition to admission to the University.

### College of Arts and Sciences

**Biology majors:** must maintain a 2.0 GPA in all biology courses taken at UNCG; teacher licensure in biology requires a 2.5 in all biology courses taken at UNCG.

**Broadcasting & Cinema majors:** Media Studies Majors must have grades of C or better in all courses in the major.

**Classical Studies majors:** must have a 2.0 GPA in all courses in the major.

**Communication Studies majors:** must have grades of C- or better in all courses in the major.

**English majors:** must have grades of C- or better in all courses in the major. Admission to teacher education and student teaching in English requires a minimum GPA of 2.75.

**German majors:** must maintain a GPA of 2.0 in all German courses.

**History majors:** must maintain a 2.0 GPA in all history courses.

**Mathematics and Computer Science majors:** must maintain a 2.0 GPA in all mathematical science courses.

**Physics majors:** must maintain a 2.0 GPA in all required physics and mathematics courses.

**Theatre majors:** Drama Majors (BA and BFA) must have grades of C- or better in all courses in the major; Drama Majors (BFA) with a concentration in Theatre Education must have an overall GPA of 2.7.

### Bryan School of Business and Economics

**Enrollment in Bryan School Courses:** Students must have a minimum overall 2.0 GPA to enroll in Bryan School courses, effective Fall 1999.

**International Business Studies Program:** requires a 2.5 GPA for admission to and retention in the program.

**Information Systems & Operations Management major:** requires a 2.5 GPA, with at least six credit hours earned in ISM courses at UNCG, for admission to and retention in the program.

**Other Bryan School Programs:** A 2.0 GPA is required for admission to and retention in all other programs and majors in the Bryan School.

### School of Education

**Elementary or Middle Grades Education majors:** a GPA of 2.75 is required for admission to these teacher education programs. Transfer students planning to pursue those majors should contact the School of Education Student Information & Advising Office.

**Education of the Deaf majors:** must have an overall GPA of 2.7.

Admission to teacher education at the secondary level requires a minimum GPA of 2.5, except where higher GPA requirements are noted. Applications for admission should be filed in the Teacher's Academy (319 Curry) during the second semester of the sophomore year. Transfer students must apply after they have completed 12 semester hours in residency.

### School of Health and Human Performance

**Dance majors:** admission is by application only. A grade of C- or better must be earned in all dance courses.

**Exercise and Sports Science majors:** a minimum GPA of 2.3 is required for enrollment in 500-level Exercise and Sports Science courses. Exercise and Sports Science majors in the Physical Education Teacher Education concentration must meet the 2.5 GPA required for admission to the Teacher's Academy. Exercise and Sports Science majors in the Sports Medicine concentration must have a 3.00 GPA to register for the Sports Medicine Internship.

**Health Education majors:** must have a 2.2 cumulative GPA and at least a C in all health courses for admission into the professional program.

**Speech Pathology and Audiology majors:** must have an overall GPA of 2.7

### School of Human Environmental Sciences

**Nutrition and Foodservice majors:** must earn grades of C or better in all required 400-level or higher NFS courses.

**Interior Design majors:** admission is by interview only and transfers must have a 2.5 GPA for admission. A GPA of 2.0 must be maintained to continue in the program.

**Human Development and Family Studies majors:** requires a 2.2 GPA for admission to the major. Preschool Education majors must have a 2.5 GPA before taking methods courses.

**Social Work majors:** admission to field instruction occurs only after achieving 84 hours with a 2.3 GPA.

### School of Music

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music. Such auditions should be arranged in advance through the School of Music. Students should write the School of Music, 107 Brown Building, UNCG, PO Box 26167, Greensboro, NC 27402-6167, for information.

Music Education majors: must have a 2.5 GPA for admission into the Teachers Academy.

### School of Nursing

A minimum GPA above 2.5 is required for admission. Students transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of that nursing program. This

reference should be sent directly to the Dean of the School of Nursing. Credits with a nursing designation do not transfer. The application deadline for upper division is February 1.

---

## 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 will result in the student's being administratively withdrawn from the University.

Once dropped from the University, the student must reapply for admission should he or she wish to return the following semester or any time thereafter.

This requirement applies to all students, regardless of whether they are part-time or full-time. Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are entitled to a refund, subject to the guidelines of the University's Refund Policy. This policy is published on pp. 25-26 of the *Undergraduate Bulletin*.

---

## ENTRANCE DEFICIENCIES

### Entrance Deficiencies

All deficiencies must be removed before graduation from the University.

### High School Subject Deficiencies

#### Foreign Language

A student deficient in one or two foreign language units may be admitted. If admitted, the student must remove the deficiency prior to the completion of 60 semester hours or become ineligible to continue at UNCG until the deficiencies are removed. A student transferring to UNCG as a junior or senior must remove the deficiencies prior to completion of 30 semester hours or become ineligible to continue. Deficiencies can be removed by completing the course in an approved secondary school, or by completing the appropriate college-level course in the area of the deficiency. Removal of a two-unit foreign language deficiency requires successful completion of two college-level courses in the same language. Removal of a one-unit language deficiency requires the successful completion of one college-level course at the 102 level. Students admitted with a one-unit deficiency in French or Spanish (and who wish to continue with the same language) must take the Language Placement Test to determine the level at which they will be allowed to begin their study of the language at UNCG.

### Appeal of Foreign Language Admission Deficiencies.

A student with circumstances that may interfere with his/her ability to successfully remove foreign language admission deficiencies by completing beginning-level foreign language courses (through the 102 level) may appeal to remove the deficiencies by completing alternate courses. A written appeal and any supporting documentation should be submitted to Student Academic Services. In such cases, after consultation

with appropriate University faculty and staff, Student Academic Services may approve alternate foreign language courses that are translated into English or courses in the history and traditions of non-English speaking cultures.

If a student with a major within the College of Arts and Sciences submits a foreign language admission deficiencies appeal, it will be considered by Student Academic Services in conjunction with the College of Arts and Sciences because the College requires intermediate-level proficiency in one foreign language (through course number 204). The College may approve alternate courses to fulfill both the College foreign language requirement and to remove the foreign language admission deficiencies.

#### Other Deficiencies

Students who graduated from high school in or after the Spring of 1988 and who are deficient in any high school unit except foreign language must complete a minimum of six semester hours (or nine quarter hours) with grades of "C-" or better in each of the following subject areas — English, mathematics, natural sciences, and social sciences — BEFORE they can be admitted to UNCG. These courses must be taken at an accredited institution of higher education and must be creditable towards a degree at UNCG.

---

## TRANSFER CREDIT REGULATIONS

#### Accreditation

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

#### Nonaccredited Institutions

Applicants from nonaccredited post-secondary institutions must meet the requirements in effect for admission to the freshman class, including satisfactory secondary school records and SAT I scores, as well as meeting the transfer requirements of a 2.0 GPA average 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.

#### Transfer Credit Articulation

Located in the University Registrar's Office, this unit enters transfer credit coursework into the student's official record. Also, in association with University faculty, this unit is responsible for determining how other higher education institution coursework transfers into UNCG. Students with questions about transfer credit are encouraged to call the University Registrar's Office and ask for the Transfer Articulation area (336/334-5946). Transfer equivalencies for courses taken in the

NC Community College system and many four-year NC institutions and several area universities are also now available on the web at <<http://www.uncg.edu/reg/Services/transart/index.html>>.

#### Transfer Credit Limit

The sum total of transfer credit from two-year college(s), extension, or correspondence courses that may be applied toward an undergraduate degree may not exceed 64 semester hours. No combination of 2+ and transfer/extension credit may exceed 64 semester hours on the student's transfer evaluation worksheet.

#### 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 towards an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will thereafter be considered "residence" credit for degree certification purposes.

#### Correspondence Credit

Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "residence" credit for degree certification purposes.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only hours will be applied toward the UNCG degree.

---

## COURSE CREDIT AND ADVANCED PLACEMENT

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

#### College Board Advanced Placement (AP) Program

Secondary school students enrolled in AP courses may receive college credit by taking AP examinations upon completion of the courses and forwarding the results to the Office of Admissions for evaluation. You might also visit the ETS website at <[www.ets.org/](http://www.ets.org/)>.

## ADVANCED PLACEMENT EXAM

Exam	Score Req	Hours Granted	Courses
Art History	4	3*	Course to be determined
Biology	3	4	BIO 105, 105L
Biology	4	8	BIO 111, 112
Chemistry	3	4	CHE 111, 112 after completion of CHE 114/115
Chemistry	4	7	CHE 111, 112, 114 after completion of CHE 115
Computer Science AB	3	3	CSC 130
Computer Science AB	4	6	CSC 130, 230
Computer Science A	4	3	CSC 130
Economics - Macro	4	3	ECO 202
Economics - Micro	4	3	ECO 201
English - Lang & Comp	3	3	ENG 101
English - Lang & Comp	4	6	ENG 101, 102
English - Lang & Comp	5	6	ENG 101, 102, 104
English - Lit & Comp	3	3	ENG 104
English - Lit & Comp	4	6	ENG 101, 104W
English - Lit & Comp	5	6	ENG 101, 102, 104W
European History	3	6	HIS 222 & HIS Elective
French Language	4	6	FRE 203, 204
French Language	3	3	FRE 203
French Literature	4	-	FRE 301, FRE elective
French Literature	3	-	Exemption, no credit
German Language	4	6	GER 203, 204
German Language	3	3	CER 203
Gov & Politics: Amer	3	3	PSC 100
Gov & Politics: Comparative	3	3	PSC 260
Latin - Vergil	4	3	LAT 204
Latin - Vergil	3	3	LAT 203
Latin Literature	4	3	LAT 204
Latin Literature	3	3	LAT 203
Mathematics - Calculus AB	3	3	MAT 191
Mathematics - Calculus AB	4	6	MAT 191, 292
Mathematics - Calculus BC	3	6	MAT 191, 292
Music Theory	3	3	MUS 101, 105
Music Theory	4	6	MUS 101, 102, 105, 106
Physics B	4	8	PHY 211, 212, 251, 252
Physics C	4	8	PHY 291, 292, 251, 252
Psychology	3	3	PSY 121
Spanish Language	4	6	SPA 203, 204
Spanish Language	3	3	SPA 203
Spanish Literature	4	-	SPA 305, SPA elective
Spanish Literature	3	-	Exemption, no credit
Statistics	3	3	STA 108
Statistics	5	3	STA 271
Studio Art: Gen Portfolio	3	2	ART elective
Studio Art: Drawing	3	2	ART elective
United States History	3	6	HIS 211, 212

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

\*\* Amount of credit or exemption to be determined by faculty interview.

## International Baccalaureate (IB) Program

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

## INTERNATIONAL BACCALAUREATE IB EXAMS

Exam	Min Score	Hours Awarded	Courses
IB Biology-Higher level	5	8	BIO 111 & 112
IB Chemistry-Higher level	5	8	CHE 111/112 and CHE 114/115
IB English A1	4,5	6	ENG 101 & 104W
IB English A1	6,7	6*	ENG 101 & 104W*
IB French A1-Higher level	5	6	FRE 203 & 204
IB French A1-Higher level	6,7	6	FRE 204 & 301
IB French A1-Subsidiary level	6	6	FRE 203 & 204
IB French A1-Subsidiary level	7	6	FRE 204 & 301
IB French B-Higher level	5	6	FRE 203 & 204
IB French B-Higher level	6,7	6	FRE 204 & 301
IB French B-Subsidiary level	6	6	FRE 203 & 204
IB French B-Subsidiary level	7	6	FRE 204 & 301
IB German A1	5	9	GER 203 & 204 & GER 301
IB German B	5	6	GER 203 & 204
IB History	5	-	Contact History Dept
IB Mathematics	5	-	Contact Mathematical Sciences Dept
IB Physics	5	8	PHY 211, 212, 251 & 252
IB Social Anthropology	5	6	ATY 213 & elective ATY credit
IB Spanish A1-Higher level	5	6	SPA 203 & 204
IB Spanish A1-Higher level	6,7	6	SPA 204 & 301
IB Spanish A1-Subsidiary level	6	6	SPA 203 & 204
IB Spanish A1-Subsidiary level	7	6	SPA 204 & 301
IB Spanish B-Higher level	5	6	SPA 203 & 204
IB Spanish B-Higher level	6,7	6	SPA 204 & 301
IB Spanish B-Subsidiary level	6	6	SPA 203 & 204
IB Spanish B-Subsidiary level	7	6	SPA 204 & 301

\* Contact Director of Undergraduate Studies in English for one more English course at the 200-level to be awarded in consultation with the department.

## College Board SAT II: Subject Tests

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board SAT Program, Princeton, NJ 08541, phone number 609/771-7600. You might also visit the ETS website at [www.ets.org/](http://www.ets.org/).

## COLLEGE BOARD SAT II: SUBJECT TESTS

Exam	Original Score*	Recentered Score	Hours Granted	Courses
American History	700-800	750-800	6	HIS 211, 212, after completion of 6 hours of history at 200 or 300 level with at least a 2.0 avg
American History	650-699	700-749	6	
English Composition	700-800	n/a	3	ENG 101
English Composition	650-699	n/a	-	Exemption from ENG 101
English Literature	700-800	750-800	3	ENG 212
English Literature	650-699	700-749	-	Exemption from ENG 212
European History	700-800	n/a	6	WCV 101,102
Foreign Language	550-800	570-800	3	Foreign Language 204 Intermediate level met.

## ADMISSIONS

World History	n/a	750-800	6	WCV 101,102
Writing	n/a	760-800	3	ENG 101
Writing	n/a	710-759	-	Exemption from ENG 101

\* For tests taken before March, 1995

## College Level Examination Program (Subject Examinations Only)

The College Level Examination Program offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to C.L.E.P., Box 6600, Princeton, NJ 08541. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know. You might also visit the ETS website at <[www.ets.org/](http://www.ets.org/)>.

### COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMS ONLY)

Exam	Essay Required	Minimum Score	Hours Granted	Courses
Accounting, Introductory	Yes*	50	6	ACC 201, 202
American Literature	Yes*	50	6	ENG 251, 252
Biology	No	50	8	BIO 111, 112
Information Systems & Computer Applic	No	57	3	CSC 101
College Algebra	No	55	3	MAT 119
Trigonometry	No	61	3	MAT 121
College Algebra/Trig	No	58	3	MAT 121
Calculus, Introductory	No	50	6	MAT 191, 292
Chemistry, General	No	50	6	CHE 111, 114
Economics, Introductory	Yes**	50	6	ECO 201, 202
College Composition	Yes*	50	3	ENG 101
English Literature	Yes*	50	6	ENG 211, 212
Foreign Language	No	50	6	Foreign Language 203, 204
Sociology, Introductory	No	50	3	SOC 101

\* An "Excellent" rating on the essay is required.

\*\* A grade of "C" or better on the essay is required.

## GREATER GREENSBORO CONSORTIUM

A student attending a college or university in the Greater Greensboro Consortium (Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community Colleges and North Carolina Agricultural and Technical State University) 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 courses at UNCG through the Consortium should contact the registrar of their home institutions. For Summer Session, the 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, 336/334-5946.

Bennett, Elon, Greensboro, Guilford, High Point, and Guilford Technical Community College students interested in taking courses in the UNCG Summer Sessions should request a bulletin from the Summer School Office (336/334-5416) and submit the application form found in that bulletin.

## 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 head and/or instructor. Admission is determined following the close of regular student registration, and registration for audited courses begins the first day of classes for a given semester.

### Auditors Requiring a Record of Enrollment

#### Current UNCG Students

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

#### Registered Auditors

Persons not currently enrolled at UNCG who require a record of enrollment as an auditor must follow regular admission procedures through the Undergraduate Admissions Office or the Graduate School, and follow regular registration procedures. A fee equal to in-state or out-of-state tuition rates is charged for each course audited (see chart on p. 21).

Registration for audited courses begins the first day of classes for any given semester. Fees are payable in full at the time of enrollment.

### 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 an application form as a Visiting Auditor from the Division of Continual Learning, 202 Forney Building, 336/334-5414 or 1-800-306-9033. Only Visiting Auditors should apply through the Division of Continual Learning; all others must follow regular admission and registration procedures (see previous information).

A Visiting Auditor may audit courses for a fee of \$35 for each course (no record of enrollment is provided).

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

## SUMMER SESSION

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

New or visiting students planning to attend summer session at UNCG must complete an Application for Summer Session form. The Summer Session courses and application form may be obtained in mid March by accessing the Summer Session web page at <<http://www.uncg.edu/cex/summer>>.

or by contacting the Office of Summer Session, UNCG, 202 Forney Building, Greensboro NC 27402, phone 336/334-5416 (outside Greensboro 1-800-306-9033).

Admission to Summer Session does not constitute admission to the University or any of its programs for fall or spring semesters.

### DIVISION OF CONTINUAL LEARNING

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

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

Registration for these courses is handled by the Division of Continual Learning, 202 Forney Building. For information access the DCL web page at <<http://www.uncg.edu/ce/>> or call 336/334-5414 (outside Greensboro 1-800-306-9033).

### SENIOR CITIZENS

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition free on a space available basis. The availability of course space is determined by the University Registrar at the close of registration for any given semester.

### VETERANS

Veterans' enrollment certification is handled by the Office of the University Registrar, 336/334-5946.

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

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the University Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested each year and again in summer school.

### RESERVE OFFICERS' TRAINING CORPS (ROTC)

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

The University will grant credit for certain ROTC courses taken at A&T State University as part of the Consortium arrangement. UNCG students will be awarded elective credit and quality points for junior and senior level ROTC courses completed at A&T State University through the Consortium.

Elective credit shall not exceed eight semester hours for Army ROTC, and twelve hours for Air Force ROTC.

### ACCELERATED MASTER'S PROGRAMS FOR UNDERGRADUATES

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

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should speak with an advisor in the department of their undergraduate major as early as possible.

The program represents two distinct patterns. The first allows students to continue with graduate work in the same discipline as the undergraduate major. The second pattern enables students to complement the undergraduate major with graduate study in another area. See Accelerated Master's Programs for specific program requirements.

### GRADUATE STUDENTS

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult *The Graduate School Bulletin* or contact The Graduate School Office, 336/334-5596, for admission information. *The Graduate School Bulletin* can be obtained from the University Bookstore, Elliott University Center, and is also available on the Graduate School's web page at <<http://www.uncg.edu/grs>>.

# EXPENSES, PAYMENTS, REFUNDS, & FINANCIAL AID

## TUITION AND FEES

Tuition and fee rates for 2000-2001 are printed on the next page. Questions regarding tuition and fees should be directed to the Cashiers and Student Accounts Office (336/334-5831). UNCG reserves the right to make changes in these charges without advance notice.

### UNCG Estimated Annual Expenses for Full-Time\* Undergrads Living on Campus

#### Tuition and Fees Per Year (2000-2001 rates)

Tuition	
In-State Students	1,108.00
Out-of-State Students	9,562.00
Athletic Fee	311.00
Student Activity Fee	263.00
Education & Technology Fee	177.00
Student Facility Fee	212.00
Health Service Fee	178.00
Registration Fee	12.00

#### Room Rates\*\* Per Year (2000-2001 rates)

Standard Double	2,229.00
Air Conditioned Double	2,386.00
Renovated Double w/AC	2,440.00
Tower Village Suites	3,564.00

#### Dining Plans\*\* Per Year (2000-2001 rates)

CAF Dining Club	1,957.00
Meal Select Plan	1,936.00
All Dining Dollar Plan	1,500.00

**Estimated total annual cost for most In-State students living on campus \$6,447.00\*\*\***

**Estimated total annual cost for most Out-of-State students living on campus \$14,901.00\*\*\***

\* A full-time undergraduate is one who is enrolled for at least 12 semester hours per term.

\*\* See details of applicable residence hall rates and dining plan availability on p. 23.

\*\*\* Total annual costs based on standard double room rate and CAF Dining Club.

Note: Students living on campus are required to contract with UNGC for room and board. Students living off campus pay only the tuition and required fees.

The tuition and academic fees paid by UNGC students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNGC Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government. Undergraduate tuition and fees per credit hour for the 2000-2001 academic year are indicated in the tables on the next page. Costs indicated are for one semester as well as annually.

## Tuition & Fees for Part-Time Students

For tuition and fee purposes, a part-time undergraduate student is defined as one taking fewer than 12 semester hours of work each semester. Students taking 12 or more hours per semester pay the tuition and fees specified for full-time students.

Undergraduate students taking fewer than 12 semester hours during a regular semester will be charged a prorated portion of the tuition and the general fee. The health service fee is charged students taking 9 or more hours who live off campus. However, such a student may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Services. All on-campus students pay the health service fee.

## 25% Tuition Surcharge for Undergraduates

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27, 1993 Session) which is 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 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 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. The Board shall report to the Joint Legislative Education Oversight Committee by April 1, 1994, on its recommendations for implementing this surcharge."

## Students Subject to the Surcharge

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

- (1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit 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 audit performed by the Office of Academic

**Undergraduate Tuition and Fee Table for Fall 2000 and Spring 2001\***

(These tuition and fee rates were approved by the University of North Carolina Board of Governors, March 2000, and subject to approval and/or modification by the North Carolina General Assembly. The UNC General Administration and UNGC reserve the right to make changes in these charges without advance notice.)

**Fall 2000**

Fee/Charge	Per Semester	Semester Hours Credit												
		0	1	2	3	4	5	6	7	8	9	10	11	12
Athletic Fee	155.50	13.00	13.00	26.00	38.75	51.75	64.75	77.75	90.75	103.75	116.50	129.50	142.50	155.50
Student Activities Fee	131.50	11.00	11.00	22.00	33.00	43.75	54.75	65.75	76.75	87.75	98.75	109.50	120.50	131.50
Educational & Technology Fee	88.50	7.25	7.25	14.75	22.25	29.50	37.00	44.25	51.50	58.00	66.50	73.75	81.25	88.50
Student Facilities Fee*	76.00	6.25	6.25	12.75	19.00	25.25	31.75	38.00	44.25	50.75	57.00	63.25	69.75	76.00
Health Services Fee	89.00	-	-	-	-	-	-	-	-	-	81.50	81.50	81.50	89.00
In-State Tuition	554.00	139.00	139.00	139.00	139.00	139.00	139.00	277.00	277.00	277.00	416.00	416.00	416.00	554.00
Out-of-State Tuition	4,781.00	1,195.00	1,195.00	1,195.00	1,195.00	1,195.00	1,195.00	2,391.00	2,391.00	2,391.00	3,586.00	3,586.00	3,586.00	4,781.00
<b>In-State Totals</b> (based on full-time enrollment of 12 sh)	<b>1,094.50</b>	176.50	176.50	214.50	252.00	289.25	327.25	502.75	540.25	578.25	836.25	873.50	911.50	1,094.50
<b>Out-of-State Totals</b> (based on full-time enrollment of 12 sh)	<b>5,321.50</b>	1,232.50	1,232.50	1,270.50	1,308.00	1,345.25	1,383.25	2,616.75	2,654.25	2,692.25	4,006.25	4,043.50	4,081.50	5,321.50

**Spring 2001**

Fee/Charge	Per Semester	Semester Hours Credit												
		0	1	2	3	4	5	6	7	8	9	10	11	12
Athletic Fee	155.50	13.00	13.00	26.00	38.75	51.75	64.75	77.75	90.75	103.75	116.50	129.50	142.50	155.50
Student Activities Fee	131.50	11.00	11.00	22.00	33.00	43.75	54.75	65.75	76.75	87.75	98.75	109.50	120.50	131.50
Educational & Technology Fee	88.50	7.25	7.25	14.75	22.25	29.50	37.00	44.25	51.50	58.00	66.50	73.75	81.25	88.50
Student Facilities Fee*	136.00	11.25	11.25	22.75	34.00	45.25	56.75	68.00	79.25	90.75	102.00	113.25	124.75	136.00
Health Services Fee	89.00	-	-	-	-	-	-	-	-	-	81.50	81.50	81.50	89.00
In-State Tuition	554.00	139.00	139.00	139.00	139.00	139.00	139.00	277.00	277.00	277.00	416.00	416.00	416.00	554.00
Out-of-State Tuition	4,781.00	1,195.00	1,195.00	1,195.00	1,195.00	1,195.00	1,195.00	2,391.00	2,391.00	2,391.00	3,586.00	3,586.00	3,586.00	4,781.00
<b>In-State Totals</b> (based on full-time enrollment of 12 sh)	<b>1,154.50</b>	181.50	181.50	224.50	267.00	309.25	352.25	532.75	575.25	618.25	881.25	923.50	966.50	1,154.50
<b>Out-of-State Totals</b> (based on full-time enrollment of 12 sh)	<b>5,361.50</b>	1,237.50	1,237.50	1,280.50	1,323.00	1,365.25	1,408.25	2,646.75	2,689.25	2,732.25	4,051.25	4,093.50	4,136.50	5,361.50

**Other Miscellaneous Fees, Per Semester, As Applicable**

Registration Fee	6.00
Late (Early) Registration	30.00
Late (regular) Registration	45.00

\* The Student Facilities Fee has been increased to an annual rate of \$272, effective Spring 2001.

Advising and Support Services 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 hours to be counted in the calculation of the tuition surcharge include:

- (1) all semester (fall and spring semester) academic credit hours attempted (includes repeated coursework and failed coursework); and
- (2) all transfer credit hours accepted by UNCG.

#### Hours EXCLUDED from Tuition Surcharge Hours:

- (1) College Board's Advanced Placement (AP) credit;
- (2) College Level Examination Program (CLEP) or similar programs' credits;
- (3) credit earned through any UNCG advanced placement, course validation or similar procedure;
- (4) credit earned in summer sessions at UNCG or another UNC institution; and
- (5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the Tuition Surcharge Hours earned each semester and cumulatively in their tuition billing beginning with the fall semester 1995 report.

Students may contact the Office of Student Academic Services to obtain current information on their credit hours.

## RESIDENCE STATUS FOR TUITION PURPOSES

The tuition charge for persons who qualify as residents for tuition purposes is substantially less than that for nonresidents. An explanation of the North Carolina law (General Statute 116-143.1) governing residence classification for tuition purposes is set forth in **Appendix A** (see pp. 327-328). A more complete explanation of the statute and the procedures under the statute is contained in [A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes](#). The Manual is the controlling administrative statement of policy on this subject. Copies of the Manual are available for inspection in the Office of the Provost, the Library, and the admitting offices.

#### Initial Classification

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

#### Subsequent Classification

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

A student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of applying for a reclassification in the Office of the Provost.

#### Appeals

A student may appeal a residence classification assigned by the admitting office by submitting to the Office of the Provost a completed "Residence-and-Tuition Status Application." (Application forms may be obtained from the Office of the Provost or from any of the admitting offices.)

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified as a nonresident at the time of registration pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Students or prospective students who believe that they are entitled to be classified as residents for tuition purposes should be aware that the process of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration. Students who wish to receive a timely review of their residence status should submit their completed "Residence-and-Tuition Status Application" approximately 30-45 days in advance of the term for which they are seeking a review of their residence status. Applications are reviewed in the order in which they are received; failure to submit an application in a timely manner may delay the review process.

The Office of the Provost's determination of residence classification may be appealed to the Campus Residence Appeals Committee, and decisions of the Campus Residence Appeals Committee may be appealed to the State Residence Committee. A written statement of the appeals procedure is provided to every applicant or student receiving an adverse decision from the Office of the Provost.

## HOUSING AND DINING PLANS

#### Housing Plans

All UNCG students have the option of living on or off campus. Approximately 3,500 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin. Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

All rooms have local telephone service to their rooms. Long distance service is available through a designated carrier contracted by the University, or by using a personal calling card.

To request a space, students must log in to the UNCG Housing & Residence Life web site at <[www.uncg.edu/rls](http://www.uncg.edu/rls)>. Descriptions of the halls and directions for applying for hous-

ing are available beginning December 15 for Fall semester and September 15 for Spring semester.

Current housing costs are outlined in the following table. Also see additional housing information on p. 289.

#### Annual Housing Rates (2000-2001 rates)

The following rates include telephone and cable TV charges.

<b>Standard Double</b>	<b>\$2,229/year</b>	
Bailey	Coit	Cotten
Grey	Guilford	Hinshaw
Jamison	Mary Foust	Ragsdale
Mendenhall	Shaw	
<b>Air Conditioned Double</b>	<b>\$2,386/year</b>	
Cone	Grogan	Reynolds
North Spencer	South Spencer	Ragsdale
Mendenhall	Weil-Winfield	
<b>Renovated Double</b>	<b>\$2,440/year</b>	
Moore-Strong	Phillips/Hawkins	
<b>Tower Village Suites</b>	<b>\$3,564/year</b>	

#### Dining Plans

All students who live on campus are required to contract for meals in the UNCG dining halls. Several meal plans are available:

#### Dining Plans Per Semester

All Students—	The CAF Dining Club	\$978.50
Sophomores, juniors, seniors, commuters, transfers, graduates—	The Meal Select Plan	\$968.00
Juniors, seniors, commuters, graduates—	The All Dining Dollar Plan	\$750.00

A student may select one meal plan for the first semester and then change to another meal plan for the next semester. Changes to meal plans may be made until the last day of drop/add for that semester.

Any meals remaining at the end of a semester do not carry forward to the next semester. Also see information on p. 290.

## OTHER FEES AND EXPENSES

### Athletic, Activity, and Facilities Fees

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

### Auditing Fees

**Current UNCG Students.** A registered full-time UNCG student may audit one course per semester without charge. A registered part-time UNCG student may audit no more than two courses per semester and is charged a fee of \$15.00 per course.

**Visiting Auditors.** Visiting auditors are classified as non-UNCG students who wish to take a course(s) without receiving a record of enrollment. Such individuals must apply to register through the Division of Continual Learning. A Visiting auditor will not receive a record of enrollment and is charged a \$35.00 fee per course.

**Registered auditors (persons not officially enrolled at UNCG) who do require a record of enrollment as an auditor** should follow regular admission, registration, and payment procedures. A fee equal to in-state or out-of-state tuition rates is charged for each course audited (see chart on p. 21).

Fees are payable in full at the time of enrollment. See Admissions for details about auditing courses.

### Books and Course Supplies

Costs generally run \$200-\$400 per semester for textbooks and related supplies for full-time students. These are to be paid for as purchased, either from the University Book Store or elsewhere. A few courses may require significantly higher expenditures for supplies and are so noted in the semester Schedule of Courses.

### Furnishings (Residence Hall)

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

### Graduation Application Fee

The graduation fee, currently \$40 for the baccalaureate degree, covers the cost of Commencement regalia and diploma, 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. A student who does not graduate in the semester for which s/he originally filed a graduation application will be charged an additional fee of \$30 to cover the reordering of the diploma when s/he refiles for graduation.

### Identification Cards (FirstCards)

A permanent UNCG FirstCard will be issued to each student upon completion of registration for their first semester at UNCG. A \$15.00 replacement fee is charged for lost or damaged IDs.

### Laundry & Dry Cleaning

The University does not provide any laundry or dry cleaning service. Coin-operated washing machines and dryers are located in each residence hall. Students may apply money to their Spartan Express card for laundry and vending expenses.

### Telephone Service

Local telephone service is available in all residence hall rooms. Long distance service is also provided at the lowest rate. Personal identification numbers (PIN) are provided to ensure accurate billing.

### Transcript Fee

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

## Uniforms, Special Equipment, and Liability Insurance

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other appropriate outfits are available from the University Book Store.

Nursing majors are required to purchase uniforms and liability insurance. See **School of Nursing** information for complete details.

Some majors in Exercise and Sport Science are also required to purchase liability insurance. See **Department of Exercise and Sport Science** for details.

Many laboratory courses require safety goggles and special aprons. Smocks or coveralls are often required in art classes. A number of financial aid jobs require special uniforms. Unless the student has advance information as to exactly what is required, it is preferable to purchase these items after arrival.

## Vehicle Registration & Parking

Registration and parking permits are required for all student-operated motor vehicles which park on the UNCG campus. See **The University Community** for details on parking regulations.

cancellation of registration. Payment by mail is encouraged. Students should contact the Cashiers and Student Accounts Office (336/334-5831) with any questions about tuition and fees or the payment process.

## ID Validation

Student ID cards are validated electronically upon payment of tuition and fees.

## Banking Information

Central Carolina Bank and the State Employees Credit Union ATMs are located in Elliott University Center; NationsBank and Wachovia Bank and Trust maintain ATMs in the dining hall. Students may establish checking accounts at one of the banks in Greensboro for banking services. Student identification cards will enable students to cash checks for up to \$50 at the Cashiers and Student Accounts Office for a fee of 50¢ per check. Checks that are returned for non-payment will be charged a \$25.00 return check fee for each returned check. This fee will be assessed to either the maker of the check or last endorser (whoever last negotiated the check). UNCG has the authority to cancel semester registrations for non-payments resulting from returned checks.

The Cashiers and Student Accounts Office is open between 8:00 a.m. and 5:00 p.m., Monday through Friday, and is located in 151 Mossman Building (336/334-5831).

---

## PAYMENT OF TUITION AND FEES AND PAYMENT PLANS

### Payment of Bills

The annual expenses table on p. 20 gives estimated costs on a nine-month academic year basis for full-time students. To estimate the amount due each semester, divide the total expense figure by two. This is the approximate amount which will be billed to the student by the University during registration each semester. If financial aid has been awarded to a student, the amount will be reflected on the bill (see information below).

Continuing students who register during the current semester for the next semester receive bills for tuition and fees as follows:

**Fall semester bills** are mailed in late June to students' permanent mailing addresses, with total payment due in late July. **Spring semester bills** are mailed in mid-November to students' local addresses, with total payment due in early December.

**Bills are not mailed to new students who register in August/January.** Students should print bills along with their class schedules when they register, and are expected to pay as soon as they register.

It is the student's responsibility to be aware of all payment deadlines as stated in the UNCG Academic Calendar (pp. 2-3).

### Payment Deadlines

Payment of bills for the Fall and Spring Semesters should be made in the Cashiers and Student Accounts Office, 151 Mossman Building, by the deadline dates set by the University Registrar and published in the University Calendar and in the semester Schedule of Courses booklets. The deadline dates are also set forth in the instructions mailed to students with their bills. Payments not received by these dates will result in the

---

## STUDENT CREDIT POLICY

Tuition and fees for all University students are due and payable before or on registration day in the Cashiers and Student Accounts Office. North Carolina law requires the University to charge and collect from each student at the beginning of each academic session tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards. Cash should not be sent through the mail.

As an exception to the above policy, students may be granted deferrals (credit) only if they meet one of the following criteria:

- (1) Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for deferrable financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Subsidized Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants.
- (2) Students wishing to utilize Veterans' benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.

- (3) Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible to the Financial Aid Office.
- (4) A student with an outstanding Emergency Loan balance will not be cleared for registration until the Emergency Loan is paid in full. Questions concerning Emergency Loans should be directed to the Cashiers and Student Account Office, 151 Mossman Building, 336/334-5831.

## UNCG REFUND POLICY

A new Federal Return of Funds Policy (previously known as the Refund and Repayment Policy) will take effect for the 2000-2001 academic year. This new policy affects any student who completely withdraws during a term and has Title IV Federal Financial Aid. Copies of the new policy will be available through the Cashiers and Student Accounts Office by July 2000. If you completely withdraw from UNCG after aid has been disbursed to you, you may be required to return certain financial aid funds. Contact the Cashiers and Student Accounts Office at 326/334-5831 for further information on the new policy or on general refund information.

### Withdrawal/Refund Policy for Students Called to Active Duty During Term

*(pending approval of Chancellor's Executive Staff)*

Students who serve in the Armed Services Reserve or the National Guard are often alerted that they may be called to active duty for various reasons. If a student is involuntarily called for active military duty during a term in which he/she is enrolled, the eligible student may elect one of the following options:

- A. Completely withdraw from the University (Guidelines for accomplishing a withdrawal are spelled out below); or
- B. Eligible students who are 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 University, or after completion of at least 75% of the enrollment period in a non-standard semester students called to active duty may, when authorized by the instructor, take their final exam early and be given full credit for all courses for which they have an average of "C" or better. Students are not eligible for refunds for courses for which they receive credit; or
- C. Take an 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 this way may not be counted toward a student's enrollment load. Eligible students who receive an incomplete for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.

#### Option #A - Withdrawal from the University Without Penalty

In order to qualify for this option, a student must elect to fully withdraw from the University. Under this option:

- Tuition and general fees will be fully refundable.
- Health fees generally will be fully refundable except for students who have used the University's health services. These students would be billed at the fee for 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 will be refunded based on the number of weeks the room was occupied and the meals consumed.
- The student will be responsible for any 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 withdraw from the University by completing the Academic Policy Petition and providing a copy of his or her call-up papers with the petition. Undergraduate students may obtain the Petition in Student Academic Services; refunds must be applied for in the Cashier's and Student Accounts Office. Graduate Students must obtain the Petition from the Graduate School and apply for refunds in the Cashier's and Student Accounts Office. The respective office will be responsible for asking students to provide the correspondence notifying them to report for active duty. These "orders" will serve as documentation for the refund of tuition and fees.

6. In order to receive a refund from the Department of Residence Life, the student must complete the usual residence hall check out procedure. Again, the student will be asked to provide the correspondence notifying them to report for active duty. This will serve as documentation for the refund of room and board charges. Students must also apply for these refunds through the Cashier's and Student Accounts Office.

7. If a student is called for active duty and subsequently released in a manner that would allow them to re-enroll during the semester in which they withdraw, the University will make every effort to accommodate the request. Individual contacts with faculty involved will determine appropriateness of returning to a course.

8. If a student is receiving financial aid during the term in which he/she is called to active duty, financial aid must be repaid according to federal and state guidelines before a refund will be issued by the University.

9. Students who are called to active duty during a semester, and who withdraw from the University, are technically ineligible to early register for the term in which they wish to re-enroll. However, UNCG will make every effort to give these students special dispensation and work with them in order for them to pre-register for that term.

### Housing and Dining Plan Refunds

Room rent and board are NOT refundable. However, if a student qualifies for an exception as stated above, room rent and board are refundable except the pro rata part of the remaining charge based on the expired portion of the term. The housing contract is for one academic year. Students who cancel their contract at the end of the Fall Semester and remain enrolled at the University, will be charged for the Spring Semester rent. Also see information on pp. 289-290.

### 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, 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.

### Refund Committee

The Refund Committee considers appeals from any student who wishes to submit an appeal in writing. Cases are referred to the committee when the usual regulations do not address particular circumstances.

The committee normally does not grant a refund if a student withdraws for personal reasons such as failing or transferring to another institution. (Transferring to another campus of The University of North Carolina is the same as going to another school, since each is administered separately for financial purposes.)

Questions pertaining to the Refund Committee should be directed to the Cashiers and Student Accounts Office, 151 Mossman Building, 336/334-5831.

---

## FINANCIAL AID

UNCG administers an extensive financial aid program which provides assistance to more than half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work. Eligibility for need-based programs is determined through an analysis of family financial information provided on the Free Application for Federal Student Aid [FAFSA] or the Renewal Free Application for Federal Student Aid [RFAFSA]. Students who file the FAFSA/RFAFSA by the priority filing date of March 1 are also considered for non-need-based aid programs. For information on programs, services, and application procedures, contact the Financial Aid Office at the following address:

UNCG Financial Aid Office  
PO Box 26177  
Greensboro, NC 27402-6177  
336/334-5702

Hours of operation: 8:00 am — 5:00 pm  
Monday and Friday  
8:00 am — 6:00 pm Tuesday and Wednesday  
8:00 am — 4:00 pm Thursday  
Summer hours may vary.

The Financial Aid Office is located at 723 Kenilworth Street on the UNCG campus.

Students may request a free copy of *The Financial Aid Handbook* for more detailed information about applying for financial aid and *The UNCG Financial Aid Directory* for a complete listing of aid programs offered at UNCG.

Residents of North Carolina may also contact the North Carolina State Education Assistance Authority, Box 2688, Chapel Hill, North Carolina 27515-2688, or visit their website at <www.nceaa.edu> for information about North Carolina aid programs.

Support for UNCG's financial aid program comes from federal and state governments, and from individuals, foundations, and corporations. Awards are granted and administered according to the provisions determined by the contributing agency or donor.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in a student's financial need status.

You must keep your telephone number and mailing address current. See University Registrar's Office, pp. 294-295, for address change instructions. (Many circumstances arise which require that the Financial Aid Office contact you in an immediate fashion.)

You must notify the Financial Aid Office in writing if you:

- Choose not to accept all or a portion of your aid package;
- Intend to withdraw from or cease enrollment at UNCG;
- Receive any form of additional aid.

### UNCG Policy on Satisfactory Academic Progress for Financial Aid Purposes

All students receiving financial aid (scholarships, grants, loans and/or work-study) are required to meet the standards of the UNCG Policy of Satisfactory Academic Progress for Financial Aid Purposes in order to maintain eligibility for funding. Further information concerning this policy is available through the Financial Aid Office.

### Conditions of Award Receipt

Most types of financial aid at UNCG are applied directly to the student's UNCG account. Any financial aid funds that exceed the current semester charges are mailed to the student's campus or local address in the form of a refund check. Some types of financial aid cannot be applied directly to the student's account and require that the student sign a check at the UNCG Cashiers and Student Accounts Office. Students who must sign a check are notified by mail by that office.

In order for funds to be disbursed to the student, whether by the automated process or by manual disbursement, students must have completed all requirements of the aid receipt process. These requirements include:

- Receive award letter from the Financial Aid Office with all awards listed
- Resolve any existing financial aid holds
- Be registered for the required credit hours on which your award was based
- Confirm your classes by paying the total amount due on your bill for the semester

It is the student's responsibility to meet the above requirements and to assure that all financial aid is received within 15 working days from the beginning of the semester. (If funds arrive after the beginning of the semester, the student has 15 working days from the date the funds are available to receive the aid.)

Failure to comply with any or all of the above may result in the immediate cancellation of your award (without prior notice) and/or the revocation of your subsequent eligibility for aid.

### General Grants and Scholarships

The Financial Aid Office awards a limited number of general institutional grants and scholarships, ranging in value from \$100 to \$2000 per year, to students (new and continuing) who have above-average academic records, meet specific award requirements as established by the donors, and/or have financial need. These awards may not be renewable. A listing of these awards and application requirements is found in the Financial Aid Office publication *UNCG Financial Aid Directory*. FAFSA/RFAFSA filers are automatically considered for need-based and non-need-based aid.

### Departmental Grants and Scholarships

Some scholarships are restricted by academic major. Recipients of these scholarships are generally nominated or selected by academic departments or schools, or, in some cases, by designated committees, and are generally restricted to students in specific areas of study or special programs. See the publication *UNCG Financial Aid Directory*, available at the Financial Aid Office, for a listing of these scholarships.

### Outside Scholarships

Students are encouraged to inquire with their local high school counseling staff, chamber of commerce, and public library to find sources of scholarship assistance. Sources include civic organizations, professional organizations, employers, high schools, and religious organizations. Students may visit the UNCG Financial Aid Office to review its collection of outside scholarship announcements, which is updated and maintained on an ongoing basis as announcements are received. Students may also access a free scholarship database on the web at <<http://www.fastWEB.com>>.

Donors of outside scholarships should be instructed to send checks to the Financial Aid Office. Checks should include the name of the scholarship, the term(s) for which the award is made, and the student's complete legal name and social security number. If the donor does not provide instructions otherwise, the amount of the scholarship check will be divided and applied to the student's account equally for the Fall and Spring semesters.

### Merit Awards Program

The Merit Awards Program includes the most selective academic excellence awards made by UNCG. The winners are among the most outstanding students at UNCG, and their achievements enrich and enhance the University. More than fifty renewable scholarships ranging from \$2000 to \$12,000 per year are offered annually to entering freshmen. Awards are renewable through up to four years of undergraduate study, dependent on maintaining academic standards set for the

awards and satisfactory performance in an area of study for awards restricted by discipline.

A single application, available from the Financial Aid Office and due January 15, provides consideration for each of the following Merit Awards Program awards:

*Alumni Scholarship:* The Alumni Association established this award to provide assistance to students of merit. Awards are valued at \$2600.

*Kathleen Price and Joseph M. Bryan Scholarship:* Joseph M. Bryan established these funds in 1984 to provide undergraduate scholarships for students in business and economics. Awards are valued at no less than \$3500 per year.

*Ethel Virginia Butler Centennial Scholarship:* Awards of at least \$6000 per year are made from a bequest from alumna Ethel Virginia Butler, a former teacher and long-time manager of the University Bookstore.

*Ruth McKaughan and W. Bryan Carter Scholarship:* Established in 1990 for outstanding students majoring in English. Awards are \$3000-4000.

*Class of 1942 Centennial Scholarship:* Funds for this scholarship were established by members of the Class of 1942 in honor of the fiftieth anniversary of their commencement, and the University's centennial year. Awards are valued at \$6000.

*Class of 1944 Scholarship:* Endowed by the Class of 1944 in 1994 to attract students with demonstrated leadership skills and academic excellence. Awards are valued at \$2500.

*Class of 1945 Scholarship:* Established in 1995 by the Class of 1945 to assist female students who have an interest in human relations, international studies, or women's studies. Awards are valued at \$6000.

*Class of 1970 Scholarship:* Created by the Class of 1970 in celebration of their 25th Anniversary. Awards are valued at \$2500.

*The Faculty Scholarship for Physics and Mathematics:* Established by alumnus W. Douglas Young in 1997 to assist academically gifted students majoring in Physics, Computer Science or Math. Awards are valued at \$2500.

*James S. and Frances C. Ferguson Scholarship:* This award was established in 1978 to honor Dr. and Mrs. James S. Ferguson. An award of no less than \$2500 is made to an outstanding out-of-state student.

*Fiftieth Reunion Class Scholarship:* Established in 1986 by the Class of 1936 in celebration of its fiftieth reunion, awards are valued at \$2500.

*Marian White Fisher, M.D. Centennial Scholarship:* Awards from this fund are made possible by a bequest of Freida White McGirt in memory of her daughter, Dr. Marion White Fisher, '39, a radiologist who died in 1978 after a long battle with cancer. Awards are valued at \$6000.

*A.J. Fletcher Scholarship in Music:* Made possible by the A.J. Fletcher Foundation of Raleigh, awards of \$5000 are awarded to students with special talent in music.

*Jefferson-Pilot Scholarship:* In 1961, the Jefferson-Pilot Life Insurance Company established this award, which is valued at \$2500.

*Elizabeth Louisa "Libby" Jones Scholarship:* This award is given every four years to students in mathematics, computer science, chemistry, or physics. Preference is given to needy students. Awards are valued at \$3500.

*NationsBank Scholarship:* These funds were established in 1982 by the North Carolina National Bank for students studying business and economics. Annual awards are valued at a minimum of \$3500.

*L. Richardson and Emily Preyer Scholarship:* This award was established in 1991 to aid an outstanding undergraduate student. Emily Preyer, '39, requested that the scholarship be awarded based on academic merit. Awards are valued at \$2500.

*Katharine Smith Reynolds Scholarship:* Since 1962 funds have been provided by the Z. Smith Reynolds Foundation as a memorial to Mrs. Katharine Smith Reynolds. Awards starting at \$6000 plus stipends are made to North Carolina residents each year.

*Harry B. and Edith V. Sloan Memorial Scholarship in Science, Mathematics, and Health:* Endowed in 1997 for students interested in pursuing a course of study in health, the sciences or the mathematical sciences. Awards are valued at \$2500.

#### **International Baccalaureate Scholarship**

These scholarships are awarded to incoming freshmen who are IB diploma candidates, based upon the recommendation of their IB Coordinator. Awards are valued at \$1000 and are renewable for up to four years. Interested students should contact their IB Coordinator for procedures.

#### **Superintendents' Scholarship**

Superintendents' Scholarships are awarded to incoming freshmen from high schools in the Piedmont Triad Education Consortium. They are based on the recommendation of their area superintendents in conjunction with the high school principal and guidance counselors. Awards are valued at \$1000 and are renewable for up to four years. Interested students should contact their high school guidance office for procedures.

#### **Deans' Scholars Program**

The Deans' Scholars Program offers incoming freshmen four-year renewable scholarships ranging from \$1000 to \$2000 annually. This competitive program emphasizes academic rigor demonstrated by the completion of Advanced Placement (AP), honors, and college level courses while in high school. Interested students should contact their high school guidance office or the Financial Aid Office for procedures.

#### **Community College Presidents' Scholarship**

These two-year renewable scholarships are awarded to students transferring from local community colleges, based on the nomination of their community college president. For a complete listing of participating community colleges, contact the Financial Aid Office at 336/334-5702.

## **Other Grants and Scholarships**

Federal and state funds are available for grant and scholarship awards to students with exceptional financial need. A grant or scholarship is gift assistance and does not require repayment. Students who complete the financial aid application procedures are considered for all grant funds for which they are eligible.

For a complete listing of grants and scholarships available at UNCG, contact the UNCG Financial Aid Office to request a copy of the *UNCG Financial Aid Directory*.

#### **Federal Pell Grants**

The Federal Pell Grant program assists undergraduate students in meeting postsecondary educational expenses. The program provides eligible students in need of financial assistance with federal funds to help pay for their first baccalaureate degree. Students who already hold a baccalaureate degree and are pursuing a second baccalaureate degree are not eligible for a Federal Pell Grant.

A Free Application for Federal Student Aid (FAFSA) or Renewal Free Application for Federal Student Aid (RFAFSA) must be filed to determine Federal Pell Grant and other need-based aid eligibility before an award can be made by UNCG. Ineligibility for a Federal Pell Grant may not affect eligibility for other types of aid at UNCG. A student must reapply each year for a Federal Pell Grant, and the amount of the grant may vary from year to year.

#### **North Carolina Student Incentive Grants**

A North Carolina resident full-time undergraduate student with exceptional financial need may be eligible for a state grant ranging from \$200 to \$1500. Students who wish to be considered for this grant must file the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA and give the U.S. Dept. of Education permission to send the financial information to the State. The deadline for applying is March 15.

#### **Minority Presence Grants**

UNC General Administration will continue to fund the Minority Presence Grant Program — General Program, Part I and Part II. UNC General Administration will allocate this money to historically white and historically black institutions to aid them in recruiting financially needy North Carolina students who would be minority presence students at the respective institutions by enabling the institutions to offer relatively more aid for minority presence students in the form of grants rather than loans. General Program Part I includes funds for black students at predominantly white UNC constituent institutions. General Program Part II consists of grant funds for Native Americans, Hispanics, and Asians.

To be eligible for consideration under the Minority Presence Grant Programs, students must be residents of North Carolina, enrolled for at least six hours of degree credit coursework, and demonstrate financial need.

### **Incentive Scholarship and Grant Program for Native Americans**

North Carolina residents who are members of an Indian tribe recognized by the State of North Carolina or by the federal government may be eligible for a need-based grant or merit scholarship through this State-funded program. Contact the Financial Aid Office for eligibility requirements and application procedures.

### **North Carolina Teaching Fellows**

Four-year awards of up to \$6,500 per year are made to high school seniors who are promising prospective teachers. Financial need is not a selection criterion. For each year a student receives an award, he or she is expected to teach one year in North Carolina. The application deadline is in November and awards are announced in April. Applications are available from high school counselors and the NCTF Commission, Koger Center, Cumberland Bldg., 3739 National Dr., Suite 210, Raleigh, NC 27612.

### **Prospective Teacher Scholarship/Loan**

North Carolina residents who plan a teaching career in the state may apply for a Prospective Teacher Scholarship/Loan. High school seniors who apply must have a minimum SAT score of 900 and a minimum GPA of 3.0. College applicants must have a minimum GPA of 3.0. The award is valued at up to \$2,500 per year, and each year's stipend may be canceled by a year of public school teaching in North Carolina. Information and applications may be obtained from high school guidance counselors, college financial aid offices, and schools of education. Applications are due in mid-February. Awards are announced in May.

### **Nurse Scholars Program**

Awards are available to North Carolina residents with strong academic records. Students contract to work as full-time registered nurses within the state after graduation or they must repay the amount they are awarded plus interest at the rate of 10%. Students should contact the School of Nursing to be nominated for this award and for further information on the program.

### **Nurse Education Scholarship/Loan**

The loans are awarded to North Carolina students, with preference given to juniors and seniors in nursing degree programs. Recipients are selected on the basis of financial need and merit by the Financial Aid Office. Loans may be repaid through full-time employment as a nurse in North Carolina or through repayment at a 10% interest rate.

### **Loans**

UNCG provides long-term loan assistance through federal and institutional funds to graduate and undergraduate students. Students are considered for loan assistance when they complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid (RFAFSA). The Financial Aid Office awards a loan from the fund that is most suitable to a student's circumstances. When receiving a loan, the student must sign a promissory note.

In addition to long-term loans, short-term loans for emergency expenses up to \$200 are available through the Financial Aid Office during the time students are enrolled. Contact the Financial Aid Office for information about applying for an emergency loan.

### **Federal Stafford Loans**

All students who are U.S. citizens or permanent residents and who are enrolled at least half-time are eligible to be considered for assistance through the Federal Stafford Loan Program. Repayment on Stafford loans normally begins six months after the borrower graduates or terminates half-time enrollment.

The two types of Federal Stafford Loans are Subsidized and Unsubsidized. The Subsidized loan is awarded on the basis of financial need. The federal government pays the interest on this loan until repayment begins and during authorized periods of deferment. The Unsubsidized loan is not awarded on the basis of need. Interest accrues on the Unsubsidized loan from the time the loan is disbursed until it is paid in full. Interest may be paid as it accumulates, or may be added to the loan principal (capitalized). The FAFSA/RFAFSA determines your eligibility for each type of loan.

For the Subsidized Stafford loan annual borrowing is limited to \$2,625 for the first year of undergraduate study, \$3,500 for the second year, \$5,500 for upper-level undergraduates, and \$8,500 for graduate study. Total Subsidized loan assistance at the undergraduate level may not exceed \$23,000. The aggregate limit for Subsidized Stafford loans through the graduate level is \$65,500.

Independent students, including graduate students, or dependent students whose parent are unable to get a PLUS Loan (see below) may be eligible to borrow additional monies under the Federal Unsubsidized Stafford Loan Program. Freshmen and sophomores may be eligible to borrow an additional \$4,000, upperclassmen an additional \$5000, and graduate students may be eligible to borrow an additional \$10,000 in Unsubsidized Stafford loan.

The interest rate on Stafford loans is variable if your loan is disbursed on or after July 1, 1994. The variable rate is adjusted each year and will never exceed 8.25%.

Federal regulations, including eligibility criteria, entrance and exit interviews, and fund disbursement dates govern the Federal Stafford Loan Program.

### **Federal PLUS Loans**

This federal government program allows parents of dependent students to borrow to meet educational expenses without demonstrating financial need. These loans are available only after the student's annual limit for Federal Stafford Loans has been reached. The Federal PLUS program provides nonsubsidized loans at a variable interest rate that is not to exceed 9%. The amount borrowed under this program may not exceed the cost of education minus other aid received. Repayment usually begins immediately after the loan is disbursed.

### **Federal Perkins Loans**

Students with exceptional need may be eligible for a Federal Perkins Loan. The interest rate on the Perkins loan is 5%. Repayment is made to the school, and normally begins nine months after the borrower graduates, leaves school, or drops below half-time enrollment. UNCG will automatically consider any student who files the FAFSA/RFAPSA for the Perkins Loan.

### **North Carolina Student Loans for Health, Science and Mathematics**

Legal residents of North Carolina accepted as full-time students in accredited associate, baccalaureate, master's, or doctoral programs leading to a degree in health, mathematics, nursing, or science may be eligible for this type of loan. Maximum loans range from \$3000 to \$8500 depending on the degree level. Recipients are selected according to major, academic capabilities, and financial need.

Interested students should request information and applications as soon as possible after January 15 from the North Carolina Student Loan Program for Health, Science, and Mathematics, P.O. Box 20549, Raleigh, NC 27619-0549.

### **Student Employment**

Funds for part-time jobs are provided for in the budgets of various departments on campus and also by the federal government. All student employees of UNCG, upon being hired, must present proper documentation verifying their identity and employment eligibility as required by the Federal Immigration Reform and Control Act of 1986. Original documentation must be presented on or before the first day of work. A list of acceptable documents is available from the UNCG FirstCard (ID) Center located in the dining Hall Atrium (336/334-5651).

### **Federal Work-Study Program**

The federal government provides funds for part-time on- and off-campus jobs for students through the Federal Work-Study Program. The average student job requires 10 to 15 hours per week, and average yearly earnings are approximately \$1400 to \$1600. To be considered for Work-Study, a student need only complete the FAFSA/RFAPSA and indicate interest in student employment on the form. Federal Work-Study is a need-based program with limited funding. Not all students who indicate interest will be offered Work-Study.

### **Other On-Campus Employment**

Part-time jobs on campus are available for students who do not qualify for Federal Work-Study and want to earn money for a portion of their college expenses. The Career Services Center, located at 207 Foust Building on the UNCG campus, maintains a listing of these jobs. Students are eligible to use the Career Services Center as soon as they have been accepted for Admission.

### **Financial Aid from Other Sources**

#### **North Carolina Services for the Blind**

Services for the Blind, a state agency affiliated with the North Carolina Department of Human Resources, provides financial assistance to visually impaired/blind college students for such items as tuition, fees, books, supplies and reader services. For information, contact the Chief of Rehabilitation Services, Division of Services for the Blind, 309 Ashe Avenue, Raleigh, NC 27606.

#### **North Carolina Veterans' Scholarships**

The Department of Veterans' Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed as POW or MIA status. An eligible student should write to the N.C. Division of Veterans' Affairs, 325 N. Salisbury Street, Raleigh, NC 27603, for information.

#### **Vocational Rehabilitation Program**

Many states offer educational assistance to students who have a mental or physical disability that is an impairment to employment. North Carolina residents should contact their local Vocational Rehabilitation office or the N.C. Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, NC 27611-6053.

Students from other states should contact a local vocational counselor.

# ACADEMIC REGULATIONS & POLICIES



## THE ACADEMIC HONOR POLICY

All work undertaken for academic credit at UNCG is governed by the Academic Honor Policy, which provides that all study be carried out in good faith and with due regard for the integrity of the learning process. Students, faculty and staff are responsible for ensuring that learning proceeds uncompromised by breaches of academic integrity and for ensuring that the Academic Honor Policy is recognized as the imperative governing all academic work at the University. A complete description of the Academic Honor Policy can be found in the *UNCG Policies for Students* or at <http://www.uncg.edu/saf/studisecp/>.

## ORIENTATION PROGRAMS

New undergraduates are welcomed by a number of programs designed to assist with their transition into the UNCG community. The Office of Orientation coordinates these programs to meet the needs of traditional and nontraditional students. Orientation activities include academic advising and registration for classes along with tours of the campus and campus resource fairs. French, Latin and Spanish language and mathematics placement tests are also given at this time.

New students entering UNCG in the fall semester are expected to participate in the SOAR program (Spartan Orientation, Advising, and Registration), which occurs in June, July, and August. Traditional freshmen are *required* to attend SOAR. New students are also expected to participate in Spartan Welcome Weekend which takes place a few days prior to the beginning of classes in the fall.

## REGISTRATION FOR COURSES AT UNCG

Dates for advising and registration periods for each semester are published in the University Calendar, pp. 2-3, and in each semester's Schedule of Courses booklet. 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 voice response (telephone) and web registration access.

### Registration Process

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

**Returning, Express, or unclassified students** receive registration instructions by mail or email before the beginning of the each semester's registration period.

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

### Advising Codes

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

## STUDENT ACADEMIC SERVICES (SAS)

The Office of Student Academic Services coordinates academic advising for undergraduate students, administers undergraduate policies and regulations, and provides programs for academic success.

A staff of academic advisors is available in the Office of Student Academic Services from 8 a.m. to 5 p.m., Monday through Friday to answer questions and to assist students with academic matters beyond the scope of the faculty advisor. Please refer to p. 293 for a description of services offered by the office.

The Director of the Office of Student Academic Services is responsible for the monitoring of University Undergraduate academic regulations as described on the following pages. Any student with questions concerning academic regulations should address them to the staff in the Office of Student Academic Services. If a student, because of extenuating circumstances, wishes to have a regulation set aside, he/she should submit a Student Request Form to Student Academic Services. These forms may be obtained in the Office of Student Academic Services, 159 Mossman Building.

Each student is assigned a faculty advisor according to the chosen major. Students are expected to meet with their advisors during registration periods and whenever the student

needs advice in selecting courses and assistance in planning an individual program of study. Some departments and schools have established advising centers or appointed coordinators to assist students with academic matters pertinent to their major. These serve to complement the faculty advising program.

## DECLARING OR CHANGING MAJORS

Students should declare a major prior to the completion of 45 semester hours. To earn a degree in a timely manner, some academic departments recommend that students declare their major earlier. Contact the department of your intended major for further information.

Students planning to declare or change their majors should do so as soon as possible to receive advising in the department or advising center of their new majors. Students should declare or change their majors by the end of September for Fall semester, and by the end of February for Spring semester.

## COURSE SELECTION

### Course Loads

Twelve credit 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 in any organization.

Undergraduates normally take five courses per semester. Since a majority of courses carry three semester 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 19 hours per semester except with the approval of Student Academic Services. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Director of Student Academic Services, to carry a maximum of 21 semester 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 (credit hours), depending upon their study habits, learning abilities and course work requirements.

### 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—restricted to students who are classified as graduate students

750-799—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.

### Adding Courses

Students may add courses to their schedules during the Schedule Adjustment (Drop/Add) period at the beginning of each semester. Between the last day to change courses (Drop/Add period) and the last day to drop without penalty, a student desiring to add a course may do so only with the approval of the instructor. After the last day to drop courses without penalty, a student must also have the approval of Student Academic Services.

### Dropping Courses

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

Withdrawal without penalty from a course or courses after the eight-week deadline but before the end of the semester shall be approved only for appropriate cause as determined by appropriate documentation of medical, psychological, or administrative reasons. A student should initiate a request for withdrawal without penalty from one or more causes through the Office of Student Academic Services. Courses of less than one semester's duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for withdrawal. These deadlines are announced in the Schedule of Courses or class syllabi.

The Director of Student Academic Services shall be responsible for authorizing these withdrawals after consultation with the instructor, and with the Director of the Student Health Center or the Director of the Counseling and Testing Center as appropriate, and shall further be responsible for notifying the instructor(s) and the appropriate Director in writing of the Director of Student Academic Services' decision in each case. An instructor whose recommendation to the Director is overruled may appeal that decision to the Provost. Unauthorized withdrawals after the first eight weeks shall be counted as WF and computed in the grade point average.

The grade W indicates that the student either withdrew from the course within the eight-week, no-penalty period or that the student withdrew at a later date for appropriate cause

determined by medical, psychological, or administrative reasons.

If a student is enrolled in only one course and drops that course, the student is considered officially withdrawn from the University. See next section on **Withdrawal**.

#### **Retroactive Withdrawals**

(see **Retroactive Grade Change** on p. 36)

## **WITHDRAWAL FROM THE UNIVERSITY**

Students who find that they must withdraw from the University can do so by dropping all courses through *uncGenie*, either by voice response (telephone) or via the web site. Undergraduates who drop all courses are considered to be withdrawn from the University and must seek reactivation or readmission through Undergraduate Admissions to return to school in subsequent terms.

Students withdrawing on or before the last day to drop without academic penalty will receive W grades (withdrawal without academic penalty). Thereafter, WF grades will be recorded. WF grades are calculated in the student's GPA as F (failing) grades.

Students who have questions regarding withdrawing from the University should contact Student Academic Services, 159 Mossman Building, 336/334-5730. Inquiries regarding returning to the University should be directed to the Undergraduate Admissions Office, 336/334-5243.

#### **Withdrawal/Refund Policy for Students Called to Active Duty During Term (Military Call-up Policy)**

(pending approval of Chancellor's Executive Staff)

Students who serve in the Armed Services Reserve or the National Guard are often alerted that they may be called to active duty for various reasons. If a student is involuntarily called for active military duty during a term in which s/he is enrolled, the eligible student may elect one of the following options:

A. Completely withdraw from the University (Guidelines for accomplishing a withdrawal are spelled out below); or

B. Eligible students who are 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 University, or after completion of at least 75% of the enrollment period in a non-standard semester students called to active duty may, when authorized by the instructor, take their final exam early and be given full credit for all courses for which they have an average of "C" or better. Students are not eligible for refunds for courses for which they receive credit; or

C. Take an 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 this way may not be counted toward a student's enrollment load. Eligible students who receive an incomplete for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.

#### **Option #A - Withdrawal from the University Without Penalty**

In order to qualify for this option, a student must elect to fully withdraw from the University. Under this option:

1. Tuition and general fees will be fully refundable.
2. Health fees generally will be fully refundable except for students who have used the University's health services. These students would be billed at the fee for 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.
3. Room and board will be refunded based on the number of weeks the room was occupied and the meals consumed.
4. The student will be responsible for any miscellaneous charges such as library fines, parking tickets, health service charges, etc.
5. In order to be eligible for a refund under these guidelines, the student must withdraw from the University by completing the Academic Policy Petition and providing a copy of his or her call-up papers with the petition. Undergraduate students may obtain the Petition in Student Academic Services; refunds must be applied for in the Cashier's and Student Accounts Office. Graduate Students must obtain the Petition from the Graduate School and apply for refunds in the Cashier's and Student Accounts Office. The respective office will be responsible for asking students to provide the correspondence notifying them to report for active duty. These "orders" will serve as documentation for the refund of tuition and fees.
6. In order to receive a refund from the Department of Residence Life, the student must complete the usual residence hall check out procedure. Again, the student will be asked to provide the correspondence notifying them to report for active duty. This will serve as documentation for the refund of room and board charges. Students must also apply for these refunds through the Cashier's and Student Accounts Office.
7. If a student is called for active duty and subsequently released in a manner that would allow them to re-enroll during the semester in which they withdraw, the University will make every effort to accommodate the request. Individual contacts with faculty involved will determine appropriateness of returning to a course.
8. If a student is receiving financial aid during the term in which s/he is called to active duty, financial aid must be repaid according to federal and state guidelines before a refund will be issued by the University.
9. Students who are called to active duty during a semester, and who withdraw from the University, are technically ineligible to early register for the term in which they wish to re-enroll. However, UNCG will make every effort to give these students special dispensation and work with them in order for them to pre-register for that term.

## AUDITING COURSES

Full-time UNCG students may audit courses upon the written approval of their faculty advisor and 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 after the drop/add period ends.

Regulations regarding visiting auditors and part-time auditing students are found on p. 18. For auditing fees, see p. 23.

## CLASS ATTENDANCE

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

### Student's Responsibility

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

### Instructor's Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.
2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.
3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.
4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

### 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.

## GRADING POLICIES AND GRADES

### Final Course Examinations

Students are required to take a final examination, if one is given, in every course for which they are registered. Exceptions hold for seniors in the Honors Program (see pp. 169-172).

No final examinations may be given except during the regular examination period of the semester. According to faculty policy, no test which shall be substituted for the final examination can be given between November 25 and the opening of fall examination week. In the spring semester, no such test can be given after April 15.

During the ten calendar days prior to Reading Day in the fall semester and in the spring semester, no hourly tests may be given unless they were announced during the first month of the semester.

### 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 policy is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar's Office by Reading Day or by the last day of classes for the semester.

### Grade Reports

Final course grades are made available to students at the end of each semester on *uncGenie*, UNCG's student information system. Grades can be accessed either by telephone or on the web. Students may also print a copy of their grades from the *uncGenie* web site.

Students requiring an official University semester grade report for reimbursement of tuition or other purposes may do so by submitting a written request to the University Registrar's Office, UNCG, PO Box 26179, Greensboro, NC 27402-6179. Requested grade reports will be mailed to students after all grades have been received and processed for the semester.

### 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.

### UNCG Grading System

- 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.

Such acceptable standards should include the following factors: 1) familiarity with the content of the course; 2) familiarity with the methods of study of the course; 3) full participation in the work of the class; 4) ability to write about the subject in intelligible English.

- D** Lowest Passing Grade—indicates work which 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. Concurrently with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned, with the University Registrar, and with the Office of Student Academic Services the student's average grade and the specific work which 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 Director of Student Academic Services. Also see section "Removal of Incompletes."
- IP** In Progress—indicates that the course work was planned to continue beyond a single semester. This grade may only be used for students taking courses abroad through the International Studies Program.
- P/NP** Passing/Not Passing—used for designated courses only; courses graded P/NP are so indicated in the course description
- S/U** Satisfactory/Unsatisfactory—used for designated courses only; courses graded S/U are so indicated in the course description
- 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 the section on "Dropping Courses," pp. 32-33.
- 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 the section on "Dropping Courses," pp. 32-33.
- WN** Withdrawal Not Passing—used in courses designated P/NP.
- NC** No Credit—indicates an audited course.

#### **Removal of Incomplete Grade**

An Incomplete grade may be removed by completion of the deferred work. A student should not re-register for the course in order to remove the Incomplete. An Incomplete received during a semester or in summer school 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 each semester in the Schedule of Courses booklet.

An Incomplete not removed within this time limit is automatically converted to an F by the 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.

##### **Spring 2000 Incompletes**

Incomplete grades earned during Spring '00 must be removed by **November 10, 2000** to avoid automatic conversion to F.

##### **Summer 2000 Incompletes**

Incomplete grades earned during Summer '00 must be removed by **February 1, 2001** to avoid automatic conversion to F.

##### **Fall 2000 Incompletes**

Incomplete grades earned during Fall '00 must be removed by **June 20, 2001** to avoid automatic conversion to F.

#### **Appeals**

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.

#### **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.

Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which the student has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation. Grade points are calculated into the cumulative grade point average for the first two attempts if the second grade is not an F. For further information, see p. 36 for the Course Repeat Policy.

#### **Grade Points and 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.

Beginning with courses taken in Fall 1996, plus/minus grades are incorporated into the GPA for all undergraduates according to the following scale:

Grade	Grade Pts Awarded Per Hour of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F/WF	0

Please note that the new scale applies only to grades awarded for Fall 1996 and subsequent semesters; it is NOT retroactive to previous semesters. Further, the new scale in no way modifies the University's minimum graduation requirement for undergraduates of a cumulative 2.00 GPA.

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) may not be used in determining the UNCG grade point average.

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

#### Academic Renewal

Effective Spring 1997, students formerly enrolled at UNCG who have less than a 2.00 cumulative GPA and who have not been enrolled in any institution of higher education during the previous four years may apply for academic renewal. All students readmitted/reactivated under the provisions of this policy must earn at least a 2.00 GPA on their first 15 hours following re-enrollment to qualify for renewal. Thereafter, the student must meet the standard for continuation in the University academic good standing policy. Grades will be forgiven only once during a student's career.

#### Grade Forgiveness

Upon meeting these requirements, all previously completed courses in which grades below a C were earned will be forgiven. The grade of these courses will be shown on the transcript but will not be used in the calculation of the GPA and the hours will not be counted toward degree requirements. The recomputed GPA will be calculated from the courses in which grades of C or higher were earned. Grades of C- (1.7 grade points) or below will not be counted toward degree requirements nor in the GPA.

#### Repeated Courses

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. Attempted hours and grade points from both attempts will be counted fully in the Grade Point Average (GPA). Credit hours earned for the course will count only once in the total hours for the degree.

The second F or WF policy stated previously on this page takes precedence over this policy. The repeated grade must be a D- or above before it is calculated as the second attempt and calculated in the grade point average. Courses taught Pass/Not Pass can be repeated but not for grades other than P/NP.

Students should be reminded that repeating courses may positively or negatively affect the GPA. This policy does not apply to courses repeated prior to Fall 1992.

#### 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, 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. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee of the Faculty Senate may act in place of the instructor in the matter of a retroactive grade change.

Students shall be given one year to petition for retroactive Ws following the semester in which grades were awarded. A retroactive grade change to a W must meet the preceding conditions and be approved by the Director of Student Academic Services. In addition, an instructor who is being asked by a student to consider a retroactive withdrawal must be informed by Student Academic Services of the number of courses completed and the number of requests for retroactive W are being sought by the student for the semester in question.

#### Dean's List

Undergraduate students carrying 6 or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Dean's List.

Students who earn a grade point average of 3.5 or better and who have no grade below B- for the semester will be placed on the Dean's List if they have completed at least 15 credit hours at UNCG. The list is compiled at the end of each semester or when a grade change is processed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor. Fall and Spring semester Dean's Lists are published on the University Registrar's homepage at <<http://www.uncg.edu/reg>> after all grades for the semester have been processed.

## CLASSIFICATION OF STUDENTS

The following classifications became effective for Fall 1996 and thereafter for newly admitted undergraduates (freshmen and transfer students); please see Appendix C for classifications formerly in effect.

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 semester hours completed
Sophomore:	30-59 semester hours completed
Junior:	60-89 semester hours completed
Senior:	90 or more semester hours completed

## ACADEMIC GOOD STANDING AT UNCG

The following requirements and procedures for maintaining academic good standing became effective in Fall 1996 for newly admitted degree-seeking undergraduates (freshmen and transfer students), and was modified by Faculty Senate in April 1998. Please see Appendix C for the Academic Good Standing policy in effect for students enrolled prior to Fall 1996.

To continue in academic good standing at UNCG, students must maintain a cumulative grade point average of 1.75 for freshmen (0-29 semester hours completed), and 2.00 thereafter (30 or more semester hours completed).

UNCG reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet graduation requirements.

The Academic Good Standing Policy applies to enrollment during any term, including Summer session. Students may be placed on academic probation, suspended, dismissed, or restore good standing based on their academic performance during Summer Session. Academic performance for both summer terms is evaluated at the end of Summer Term II. Students may check their academic standing via *unc.nc.edu*.

### Academic Warning for Freshmen

Freshmen will receive an academic warning if their grade point average falls between 1.50 to 1.74 at the end of their first semester at UNCG. Freshmen will be placed on academic probation if they do not restore academic good standing by the end of the warning term (second semester of the freshman year). Academic warning does not become a permanent part of a student's record.

### Academic Probation

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

1. Freshmen will be placed on academic probation if their cumulative GPA falls below a 1.75. (Refer to Academic Warning above for a GPA between 1.50 and 1.74.)
2. Sophomores, juniors, and seniors will be placed on academic probation if their cumulative GPA falls below a 2.00.

3. Any full-time, degree-seeking student who fails to pass at least 6 semester hours in a given semester shall be placed on academic probation.

Students who are placed on academic probation at the end of their first semester at UNCG must participate in the Student Academic Success Program sponsored by Student Academic Services during their second semester. Failure to participate in this program or meet any condition of this program will result in immediate academic suspension.

All students on academic probation shall be limited to a maximum of 12 semester hours in the Fall or Spring Semester and no more than 4 semester hours in each term of Summer session.

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

## SAS COURSE

### 100 Strategies for Academic Success (0:2).

- Enrollment required of, and restricted to, students who are placed on academic probation at the end of their first semester at UNCG.
- Graded P/NP (Pass/Not Pass)
- Attendance requirements are enforced

Course focuses on strategies for improving academic performance. Topics will include self-assessment, motivation, goal-setting, study skills, learning styles, time management, and campus resources.

### Academic Suspension

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

1. Freshmen on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75 at the end of their probationary term.
2. Sophomores, juniors, and seniors on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.00 at the end of the probationary term.

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

### Academic Suspension Appeals

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

**Events/Circumstances that Merit an Appeal**

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

**Information to be Included in the Appeal**

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

Contact Student Academic Services at 334-5730 for additional information.

Academic Suspension Appeals will be reviewed by Student Academic Services and/or the Academic Appeals Committee. Students will be notified of the results of their appeals in writing.

**Academic Dismissal**

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

1. Freshmen who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75.
2. Sophomores, juniors, and seniors who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.00.

Students who have been academically dismissed cannot enroll at UNCG. One year after an academic dismissal, students may petition Student Academic Services to return to the University. Approval to continue after academic dismissal is a relatively rare occurrence. If approved, students will return carrying academic probation status.

Information to be included in the Academic Dismissal Appeal:

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

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

Students not in good academic standing (academic probation, suspension, dismissal) when they leave the University must meet readmission requirements. If students not in good academic standing attend another post-secondary institution,

they must have an overall and transferrable 2.0 GPA on a 4.0 scale on all courses taken since leaving the University. In addition, dismissed students must petition Student Academic Services to return to the University.

**Academic Appeals**

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

---

## CREDIT REGULATIONS AND CREDIT LIMITS

**Summer Session Credits**

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of the University Registrar.

Students may enroll for no more than 14 semester hours during the entire Summer Session (two terms) unless permitted to take an increased load by the Director of Student Academic Services.

**Transfer Credit and Credit Limit**

The sum total of transfer credit from two-year college(s), extension, or correspondence courses that may be applied toward an undergraduate degree may not exceed 64 semester hours. No combination of 2+ and transfer/extension credit may exceed 64 semester hours on the student's transfer evaluation worksheet.

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 2+ Articulation Agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

**Transfer Articulation**

Located in the University Registrar's Office, this unit enters transfer credit coursework into the student's official record. Also, in association with University faculty, this unit is responsible for determining how other higher education institution coursework transfers into UNCG. Students with questions about transfer credit are encouraged to call the University Registrar's Office and ask for the Transfer Articulation area (336/334-5946). Transfer equivalencies for courses taken in the NC Community College system and several area universities are also now available on the web at <<http://www.uncg.edu/reg/Services/transart/index/html>>.

**Extension or Correspondence Credit 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 under-

graduate 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.

#### 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.

#### Undergraduate Degree Credit Limit

No more than 168 hours may be attempted toward an undergraduate degree.

#### Non-Credit Courses

English 100 and Mathematics 100 are offered for beginning students who need a transition course between their high school curriculum and entering the credit course work for a degree. No credit toward graduation is given for either English 100 or Mathematics 100.

#### Physical Education Credit Limit Policy

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

#### ROTC Credit Limit Policy

Elective credit shall not exceed eight (8) semester hours for Army ROTC, and twelve (12) hours for Air Force ROTC.

## PLACEMENT EXAMINATIONS

Placement tests are administered each summer during orientation (SOAR) and each semester during the advising and registration period by the departments concerned. Students should check the course schedule booklet each semester for the exact dates and times during which the tests will be administered.

The results of placement tests in French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will not receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

#### 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 admitted with a two-unit language deficiency need not take the 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.

#### Mathematics Placement Tests

Placement tests in mathematics are mandatory for all freshman students and for all upperclass students who wish to take a college-level math course for the first time.

All degree programs currently require at least one mathematics course and may identify a specific one or more.

If a student is admitted with a mathematics deficiency in algebra and/or geometry, she/he must remove the deficiency even though the area of study at UNCG may not require mathematics.

The table below indicates the appropriate placement in mathematics courses:

---

#### Placement Test Score Below 10

Student may enroll in: MAT 100\*, MAT 112\*\*, CSC 101\*\*, STA 108\*\*

#### Placement Test Score 10-19

Student may enroll in: MAT 100\*, MAT 112\*\*, MAT 115, MAT 150, CSC 101\*\*, STA 108\*\*

#### Placement Test Score 20-30

Student may enroll in: MAT 100\*, MAT 112\*\*, MAT 115, MAT 120, MAT, 150, MAT 151, MAT 191\*\*\*, CSC 101\*\*, CSC 130, STA 108\*\*

---

\*MAT 100 does not count as credit toward graduation nor in the student's GPA.

\*\*MAT 100, MAT 112, CSC 101, and STA 108 do not require a placement test score. However, any student who enrolls in a higher level mathematics course must have the appropriate placement test score or a grade of at least a "C" in the appropriate prerequisite course. MAT 112, STA 108, and CSC 101 do not prepare a student for MAT 115 or 150.

\*\*\*MAT 191 students must also exhibit proficiency in trigonometry.

#### 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 which 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 where 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

Office of Student Academic Services 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 Director of Student Academic Services.

Only those courses which 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 Director of Student Academic Services with the written permission of the head of the department or school, at least 30 days before the examination. A non-refundable fee will be charged, payable after the application has been approved.

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 (see School of Nursing). Credits earned in this manner may not be used to fulfill residency requirements.

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

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

## 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. 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 15 credit hours per semester and failure to do so may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors

may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in this Bulletin) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to ensure that they meet the criteria.

## 25% TUITION SURCHARGE FOR UNDERGRADUATES

The General Assembly has instituted a twenty-five percent (25%) 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 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 these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs."

### Students Subject to the Surcharge

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

- (1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit 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 audit 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 hours to be counted in the calculation of the tuition surcharge include:

- (1) all semester (fall and spring semester) academic credit hours attempted (includes repeated coursework, failed coursework, and course withdrawals); and
- (2) all transfer credit hours accepted by UNCG.

#### Hours EXCLUDED from Tuition Surcharge Hours:

- (1) College Board's Advanced Placement (AP) credit;
- (2) College Level Examination Program (CLEP) or similar programs' credits;
- (3) credit earned through any UNCG advanced placement, course validation or similar procedure;
- (4) credit earned in summer sessions at UNCG or another UNC institution; and
- (5) credit earned from an extension division of any UNC institution, including UNCG.

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

Students may contact the Office of Student Academic Services to obtain current information on their credit hours.

## GRADUATION

At 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 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 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.

#### Residence Requirements

All students are expected to take their last year in residence at UNCG, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Director of Student Academic Services, students may take 15 of their last 60 hours at another approved institution.

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

The following policies regarding time allowed for completion of AULER/CLER and major requirements became effective Fall 1996.

#### AULER Requirements

Students must meet the University (AULER/College of Arts and Sciences-CLER) Liberal Education Requirements for graduation as stated in the UNCG *Undergraduate Bulletin* in effect at the time of original enrollment at UNCG. If the student fails to graduate within seven years, however, the University\* has the option of enforcing

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

\*Typically, the UNCG Office of Student Academic Services will make the choice among these options in consultation with the department in which the student chooses to major.

#### Major Requirements

Students must meet the departmental major requirements in effect when the student declares or, if required by the department, is formally admitted to a school/college major. If the student fails to graduate within seven years, however, the University\* has the option of enforcing

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

\*Typically, the department in which the student chooses to major will make the choice among these options in consultation with the UNCG Office of Student Academic Services.

#### Application for Graduation

All undergraduate students are required to file an application for graduation in the University Registrar's Office at the beginning of the semester in which they plan to graduate. This application is required for processing the final degree audit and for ordering diplomas. See p. 23 for current graduation application fees. The fee is non-refundable. The deadline dates for filing are also published each year in the University Calendar and in each semester's Schedule of Courses booklet.

Students who do not graduate in the semester for which they file a graduation application must re-file for the next term in which they expect to complete their degrees, and will be charged a fee for this additional application.

The graduation application deadlines for undergraduates filing for the 2000-2001 academic year are:

- Friday, September 8, 2000, for those graduating in December 2000
- Friday, January 12, 2001, for those graduating in May 2001
- Thursday, May 31, 2001, for those graduating in Summer (August) 2001

Undergraduates who do not file applications for graduation by the published deadlines may petition to the Director of Student Academic Services for an exemption. Only extremely unusual circumstances warrant exceptions to these deadlines,

however, as notification of the candidates for graduation must be submitted to the Board of Trustees for official action shortly after the deadline dates for filing each term.

#### **Graduation with Honors**

The designation of graduation with 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 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

#### **Second Degree Honors**

Any second degree candidate is eligible for graduation with honors who, at the end of the final year, has completed toward the second degree, at least 45 hours of work in residence at UNCG and has earned the requisite grade point average.

#### **Commencement Participation Policy**

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 Summer Session or by the end of the fall semester are encouraged to participate in the December Commencement.

Students who have three (3) credit hours remaining to graduate in August or who are completing a required internship or practicum experience to graduate in August, and who have applied to complete their degree, may, with the approval of their department and Student Academic Services or the Graduate School, petition the University Registrar's Office or the Graduate School to participate in May commencement ceremonies.

Students who do not apply for May graduation before the published deadline, or who do not complete degree requirements before the date designated in the University Calendar for final clearance, may apply for graduation in August or December and may participate in the December Commencement.

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

## **OTHER REGULATIONS**

### **Dual Registration: Undergraduate and Graduate**

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. Total graduate credit obtained in this dual status may not exceed 12 semester hours. Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned. For dual registration status, the approval of the Dean of The Graduate School, the Director of Student Academic Services, and the student's major advisor are required.

Students should be advised that approval for dual registration does not guarantee nor constitute acceptance into any graduate program.

### **Requirements for a Second Baccalaureate Degree**

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

Meeting requirements for a second major does not qualify a student to receive a second degree. See p. 52 for explanation of second majors.

### **Simultaneous Degrees**

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

### **Second Degree Honors**

Any second degree candidate is eligible for graduation with honors who, at the end of the final year, has completed toward the second degree, at least 45 hours of work in residence at UNCG and has earned the requisite grade point average.

## UNDERGRADUATE ACADEMIC REQUIREMENTS AND LIMITS AT A GLANCE

### Baccalaureate Degree Requirements and Limits

- 122 Minimum number of hours required for an undergraduate degree  
 168 Maximum number of hours that may be attempted toward an undergraduate degree  
 36 Minimum number of hours required towards the degree at or above the 300 course level  
 31 Minimum required hours in residence at UNCG (at least 31 hours)  
 31 Minimum required hours in residence at UNCG beyond the first degree for a second undergraduate degree  
 2.00 Minimum cumulative GPA required for graduation

### Credit Hour Regulations and Limits

- 12 Minimum number of credit hours in which undergraduates must enroll per semester to qualify for full-time status  
 19 Maximum number of hours per semester in which an undergraduate may enroll without special permission  
 64 Maximum number of hours allowed for transfer credit (two year college, extension, and correspondence credit must all be included in the 64-hour total)  
 8 Maximum number of hours allowed for physical education credit  
 8 Maximum number of hours allowed for Army ROTC credit  
 12 Maximum number of hours allowed for Air Force ROTC credit

### Non Credit Courses

ENG 100

MAT 100

Neither course counts toward graduation nor is calculated in the student's GPA.

### Student Classifications (effective Fall 1996)

0-29 hours completed	Freshman
30-59 hours completed	Sophomore
60-89 hours completed	Junior
90 or more hours completed	Senior

### Deans List Qualifications

- 15 Minimum number of hours a student must have completed at UNCG to be eligible for Dean's List  
 6 Minimum number of hours in which a student must be enrolled for a given semester  
 3.50 Minimum required GPA for the semester  
 B- Minimum grade earned for the semester (no grade may be lower than B-)

### 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

- 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

- 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 PROGRAM INFORMATION

## UNDERGRADUATE DEGREES & DEGREE REQUIREMENTS

### Undergraduate Degrees

UNCG offers six undergraduate degrees:

BA	Bachelor of Arts
BFA	Bachelor of Fine Arts
BM	Bachelor of Music
BS	Bachelor of Science
BSMT	Bachelor of Science in Medical Technology
BSN	Bachelor of Science in Nursing

### 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. Liberal education: 45 semester hours (minimum)
  - b. Major subject and related areas: as required in program
  - c. Electives: as required in programTotal minimum hours: 122

2. A grade point average on the hours attempted of not less than 2.0
3. At least 36 semester hours of courses at the 300 course level or above
4. At least 31 hours in residence at UNCG, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought

The College of Arts and Sciences and each of the six professional schools—Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nursing—have structured their individual degree programs to comply with this all-University degree framework.

Students who are undecided about their major are considered to be enrolled in the College of Arts and Sciences and should follow the College requirements (see pp. 51-52). Satisfying these requirements permits a student to pursue a major either in Arts and Sciences or in one of the professional schools.

Studies leading to the baccalaureate degree are offered in the programs listed on the following pages.

### 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. At UNCG the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

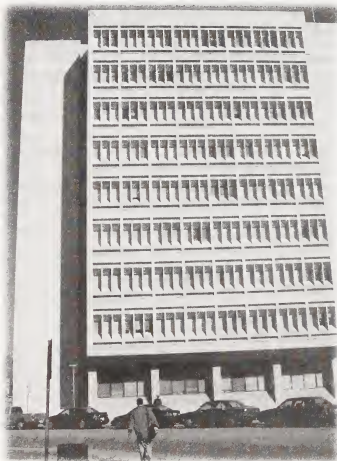
Full time undergraduate students are expected to complete at least 15 credit hours per semester and failure to do so may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

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**, pp. 20, 22.

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.



## ALL-UNIVERSITY LIBERAL EDUCATION REQUIREMENTS (AULER)

Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions Fall 1991 and thereafter must meet All-University Liberal Education Requirements (AULER).

Forty-five semester hours of course work comprise a minimal core of fundamental knowledge and intellectual skills which the faculty at UNCG believe all university-educated persons should possess. These hours are organized into the areas described on the following page. Courses satisfying these requirements have been approved by the appropriate University Instructional Area committee, the College Council of the College of Arts and Sciences and the Undergraduate Curriculum Committee. Each committee has reviewed from a different perspective the courses proposed. Guidelines followed in the selection process included: selecting only those courses considered to be fundamental, basic, and central to the instructional category; keeping the number of courses in each category as small as possible, emphasizing breadth of coverage rather than depth of examination; and, preferring courses open to freshmen and sophomores that have no prerequisites.

All undergraduate degree programs have AULER requirements. With few exceptions, the full 45 semester hours are required. Certain professional programs have been permitted to reduce slightly the number of AULER credits required in order to meet accreditation or licensing standards. Such exceptions are clearly noted in the descriptions of these special professional programs. In addition, programs in the College of Arts and Sciences may exceed the requirements in several categories. These differences are noted in the appropriate description of College/School requirements for a particular program.

The list of courses which satisfy AULER may be modified from time to time. The student's advisor is an additional source of information on the status of courses which currently meet the requirements.

The following table provides a brief description of each Liberal Education Requirement Area as well as indicating the number of semester hours which are required in that area. A complete list of currently approved AULER courses follows the table.

AULER Requirements by Areas	Sem Hrs Required
1. <b>Analytic and Evaluative Studies</b> A study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values: includes ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology.	3
2. <b>British or American Literature</b> A study of selected major works of prose and poetry written in Britain or the United States.	3 <sup>AP</sup>
3. <b>Fine Arts</b> A study of how ideas and feelings are shaped into artistic form in the visual arts, theatre, cinema, dance, or music.	3 <sup>AP</sup>
4. <b>Historical Perspectives on Western Culture</b> A study from an historical point of view of formative periods in Western culture, looking at fundamental ideas, institutions, philosophical traditions, or literary and artistic masterpieces.	3 <sup>AP</sup>
5. <b>Mathematics</b> A study of major concepts, theories, methods, and applications of the mathematical sciences.	3 <sup>AP</sup>
6. <b>Natural Science</b> A study of basic physical or biological sciences with attention to the methods of scientific investigation.	6 <sup>AP</sup>
7. <b>Non-Western Studies</b> A study of fundamental cultural forms, expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.	3
8. <b>Reasoning and Discourse</b> Training in reasoning well, reading critically, writing coherently, or speaking persuasively.	6 <sup>AP</sup>
9. <b>Social and Behavioral Sciences</b> A study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies.	6 <sup>AP</sup>
10. <b>World Literature</b> A study of selected major works of prose and poetry written outside of Britain and the United States.	3
11. <b>Electives</b> Six additional hours in a foreign language* at any level or from any of the areas specified above.	6 <sup>AP</sup>
<b>Total Semester Hours Required by AULER</b>	<b>45</b>

<sup>AP</sup> Indicates that AP credit is available in these categories; see p. 16 for AP course listings

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

**Approved AULER Courses**

As of the date of this publication, the following courses have been selected to satisfy the requirement in the areas designated. The appropriate distribution designation (AE, BI, FA, HP, MT, NS, NW, RD, SB, WL) also appears after the description of courses in the respective departments.

**Approved AULER Courses by Area****Analytic and Evaluative Studies (AE)****3 Semester Hours Required**

Anthropology 213, 360  
Broadcasting & Cinema 326  
Classical Civilization 350  
Freshman Seminar in Analytic and Evaluative Studies 106  
History 311, 360, 366  
Honors 206  
Philosophy 111, 119, 121, 220, 331, 359  
Political Science 105  
Religion 104, 107, 109, 110, 207, 232, 251, 309, 326, 328  
Residential College 210-219  
Women's Studies 350

**British or American Literature (BL)****3 Semester Hours Required**

English 104, 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341  
Freshman Seminar in British or American Literature 110  
Honors 210  
Residential College 220-229  
Theatre 320

**Fine Arts (FA) 3 Semester Hours Required**

Art 100, 101, 323  
Broadcasting & Cinema 101, 225  
Dance 100, 200, 201, 202, 323  
Freshman Seminar in Fine Arts 105  
Honors 205  
Music 214, 241, 323  
Residential College 230-239  
Theatre 121, 221, 250, 323, 582

**Historical Perspectives on Western Culture (HP)****3 Semester Hours Required**

African American Studies 100  
Classical Civilization 201, 202, 211, 212, 220, 230, 323  
Communication Studies 205  
Freshman Seminar in Historical Perspectives on Western Culture 101, 102  
Geography 102  
German 215, 216  
History 211, 212, 220, 221, 222, 223, 251, 252, 301, 302, 327, 335, 336, 357, 368, 369, 373, 374, 397  
Honors 201, 202  
Philosophy 251, 252  
Religion 131, 202, 204, 210, 212, 215  
Residential College 240-249  
Western Civilization 101, 102

**Mathematics (MT) 3 Semester Hours Required**

Mathematics 112, 115, 120, 150, 151, 191  
Residential College 110-119  
Statistics 108

**Natural Science (NS) 6 Semester Hours Required**

Anthropology 253, 331  
Biology 105, 111, 112  
Chemistry 103, 104, 106, 110, 111, 112, 114, 115  
Freshman Seminar in Natural Science 104, 104L  
Geography 103, 111, 111L, 311, 311L, 314, 314L  
Honors 203, 204  
Nutrition and Foodservice Systems 213  
Physics 203, 205, 205L, 209, 211, 212, 235, 251, 252, 291, 292

Psychology 230  
Residential College 250-259  
Textile Products Design and Marketing 211

**Non-Western Studies (NW)****3 Semester Hours Required**

Anthropology 100, 325, 330, 333, 335, 337  
Art 102  
Freshman Seminar in Non-Western Studies 109  
Geography 104, 114, 303  
History 203, 204, 215, 216, 239, 240, 361, 377, 381, 383, 384, 385, 386, 389  
Honors 209  
International Studies 233A  
Music 343  
Political Science 290, 391  
Religion 111, 211, 218, 220, 221, 225, 250, 351  
Residential College 260-269  
Sociology 300  
Textile Products Design and Marketing 121  
Theatre 586  
Women's Studies 333

**Reasoning and Discourse (RD)****6 Semester Hours Required**

English 101 or Freshman Seminar in Reasoning and Discourse 103 or Residential College 101, and one of the following courses:  
Communication Studies 105, 111, 341  
English 102, 223  
Freshman Seminars in Reasoning and Discourse 111  
Philosophy 115, 310  
Residential College 102

**Social and Behavioral Studies (SB) 6 Semester Hours Required**

African American Studies 210  
Anthropology 212, 258  
Broadcasting & Cinema 325  
Communication Studies 200  
Economics 101, 201, 202  
Exercise and Sport Science 330  
Freshman Seminar in Social and Behavioral Science 108  
Geography 105, 202, 301, 344  
Health 201, 260  
Honors 208  
Human Development and Family Studies 211, 212, 302  
Political Science 100, 210, 240, 260  
Psychology 121  
Residential College 270-279  
Sociology 101, 201, 222, 227  
Social Work 311  
Specialized Education Services 240  
Women's Studies 250

**World Literature (WL) 3 Semester Hours Required**

Classical Civilization 205, 227, 228, 305, 306, 321, 324, 325, 326  
English 201, 202, 314, 315, 371  
Freshman Seminar in World Literature 107  
French 222, 323, 353  
German 217, 218, 221  
Honors 207  
Italian 222  
Religious Studies 315  
Residential College 280-289  
Russian 201, 202, 313, 315, 316  
Spanish 222, 351, 402, 403, 404, 405

**Electives 6 Semester Hours Required**

Six additional hours from any of the areas specified above or in a foreign language at any level.

**Total Semester Hours Required 45**

### AULER Credit Through Study Abroad

In addition to the above listed courses, students may receive AULER credit for courses taken in three overseas programs offered by the University's Office of International Programs:

#### Fall Semester in Britain

- Language and Literature of Twentieth Century Criticism (FA)
- European Nations and States (HP)
- Sociology: European Social Structures (SB)
- Political Science: British Institutions and Politics (SB)
- Human Geography: The Making of Europe (HP)
- Environmental Principles (NS)

#### Fall Semester in Finland

- Cultures and Societies of Scandinavia (SB)
- Indigenous Cultures of the Polar Region (NW)
- Arts of Scandinavia (FA)
- Finnish and Scandinavian Literature in Translation (WL)
- Nordic Nature and Environment (NS)

#### Spring Semester in Poland

- Arts in Contemporary Poland (FA)
- Culture and Society in Contemporary Poland (SB)
- Evolution of Political Systems in Eastern Europe (SB)
- History of Poland (HP)
- Transition of Central European Countries to Market Economies (SB)
- Polish Literature in Translation (WL)

For information about these courses contact the Office of International Programs, 112 Foust Building, UNCG, 336/334-5404.

### CLER: College of Arts and Sciences Liberal Education Requirements (see pp.51-52)

Additional liberal education requirements have been established by the College of Arts and Sciences. Students who are undecided as to a major as well as those majoring in anthropology, art, biology, chemistry, communication and theatre, English, French, geography, German, Greek, history, interdepartmental studies, Latin, mathematics, medical technology, philosophy, physics, political science, psychology, religious studies, sociology, and Spanish are affected by these requirements. For these students the liberal education requirements total 54-55 hours, and are described in detail on pp. 51-52. Students who satisfy the College requirements will also satisfy the All-University requirements.

### 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; Set-up; Maintenance and Troubleshooting; Word Process; Spreadsheet/Graphing; Library Research; Networking; Telecommunication; World Wide Web/Web; Media Communications; and Multimedia Integration. The list of these competencies is available as an on-line resource. The list also provides several means available to UNCG students for acquiring each competency, with options that include campus workshops, computer lab staff support, and web sites.

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.

## EXPLANATION OF MAJOR/PROGRAM REQUIREMENTS, AND COURSES

### 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 has 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 the College and School sections for a complete list of available areas of study and the departmental listings for specific program and degree requirements.

### Majors

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 any program description:

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

#### Program Admission Requirements

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

#### Program Course Requirements

##### AULER or CLER Requirements

All students completing undergraduate degrees at UNCG are required to complete AULER (All University liberal Education Requirements) or CLER (College Liberal Education Requirements).

Programs in the Bryan School of Business & Economics, the School of Education, the School of Health & Human Performance, the School of Human Environmental Sciences, the School of Music, and the School of Nursing follow AULER requirements. Most programs in the College of Arts & Sciences follow CLER requirements. These requirements, including specific course requirements, are listed prior to the major requirements. See complete AULER details, pp. 45-46 and CLER, pp. 51-52.

**Major Requirements**

Major requirements include all courses that must be taken within the major program for completion of the degree.

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

**Core Requirements**

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

**Additional Concentration Requirements**

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

**Related Area (Other or Cognate) 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 which lead to teacher licensure also list teacher licensure requirements.

**Second Major or Concentration Requirements for Teacher Licensure Programs**

Several teacher licensure programs require students to complete a second major or concentration, consisting of a minimum of 24 hours, in addition to the major program. Specific requirements are listed in each of the following programs: Elementary Education; Middle Grades Education; Health Education (School Health concentration); Physical Education; and Education of Deaf Children.

**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 AULER/CLER requirements and major, related or other program requirements.

**Minors**

Programs that can be taken as minors are described following descriptions of the major and second major. A minimum of 15 hours 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 in the Office of Student Academic Services 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 Student Academic Services regarding general requirements and procedures. All general University requirements and minimum admission requirements for the desired departmental programs must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Send proposal to Undergraduate Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Director of Student Academic Services. Other modifications require the full process outlined.

**Guide to Course Descriptions**

Course descriptions are comprised of the following information:

1. Course Number
2. Course Title
3. Course Credit (in parentheses)
4. Special Information, which may include:  
AULER/CLER credit  
Prerequisites and/or corequisites  
Special restrictions or other requirements  
Repeat-for-Credit notation (if course can be repeated)  
Grading Mode (if other than letter grade)
5. Course description
6. Frequency of offering (in parentheses); optional
7. Equivalent courses (in parentheses)

Each course description is represented by a three-letter symbol (indicating the department or program within which the course is taken) and a three-digit course number. After each course title are two (or three) numbers separated by colons which indicate semester hours credit, lecture, and laboratory hours. Following the credit indicator the following items may be listed: AULER/CLER credit; course prerequisites or corequisites; special restrictions or requirements; repeat-for-credit information if the course can be repeated for credit; and grading mode if the course is graded other than by letter grade. The course description itself may be followed by frequency of offering information. Explanations of each of these topics follows.

**Program and Course Prefix Symbols**

The following is a listing of current departmental and program names and prefixes.

ACC	Accounting
AFS	African American Studies
ATY	Anthropology
ART	Art
BCN	Broadcasting & Cinema
BCT	Broadcasting/Cinema & Theatre (replaced by BCN and THE, FA 2000)
BIO	Biology
BME	Business & Marketing Education
BUS	Business Administration

CHE	Chemistry & Biochemistry
CCI	Classical Civilization
CED	Counseling & Educational Development
CSC	Computer Science
CSD	Communication Sciences & Disorders
CST	Communication Studies
CUI	Curriculum & Instruction
DCE	Dance
ECO	Economics
EDC	Education of Deaf Children (replaced by SES, FA99)
ELC	Educational Leadership & Cultural Foundations
ENG	English
ENV	Environmental Studies
ERM	Educational Research Methodology
ESS	Exercise & Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FNS	Food, Nutrition, & Food Service Management (replaced by NFS, SP99)
FRE	French
GEN	Genetic Counseling
GEO	Geography
GER	German
GRK	Greek
GRO	Gerontology
HEA	Health (Public)
HHP	Health & Human Performance
HIS	History
HSS	Honors Program
HMT	Hospitality Management
HID	Housing & Interior Design
HDF	Human Development & Family Studies
ISM	Information Systems & Operations Management
INS	International Studies
ITA	Italian
JNS	Japanese Studies
LAT	Latin
LES	Leisure Studies (replaced by RPT, SP99)
LIS	Library & Information Studies
MGT	Management
MKT	Marketing
MAT	Mathematics
MBA	Master of Business Administration
MLS	Master of Liberal Studies
MSC	Military Science
MUS	Music
NFS	Nutrition & Foodservice Systems
NUR	Nursing
PHI	Philosophy
PHY	Physics & Astronomy
PSC	Political Science
PSY	Psychology
RPT	Recreation, Parks, & Tourism
REL	Religious Studies

RCO	Residential College
RUS	Russian
SWK	Social Work
SOC	Sociology
SPA	Spanish
SES	Specialized Education Services
STA	Statistics
TDM	Textile Products Design & Marketing
THE	Theatre
UNS	University Studies
WCV	Western Civilization
WMS	Women's Studies

### Types of Courses

There are three basic types of courses taught at UNCC, with definitions based on the mode in which the course is taught. The type of course is reflected in the credit structure as well as being detailed in the course description. The semester Schedule of Courses indicates a course's type or mode as well.

#### Lecture/Seminar Courses

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

#### Laboratory/Studio/Practice Courses

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

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

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

#### Practicum/Internship Courses

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

Practicum/internships taken for academic credit may have a credit structure such as (3-6:1:9-20), where the course may be taken for variable credit (from 3 to 6 semester hours credit), has a seminar or lecture component that meets for 1 hour a week, and which requires the student to spend from 9 to 20 hours weekly in the field at the off campus site.

**Course Numbers and Levels**

Course level numbers are structured as follows:

- 100-199—intended primarily for freshmen
  - 200-299—intended primarily for sophomores
  - 300-399—intended primarily for juniors
  - 400-499—intended primarily for seniors
  - 500-599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores
  - 600-749—restricted to students who are classified as graduate students
  - 750-799—restricted to students admitted to doctoral programs
- Undergraduates are reminded that a minimum of 36 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 hours are indicated in parentheses immediately following the course title. The first figures enclosed in parentheses indicates the number of semester hour credits given for the course. The second and third figures indicate the number of lecture and laboratory/studio hours normally scheduled each week for one semester in the course.

For example, (3,2,3) indicates the course carries three semester hour credits, meets for two lecture 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 hours each week.

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

A class period is 50 minutes in length.

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

**AULER, All-University Liberal Education Requirements; and CLER, College of Arts and Sciences Liberal Education Requirement**

Courses approved as meeting requirements in the general areas of knowledge or approved to satisfy the liberal education requirements in the College of Arts and Sciences are indicated by one of the following abbreviations following the course title and credit:

**AULER abbreviations:**

- AE Analytic and Evaluative Studies
- BL British or American Literature
- FA Fine Arts
- HP Historical Perspectives on Western Culture
- MT Mathematics
- NS Natural Science
- NW Nonwestern Studies
- RD Reasoning and Discourse
- SB Social and Behavioral Sciences
- WL World Literature

**CLER abbreviations:**

- CAE Analytic and Evaluative Studies
- CBL British or American Literature
- CFA Fine Arts
- CFL Foreign Language
- CHP/CPM Historical Perspectives on Western Culture, Pre-Modern
- CHP/CMO Historical Perspectives on Western Culture, Modern
- CLS Life Science
- CMT Mathematics
- CNW Nonwestern Studies
- CPS Physical Science
- CRD Reasoning and Discourse
- CSB Social and Behavioral Sciences
- CWL World Literature

**Course Prerequisites/Corequisites**

A prerequisite is a course that must be completed before another course may be taken. A corequisite is a course that must be taken concurrently with another course. Prerequisites and corequisites are indicated after the course title and credit by "Pr." or "Coreq." followed by the requirements which 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.

**Other Course Restrictions**

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

**Grading Method**

Courses are graded by letter grade (A-F) unless otherwise noted in the course description. If a course is graded other than by letter grade, this information is stated after the prerequisites are listed. Also see section on **Grading**.

The following undergraduate/advanced undergraduate courses are graded P/NP (Pass/Not Pass) and are so noted in their descriptions:

- CSC312; CSD219, 571; CUI299A & B, 399 A, B, C & D, 461, 462, 499A; DCE250, 461, 462; ESS461, 462, 594, 595; GRK150; HEA203, 428, 461, 462; HHP110; MUS090, 091; NUR425, 440; RPT315, 417; SAS100.

**Repeat-for-Credit Notation**

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

**Course Description**

The description of a course is necessarily brief and is intended to give students a concise overview of course content. Check with the department for complete details about a course's specific content and requirements.

### Frequency of Course Offering

Many courses indicate the semester(s) in which they are usually offered. This information is indicated in parentheses at the end of the course description as follows:

- (FA/SP) course usually offered in both Fall and Spring semesters  
 (FA/SP) course usually offered in either Fall or Spring semesters  
 (FA/SP/SU) course usually offered in either Fall, Spring, or Summer  
 (FA) course usually offered Fall only  
 (SP) course usually offered Spring only  
 (SU) course usually offered Summer Session only  
 (Alt) course usually offered only in alternate semesters or years  
 (Even,Odd) course usually offered only 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.

### Equivalent Course Credit

A number of undergraduate courses have course content which is considered equivalent to other similar courses. Some courses are cross-listed with courses taught in a different department. Ordinarily students can take only one of such equivalent or cross-listed courses for credit. Course equivalencies are indicated in parentheses following a course description ("Same as ..."). Students should be aware of such equivalencies before registering in order to avoid taking a course for which they will not receive additional credit.

## THE COLLEGE OF ARTS AND SCIENCES

105 Foust Building

*Walter H. Beale, Professor and Dean of the College*

*Robert E. Gatten, Jr., Professor and Associate Dean*

*Mary K. Sandford, Associate Professor and Associate Dean*

The College of Arts and Sciences is composed of the departments of Anthropology, Art, Biology, Broadcasting and Cinema, Chemistry and Biochemistry, Classical Studies, Communication, English, Geography, German, Russian, and Japanese Studies, History, Mathematical Sciences, Philosophy, Physics and Astronomy, Political Science, Psychology, Religious Studies, Romance Languages, Sociology, Theatre, and Women's Studies. It also includes the Residential College and "Strong College," both of which are residential communities, as well as the Honors Program, Freshman Seminars, and Special Programs in Liberal Studies, which includes: African American Studies, Archaeology, Environmental Studies, International Studies, and Linguistics.

CASA, the College advising center, provides academic assistance for first-year and pre-major undergraduate students.

Through its faculty, courses, and programs, the College of Arts and Sciences encourages intellectual inquiry and development of the knowledge and skills that enable critical examination of traditions and assumptions. A liberal education prepares students for informed and reflective participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

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 All University Liberal Education Requirements (AULER) (see pp. 45-46).

### College Requirements

Included in the list below are the College requirements that differ from AULER along with the designated courses that meet those requirements.

#### 1. Writing-Intensive Courses

To emphasize the importance of writing both as an essential skill and as a tool for learning, the College requires students to take four Writing-Intensive courses, not to include ENG 101 or 102 or their equivalents. The Writing-Intensive courses offered each semester are designated by a "W" in the printed semester Schedule of Courses.

a. At least one of the four Writing-Intensive courses must be in the lower division (200 and below), at least one in the upper division (300 and above), and at least one in the department or program of the student's primary major. A single course may satisfy both the requirement for a course in the major and one of the requirements for a course at a specific level (lower- or upper-division), as long as a total of four Writing Intensives are taken.

b. Students transferring to UNCG as sophomores, and returning students who completed 30-59 hours of their coursework at UNCG prior to 1989, are required to take three writing-intensive courses, distributed as in 1-a above. Students transferring to UNCG as juniors, and returning students who completed 60-89 hours at UNCG prior to 1989, are required to take two writing-intensive courses, at least one of which must be in the department or program of their primary major. Students who transfer as seniors, or who return having completed 90 or more hours at UNCG prior to 1989, must take one writing-intensive course. NOTE: Writing-intensive courses may also meet AULER, College, or major requirements.

Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the required lower-division writing-intensive courses. Contact the Department of English for further information.

**College Liberal Education Requirements (CLER)**

	<b>Sem Hrs</b>
2. Analytic and Evaluative Studies (CAE)	3
3. British or American Literature (CBL)	3 <sup>AP</sup>
4. Fine Arts (CFA)	3 <sup>AP</sup>
5. Historical Perspectives on Western Culture	6 <sup>AP</sup>
Six hours required, including one course from each category:	
a. Pre-Modern (CPM) (3 hrs)	
CCI 201, 202, 211, 212, 220, 230, 323; FMS 101; GER 215; HIS 200, 221, 222, 251, 357, 368, 369, 373; HSS 201 <sup>1</sup> ; PHI 251; RCO 240-249; REL 202, 204, 210; WCV 101	
b. Modern (CMO) (3 hrs)	
AFS 100; CST 205; FMS 102; GEO 102; GER 216; HIS 211, 212, 223, 252, 301, 302, 327, 335, 336, 374, 397; HSS 202 <sup>1</sup> ; PHI 252; RCO 240-249; REL 131, 212, 215; WCV 102	
6. Mathematics (CMT)	3 <sup>AP</sup>
7. Natural Science	9-10 <sup>AP</sup>
Nine to ten hours required including one laboratory course (indicated by an asterisk), and at least one course from each category:	
a. Physical Science (CPS) (3-7 hrs)	
CHE 103, 104, 106, 110*, 111, 112*, 114, 115*, FMS 104, 104L*; GEO 103, 111, 111L*, 311, 311L*, 314, 314L*; HSS 203 <sup>1</sup> ; PHY 203, 205, 205L*, 209, 211, 212, 235, 251*, 252*, 291, 292; RCO 110-119; TDM 211	
b. Life Science (CLS) (3-7 hrs)	
ATY 253*, 331; BIO 111*, 112*, 105; FMS 104, 104L*; HSS 204 <sup>1</sup> ; NFS 213; PSY 230; RCO 110-119	
Note: FMS 104 may carry either CPS or CLS credit; check with advisor or semester Schedule of Courses	
8. Non-Western Studies (CNW)	3
9. Reasoning and Discourse (CRD)	6 <sup>AP</sup>
10. Social and Behavioral Sciences (CSB)	9 <sup>AP</sup>
Nine hours required: three courses from three different departments	
11. World Literature (CWL)	3
12. Foreign Language (CFL)	0-12

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing coursework (through course number 204\*\*) in: French, German, Greek, Italian, Japanese, Latin, Russian, and Spanish.

\*\* In German, proficiency may also be demonstrated by completing GER 311.

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

<sup>1</sup> Indicates an Honors Core course requiring Honors Program permission prior to registration.

<sup>AP</sup> Indicates that AP credit is available in these categories; see pp. 16 for AP course listings.

In addition to the above listed courses, students may receive CLER credit for courses taken in three overseas programs offered by the University's Office of International Programs:

**Fall Semester in Britain**

Language and Literature of Twentieth Century Criticism (CFA)  
European Nations and States (CHP-CMO)  
Sociology: European Social Structures (CSB-SOC)  
Political Science: British Institutions and Politics (CSB-PSC)  
Human Geography: The Making of Europe (CHP-CPM)  
Environmental Principles (CPS)

**Fall Semester in Finland**

Cultures and Societies of Scandinavia (CSB)  
Indigenous Cultures of the Polar Region (CNW)  
Arts of Scandinavia (CFA)  
Finnish and Scandinavian Literature in Translation (CWL)  
Nordic Nature and Environment (CLS)

**Spring Semester in Poland**

Arts in Contemporary Poland (CFA)  
Culture and Society in Contemporary Poland (CSB-SOC)  
Evolution of Political Systems in Eastern Europe (CSB-PSC)  
History of Poland (CHP-CMO)  
Transition of Central European Countries to Market Economies (CSB-ECO)  
Polish Literature in Translation (CWL)

For information about these courses contact the Office of International Programs, 127 McIver Street, UNCG, 336/334-5404.

All students in the College must fulfill the foregoing College Requirements. A course in the major may be used to satisfy College liberal education requirements.

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

**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. In general, a minor requires 15 to 21 hours in a department or area with no more than 8 hours at the 100 level and no fewer than 9 hours taken at UNCG.

**Second Majors**

A student may take a second major in conjunction with the first major. This program requires a minimum of 24 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 the University-wide distribution requirements (AULER). 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 College liberal education requirements. In the case of transfer students, at least 12 hours in each major must be taken at UNCG. Students wishing to complete a second major should contact the Office of the Director of Student Academic Services so that an advisor can be appointed in each major.

### Special Academic Programs (see alphabetical listings)

African American Studies  
 Archaeology  
 Freshman Seminars  
 Environmental Studies  
 Grogan College  
 Honors Program  
 International Studies  
 Linguistics  
 Medical Technology  
 Plan II  
 Preprofessional Programs  
 Residential College  
 Special Programs in Liberal Studies  
 Strong College  
 Study Abroad  
 Teacher Education  
 Women's Studies Program

### Student-Designed Interdisciplinary Major (SDIM)

The Student-Designed Interdisciplinary Major (SDIM) is an option available to students whose academic goals are not adequately served by any major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

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

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

1. A faculty member in the College must agree to serve as the student's advisor and to take responsibility for helping the student design a plan of study and for monitoring the student's progress. A student who wishes to pursue a SDIM, but is unsure which faculty to ask to serve as his or her advisor, should consult initially with the Associate Dean of the College (Mary K. Sandford, Room 100, Foust Building).
2. The student and the advisor devise a Plan of Study for the major. The Plan consists of:
  - (1) a brief paragraph describing the aims and intentions of the proposed major, and explaining why no existing major or combination of majors, second majors, or minors can be used to pursue those aims;
  - (2) a list of courses (minimum of 24 credits) that will constitute the major;
  - (3) either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the College's Liberal Education, foreign language, and writing-intensive requirements.
 The student's advisor should ensure that courses included in the Plan are in fact offered with reasonable frequency; not all courses listed in the bulletin will be available with sufficient frequency to ensure timely graduation.
3. The Plan is initially submitted to the Associate Dean of the College for review. The Associate Dean will ensure that the Plan meets all the requirements noted above and will send copies of the approved Plan to the student, the major advisor, and the Office of Student Academic Services.
4. A student planning to graduate with a SDIM should submit the Plan of Study for review as soon as possible, but in any case prior to registering for the last 45 credit hours needed for graduation.
5. Any changes to the Plan after it has been submitted must be approved by the Associate Dean, who will forward the modified Plan to the Office of Student Academic Services. 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.

### The College of Arts and Sciences Undergraduate Areas of Study

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Anthropology	BA	Anthropology	122	<ul style="list-style-type: none"> <li>• Anthropology U101</li> <li>• Anthropology U102</li> </ul>	Social Studies
Art	BA	Art	122	<ul style="list-style-type: none"> <li>• Art History U103</li> <li>• Studio Art U105</li> <li>• Museum Studies U106</li> </ul>	
	BFA	Art	128	<ul style="list-style-type: none"> <li>• Design U111</li> <li>• Painting U113</li> <li>• Sculpture U115</li> </ul>	
	BFA	Art	128	<ul style="list-style-type: none"> <li>• Art Education I (gen) U107</li> <li>• Art Education II (std) U109</li> </ul>	Spec Subj Area Spec Subj Area

ACADEMIC UNITS & PROGRAMS

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Biology	BA	Biology	122	<ul style="list-style-type: none"> <li>• Biology U117</li> <li>• Biology U119</li> <li>• Biotechnology U120</li> <li>• Environmental Biology U122</li> </ul>	Secondary
	BS	Biology	122	<ul style="list-style-type: none"> <li>• Biology U116</li> <li>• Biotechnology U214</li> <li>• Environmental Biology U118</li> </ul>	
Broadcasting & Cinema	BA	Media Studies	122	<ul style="list-style-type: none"> <li>• Media Processes &amp; Aesthetics U844</li> <li>• Moving Image and Sound U845</li> <li>• Electronic Media News/Documntry U846</li> <li>• Media Writing U847</li> <li>• Radio (minor only) U848</li> <li>• Media Studies (minor only) U849</li> </ul>	
Chemistry & Biochemistry	BA	Chemistry	122	<ul style="list-style-type: none"> <li>• Chemistry U121</li> <li>• Chemistry U125</li> </ul>	Secondary
	BS	Chemistry	122	<ul style="list-style-type: none"> <li>• Biochemistry U124</li> <li>• Chemistry U123</li> <li>• Chemistry U126</li> </ul>	Secondary
	BS	Biochemistry	122	<ul style="list-style-type: none"> <li>• Biochemistry U860</li> </ul>	
Classical Studies	BA	Classical Studies	122	<ul style="list-style-type: none"> <li>• Latin U129</li> <li>• Latin Language &amp; Literature U358</li> <li>• Greek Language &amp; Literature U356</li> <li>• Classical Civilization U354</li> <li>• Classical Archaeology U352</li> <li>• Classical Studies (second conc only) U130</li> <li>• Classical Studies (minor only) U350</li> </ul>	Secondary
Communication	BA	Communication Studies	122	<ul style="list-style-type: none"> <li>• Communication Studies U137</li> </ul>	
English	BA	English	122	<ul style="list-style-type: none"> <li>• English U155</li> <li>• English U157</li> </ul>	Secondary
Geography	BA	Geography	122	<ul style="list-style-type: none"> <li>• Geography U163</li> <li>• Geography U169</li> <li>• Earth Science/Environmntl Stds U167</li> <li>• Urban Planning U165</li> </ul>	Social Studies
German & Russian	BA	German	122	<ul style="list-style-type: none"> <li>• German U171</li> <li>• German U173</li> </ul>	Spec Subj Area
	-	-	-	<ul style="list-style-type: none"> <li>• Russian (minor only) U160</li> </ul>	
History	BA	History	122	<ul style="list-style-type: none"> <li>• History U175</li> <li>• History U177</li> <li>• Public History U176</li> </ul>	Social Studies
Mathematical Sciences	BS	Computer Science	122	<ul style="list-style-type: none"> <li>• Computer Science U180</li> </ul>	
	BA	Mathematics	122	<ul style="list-style-type: none"> <li>• Mathematics U179</li> <li>• Mathematics U183</li> </ul>	Secondary
	BS	Mathematics	122	<ul style="list-style-type: none"> <li>• Applied Mathematics U852</li> <li>• Applied Mathematics U850</li> <li>• Pure Mathematics U853</li> <li>• Pure Mathematics U851</li> <li>• Computer Science U182</li> <li>• Computer Science U854</li> <li>• Statistics U184</li> <li>• Statistics U855</li> </ul>	Secondary

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Philosophy	BA	Philosophy	122	<ul style="list-style-type: none"> <li>• Philosophy U189</li> <li>• Philosophy/Pre-law U190</li> </ul>	
Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Physics & Astronomy	BA	Physics	122	<ul style="list-style-type: none"> <li>• Physics U191</li> <li>• Physics U195</li> </ul>	Secondary
	BS	Physics	122	<ul style="list-style-type: none"> <li>• Physics U193</li> <li>• Physics U196</li> </ul>	Secondary
Political Science	BA	Political Science	122	<ul style="list-style-type: none"> <li>• Political Science U197</li> <li>• Political Science U199</li> </ul>	Social Studies
Psychology	BA	Psychology	122	<ul style="list-style-type: none"> <li>• Psychology U215</li> <li>• Psychology U217</li> </ul>	Social Studies
Religious Studies	BA	Religious Studies	122	<ul style="list-style-type: none"> <li>• Religious Studies U219</li> </ul>	
Romance Languages	BA	French	122	<ul style="list-style-type: none"> <li>• French U159</li> <li>• French U161</li> </ul>	Spec Subj Area
	BA	Spanish	122	<ul style="list-style-type: none"> <li>• Spanish U227</li> <li>• Spanish U229</li> </ul>	Spec Subj Area
Sociology	BA	Sociology	122	<ul style="list-style-type: none"> <li>• Sociology U221</li> <li>• Sociology U223</li> <li>• Criminology U222</li> </ul>	Social Studies
Theatre	BA	Drama	122	<ul style="list-style-type: none"> <li>• Drama U880</li> <li>• Drama (minor) U880</li> <li>• Technical Theatre (minor only) U884</li> </ul>	
	BFA	Drama	124	• Acting U881	
			124	• Design/Technology U882	
			124	• Technical Production U885	
		128	• Theatre Education U883	Spec Subj Area	

### Special Degree Programs (sponsored by College of Arts & Sciences)

Interdepartmental	BSMT	Medical Technology	124	• Medical Technology U187	
Biology	BS	Bio/4+1 Med Tech	124	• Biology/Medical Tech U186	
Chemistry	BS	Chem/4+1 Med Tech	124	• Chemistry/Medical Tech U188	
Interdepartmental	BA	Women's Studies	122	• Women's Studies U870	

### Special Programs in Liberal Studies

Interdepartmental	-	Special Programs	18	• African American Studies (minor only) U815	
Interdepartmental	BA	Special Programs	122	• Archaeology U808	
Interdepartmental	-	Special Programs	18	• Environmental Studies (minor only) U825	
Interdepartmental	BA	Special Programs	122	<ul style="list-style-type: none"> <li>• International Studies, with the following options:</li> <li>• Global Affairs &amp; International Development U809</li> <li>• Inter-Cultural Studies U810</li> <li>• Regional Studies with emphases in:               <ul style="list-style-type: none"> <li>- Russian Stds U802</li> <li>- European Stds U812 (second maj/minor only)</li> <li>- Asian Stds (minor only) U819</li> <li>- African Stds (minor only) U818</li> </ul> </li> </ul>	
Interdepartmental	BA	Special Programs	122	• Linguistics U806	

## JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS

401 Bryan Building

<http://www.uncg.edu/bae>

James K. Weeks, Professor and Dean of the School

Donald L. McCrickard, Associate Professor and Associate  
Dean

Pamela R. Cash, Director of Student Services

### Mission Statement

*The mission of the Bryan School is to prepare students to perform successfully as business professionals in the global economy and to enhance the practice of managed organizations through high quality teaching, research, and professional service.*

The Bryan School of Business and Economics is organized into four academic departments, each of which offers a program leading to the Bachelor of Science degree. The Department of Economics also offers a liberal-arts-oriented program leading to the Bachelor of Arts degree.

### Departments

Accounting  
Business Administration  
Economics  
Information Systems and Operations Management

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

The Office also coordinates the School's Internship Program that integrates academic study with career-related work for eligible students majoring in the Bryan School. A variety of internship plans are available to meet students' needs. Additionally, the Office houses the Bryan School location of the University's Career Services Center, which is dedicated to working with business majors on career development and placement needs.

In addition, the School supports one professional center and two professional offices. The Center for Global Business Education and Research promotes international business competency and literacy among students, fosters and disseminates research on global business issues, and creates outreach programs for the Triad business community. The Office of Professional Development Programs designs and provides the Program for Management Development and a variety of other high value management development programs and custom services designed to meet the specific needs of clients. The Office of Business and Economic Research conducts sponsored research of regional, national, and international interest.

### Accreditation

Undergraduate and graduate programs offered by the Bryan School of Business and Economics are accredited by AACSB, The International Association for Management Education, and in the case of programs leading to certification to teach, by the National Council of Accreditation in Teacher Education and the North Carolina Department of Public Instruction.

### Scope

Programs within the Bryan School of Business and Economics prepare students for careers in business, teaching, and government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education. A minimum of 50 percent of the degree program requirements must be taken in general education and liberal arts studies outside the School. In a 122-semester-hour degree program, at least 61 hours must be taken outside the Bryan School of Business and Economics. In addition, at least 50 percent of the business credit hours required for the degree must be earned at UNCG.

The essential components of a professional education in business and economics (Bachelor of Science degrees) include a common body of knowledge for breadth and opportunities for advanced work for depth in the various business and economics disciplines. The common body of knowledge requirements for Bachelor of Science majors within the Bryan School of Business and Economics include: ACC 201, 202; ECO 201, 202, 250, 300; FIN 315; ISM 110, 280, 360; and MGT 301, 309, 312, 330, 491; MKT 320.

Noncredit courses, workshops, and special lectures and seminars by distinguished persons of national prominence promote continuing education for a diverse public.

Collaboration with North Carolina Agricultural and Technical State University (located in Greensboro) permits UNCG students to take courses not offered on the home campus - for example, Agricultural Economics or Agribusiness.

### Enrollment in Bryan School Courses

Enrollment in Bryan School courses requires a minimum cumulative GPA of 2.00 on UNCG coursework, regardless of the student's major or minor. This includes all courses offered under the following prefixes: ACC, BME, BUS, ECO, FIN, ISM, MKT, and MGT. Courses numbered 300 and above may have additional enrollment restrictions that are outlined in the course description for each course.

### Requirements for Majoring or Minor in Bryan School Programs

Students pursuing a major or minor in the Bryan School of Business and Economics must have a grade point average no less than a 2.00 on UNCG coursework. Majors in Information Systems and Operations Management and International Business Studies must have a 2.50 on UNCG coursework. Requests to major in one of the Bryan School's programs can be made in the Office of Student Services, 232 Bryan Building. After being accepted as majors in the Bryan School, students must then work toward admission to a specific program of study.

### Criteria for Admission to Programs of Study in the Bryan School of Business and Economics

The following are *minimum* requirements for programs of study in the Bryan School. Individual programs may have additional requirements.

#### Pre-Admission Courses

##### BS programs:

ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, 102B; ISM 110; and MAT 120 or 191

##### Economics BA program:

ECO 201, 202, 250; ISM 110; and MAT 120 or 191

##### Business Minor program:

ACC 201 and ECO 201

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter.

#### Application for Admission

Students should apply for admission to the School and to a major during the semester in which they are completing pre-admission courses. Those completing the courses during a fall semester should apply by October 1. Those completing the courses during a spring semester or during the summer, should apply by March 1. Applications are available in the Undergraduate Student Services Office, 232 Bryan Building.

*Admission to a program of study may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.*

### Criteria for Continuing in the Bryan School of Business and Economics

Students who have been admitted to the Bryan School of Business and Economics must be in good academic standing at UNCG, must maintain at least the GPA required for program admission, and must meet the continuation requirements of their programs of study.

#### Foreign Language Requirements

Nine hours of a foreign language are required for all B.S. programs. When possible, students are strongly encouraged to enroll in sections that are designated for business majors. These sections will utilize business terminology and situations and will be indicated by a "B" following the course number (e.g. SPA 101B). Students may place out of up to six (6) hours of the foreign language requirements with appropriate scores on a placement exam. At least three (3) hours must be taken at the intermediate level or above.

International Business Studies majors are required to take additional foreign language and should work closely with their advisor in selecting the appropriate sequence.

Non-native speakers of English are exempted from this requirement.

### 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 pre-admission courses, transfer students are encouraged to complete MAT 120 or 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 (credit hours), depending upon their study habits, learning abilities and course work requirements.
3. Students should take into consideration that many business course require group work and plan accordingly. A list of the courses that typically require group work can be found on the Student Services web site. Go to <[www.uncg.edu/bae](http://www.uncg.edu/bae)> and select "Student Services".

### Scholarships and Fellowships

Procedures and requirements for applying for undergraduate scholarships are described in "Expenses, Payments, Refunds, and Financial Aid."

**Business Minor**

AOS Code: U398

Required: minimum of 21 semester hours

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. The minor complements a variety of professional, and arts and sciences fields. To earn a Business Minor, a student must meet the following requirements in the order listed:

1. Complete ACC 201 or 202 and ECO 101 or 201 with a grade of C- or better.
2. Apply for admission to the minor program in the Bryan School Student Services Office, Room 232, Bryan Building. A minimum cumulative GPA of 2.00 is required.
3. Consult with an advisor in the Bryan School Student Services Office to select 15 semester hours of electives.

A grade of C- or better must be achieved in each course utilized for the minor.

*Admission to the minor may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.*

**Honors Program**

The Bryan School supports and encourages students to participate in the University Honors Program. Details regarding participation in the program are included in each departmental section.

**Additional Information**

Additional information regarding academic planning, course sequencing, appeals process, and course requirements, can be found at the Bryan School Student Services web site. Go to <[www.uncg.edu/bae](http://www.uncg.edu/bae)> and select "Student Services".

**Joseph M. Bryan School of Business and Economics Undergraduate Areas of Study**

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Accounting	BS	Accounting	122	Accounting U301	
Business Administration	BS	Business Administration	122	<ul style="list-style-type: none"> <li>• Human Resources U326</li> <li>• Marketing U327</li> <li>• Small Business U328</li> <li>• Business Studies U331</li> </ul>	
	BS	Finance, Insurance, & Real Estate	122	Finance, Insurance, & Real Estate U316	
Economics	BA	Economics	122	<ul style="list-style-type: none"> <li>• Economics U305</li> <li>• Economics U309</li> </ul>	Social Stds
	BS	Economics	122	<ul style="list-style-type: none"> <li>• Business &amp; Public Policy U333</li> <li>• Applied Economic Analysis U334</li> <li>• Global Economic Policy U335</li> <li>• Economic Studies U336</li> <li>• Financial Economics U329</li> <li>• Economics U311</li> </ul>	Social Stds
Information Systems & Operations Management	BS	Information Systems & Operations Mgt	122	<ul style="list-style-type: none"> <li>• Information Systems U313</li> <li>• Operations &amp; Systems Mgt U330</li> </ul>	
Interdepartmental	-	Business minor	21	Business U398	
Interdepartmental	BS	International Business	122	International Business U830	

## SCHOOL OF EDUCATION

329 Curry Building

*David G. Armstrong, Professor and Dean of School*

*Ada Vallecorsa, Associate Professor and Associate Dean of Operations*

*Ceola Ross Baber, Associate Professor and Associate Dean for Teacher Education/School Relationships*

The School of Education comprises six departments and the Collegium for the Advancement of Schools, Schooling and Education. Within the Collegium are four centers, a consortium and various externally funded projects.

### Departments

Counseling and Educational Development (CED)

Curriculum and Instruction (CUI)

Educational Leadership and Cultural Foundations (ELC)

Educational Research Methodology (ERM)

Library and Information Studies (LIS)

Specialized Education Services (SES)

### The Collegium

Center for Educational Research and Evaluation

Center for Educational Studies and Development

Center for School Accountability and Staff Development

Piedmont Triad Education Consortium

All of these departments are engaged in graduate programs leading to master's, specialist's, and/or doctoral degrees. The Department of Curriculum and Instruction and the Department of Specialized Education Services offer undergraduate degrees as well; their Bachelor of Science programs prepare students for Class "A" licensure in North Carolina. Undergraduate majors are available in Elementary and Middle Grades Education, and Education of the Deaf.

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

All licensure programs for school personnel are approved by the North Carolina State Department of Public Instruction and accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

The School of Education continues to seek realization of its goals as a professional school to create and disseminate new knowledge in professional education, to engage in field services and apply research findings, to prepare practitioners, and to study the profession. A general discussion of Teacher Education may be found in **Teacher Education Programs**.

Departments of the School of Education are listed below with their respective faculties. Students seeking further information on graduate-level programs are referred to *The Graduate School Bulletin*.

## School of Education Undergraduate Areas of Study

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Curriculum & Instruction	BS	Elementary Education	127	• Elementary Educ U251	K-6
	BS	Middle Grades Educ	126	• Middle Grades Educ U254	6-9
Specialized Education Services	BS	Education of Deaf Children	128	• Teacher Preparation U145	Spec Subj Area
			129	• Educational Interpreter U154	

## SCHOOL OF HEALTH AND HUMAN PERFORMANCE

401 Health and Human Performance Building

*Robert W. Christina, Professor and Dean of School*

*Lynette K. Lawrence, Associate Professor and Associate Dean*

In the School of Health and Human Performance academic programs are offered through the Department of Communication Sciences and Disorders, the Department of Dance, the Department of Exercise and Sport Science, the Department of Public Health Education, and the Department of Recreation, Parks, and Tourism. Each department offers varied courses for all University students and programs of study leading to undergraduate majors and minors in their respective areas. Graduate degrees in Dance, Communication Sciences and Disorders, Public Health Education, Recreation, Parks, and Tourism, and Exercise and Sport Science are also offered. The School's programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

The **Department of Communication Sciences and Disorders** provides opportunities for the study of normal speech, language, and hearing and the associated disorders, leading to the Bachelor of Science degree in Speech Pathology and Audiology. The courses offered in this program are pre-professional and prepare the student for further study at the graduate level. Faculty and students in Communication Sciences and Disorders provide services to the University Speech and Hearing Center, and engage in cooperative work with area schools, hospitals, and other human service agencies. In addition, the faculty and students in Communication Sciences and Disorders are actively involved in research.

In the **Department of Dance**, the Bachelor of Fine Arts degree provides a Dance major with an emphasis in choreography and performance. The Bachelor of Science degree, with a major in Dance Education, is designed to lead to North Carolina licensure for teaching in public schools. The Bachelor of Arts degree in Dance is especially appropriate for students who wish to double major or to pursue scholarly interests in dance. A Concentration in Community Dance for individuals who wish to work as dance artists with underserved populations is available to students in any of the Department's majors. A Dance minor and master's degree studies are also available.

The **Department of Exercise and Sport Science** offers majors in Exercise and Sport Science leading to the Bachelor of Science degree. Within the Exercise Science and Sport Studies major, students may select concentrations in Aquatics Leadership, Fitness Leadership or Sports Medicine. The Teacher Edu-

cation concentration prepares students for teaching in grades K-12. The Exercise Science and Sport Studies Major 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 medicine, occupational therapy, or physical therapy. The Aquatics Leadership concentration is designed to provide entry-level professional preparation for students who will be competent to design, deliver and improve effective aquatics programs for a wide-range of community settings. Graduate studies leading to the master's degree and the doctoral degree are also offered by this department.

The **Department of Public Health Education** offers the Health Education major, leading to the Bachelor of Science degree, with concentration in Community Health Education. A Health Studies minor is available as well as graduate studies leading to the Master of Public Health degree.

In the **Department of Recreation, Parks, and Tourism** a student majoring in RPT may choose from three areas of concentration: Leisure Services Management, Therapeutic Recreation, or Travel, Tourism, and Commercial Recreation. These concentrations lead to the Bachelor of Science degree. A Recreation, Parks, and Tourism minor and a Master of Science (MS) degree are also available. The undergraduate program is fully accredited by the NRPA/AALR Council on Accreditation.

Further details about specific major programs can be found in the individual Department listings on the following pages. Graduate degree programs and graduate level courses are described in *The Graduate School Bulletin*.

The School of Health and Human Performance has developed a course which aims to provide experiences to students in relating to others who are significantly different from themselves, and to provide an increased sensitivity and understanding of these differences. This course is designed especially for freshmen and sophomores in the School of Health and Human Performance but is open to all undergraduates.

---

### HHP COURSES (HHP)

#### For Undergraduates

**110 Bridging Differences Through Community Relationships: Health and Human Performance (1).**

- Open to all undergraduates
- Grade: Pass/Not Pass (P/NP)

Expanding experience of race, gender, ethnicity, social class, and/or other identities through developing relationships in community settings related to health and human performance.

**School of Health and Human Performance Undergraduate Areas of Study**

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Communication Sciences & Disorders	BS	Speech Pathology & Audiology	122	• Speech Pathology & Audiology	U143
Dance	BA	Dance	122	• Dance U406	
	BFA	Dance	128	• Dance U401	
	BS	Dance Education	128	• Dance Education U403	Spec Subj Area
	-	any Dance major	18	• Community Dance U428	
Exercise & Sport Science	BS	Exercise & Sport Sci	122	• Exercise Science & Sport Studies Aquatics Leadership, with options in - Aquatic Instructor Leadership U423 - Aquatics for Therapy/Rehab U424	
				• Exercise Science & Sport Studies Fitness Leadership U412 • Exercise Science & Sport Studies Sports Medicine U421	
	BS	Exercise & Sport Sci	125-128	• Physical Educ Teacher Educ U409	Spec Subj Area
Public Health Education	BS	Health Education	124	• Community Health Educ U407	
Recreation, Parks, & Tourism	BS	Recreation, Parks, & Tourism	122	• Leisure Services Mgt U419	
				• Therapeutic Recreation U413	
				• Travel, Tourism, & Commercial Recreation U420	

## SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES

235 Stone Building

*Helen A. Shaw, Professor and Dean*

*Deborah E. Kipp, Professor and Associate Dean*

*Sharon K. Maney, Assistant to the Dean for Student Affairs*

Programs within the School of Human Environmental Sciences prepare students for careers in the field of applied human sciences. Our science-based teaching and research programs focus on humans in multiple environmental contexts.

Students receive a broad-based liberal education that includes University requirements and School requirements along with the courses required for their particular majors. Our programs are unique in their ability to utilize basic principles from many disciplines to solve human problems and to meet social needs.

The strong research efforts within the School serve to enhance and support highly challenging undergraduate programs. The five majors offered are:

Housing and Interior Design  
Human Development and Family Studies  
Nutrition and Foodservice Systems  
Social Work  
Textile Products Design and Marketing

Special facilities of the School of Human Environmental Sciences include three Child Care Education Centers, the Governor Morehead School for the Visually Impaired, the Historic Costume and Textile Collection, the Family Research Center, the North Carolina Agricultural Research Service, the Human Environmental Sciences Center for Research, Computer Aided Design laboratories in Housing and Interior Design and Textile Products, the Apparel Production Management Center, and the Harris Teeter, Inc., and The Dickson Foundation Cellular and Molecular Nutrition Research Laboratory.

### School of Human Environmental Sciences Undergraduate Areas of Study

Dept	Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
Housing & Interior Design	BS	Interior Design	142	• Interior Design (5-year prgm) U523	
Human Development	BS	Human Development	122	• Birth thru Kindergarten U525 • Birth thru Kindergarten Tch Lic U526 • Child & Adolescent Development in the Family U508 • Adult Development & Aging in the Family U510 • Family Studies U530	B-K
Nutrition, & Foodservice Systems	BS	Nutrition & Foodserv Systems	122	• Restaurant & Institution Mgt U517 • Nutrition Science 522 • Human Nutrition & Dietetics U524	
Social Work	BS	Social Work	122	• Social Work U225 • School Social Work U226	Sch Soc Work
Textile Products Design & Marketing	BS	Textile Products Design & Mkt	122	• Textile Products Marketing U505 • Textile Products Design U509	

**SCHOOL OF MUSIC**

220 Music Building  
 (336) 334-5789  
<http://www.uncg.edu/mus>

*Arthur R. Tollefson, Professor and Dean of School*

*James C. Prodan, Professor and Associate Dean*

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music Performance Major is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study.

The Bachelor of Music Education Major prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher licensure study.

The Bachelor of Arts Music Major is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition majors should submit scores and/or recordings of completed compositions. Successful audition/composition submission results are valid for one calendar year.

Please see pp. 198-207 for complete details on School of Music requirements and programs.

**School of Music Undergraduate Areas of Study**

Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
BA	Music	122	• General Music U602	
		126	• Music History U603	
BM	Performance	128	• Voice or Instrument U619 (Keyboard, Strings, Brass, Woodwinds, Percussion) • Jazz U625 • Composition U607	
BM	Music Education	128	• Choral/General Music Educ U626	Spec Subj Area
			• Instrumental Music Educ U629	Spec Subj Area

**SCHOOL OF NURSING**

112 Moore Building

*Lynne G. Pearcey, Professor and Dean**Virginia B. Karb, Associate Professor and Associate Dean**Eileen M. Kohlenberg, Associate Professor and Assistant Dean*

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 also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice.

**Accreditation**

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing. It is accredited by the National League for Nursing Accrediting Commission (NLNAC). For information, contact the NLNAC at 61 Broadway, New York, NY 10006, (212) 363-5555. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

The School of Nursing also was granted preliminary approval for accreditation by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

**Philosophy**

The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the discipline and profession of nursing as well as nursing education.

The conceptual framework and the goals of the undergraduate and graduate programs are built upon this philosophy.

Nursing is both a practice discipline and a profession. Comprising the discipline is a unique body of knowledge that is integral to nursing practice, nursing education, and nursing administration. The body of knowledge is continuously developed and refined as an outcome of scientific, historical, philosophical, and ethical inquiry and clinical evaluation. Nursing knowledge about health is generated through inquiry. Clinical evaluation advances nursing knowledge through the testing and validation of interventions that are used in nursing practice, nursing education, and nursing administration. The metaparadigm concepts of person, environment, health, and nursing form the foundation upon which inquiry and the profession are based.

Professional 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 interdependent functions.

Professional nursing education is built upon a foundation of liberal arts, humanities, and the sciences, and it provides opportunities for learners to attain competencies required to practice professional nursing. Mature learners identify the need to know and assume responsibility for their own learning. Effective teachers establish an inviting learning environment that promotes collaboration among themselves and their learners for achievement of educational goals. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as advanced practitioners in a speciality area.

Please see pp. 207-213 for complete details on School of Nursing admission, policies, requirements and programs.

**School of Nursing Undergraduate Areas of Study**

Degrees	Majors/Minors	Hrs Req	Areas of Study & AOS Codes	Licensure
BSN	Nursing	122	Nursing U701	
		122	Nursing/RN to BSN U702	
		122	Nursing Outreach-Hickory U720	
		122	Nursing/Outreach-Rockingham U721	

# ACADEMIC REFERENCES

## ACADEMIC & UNIVERSITY POLICIES

### Quick Reference to Policies

The following is an alphabetical reference list of important University and academic policies for undergraduates. Also refer to the publication *Policies for Students* for a comprehensive guide to UNCG regulations and policies.

Academic appeals .....	37-38
Academic dismissal .....	38
Academic good standing at UNCG .....	37-38
Academic probation .....	37
Academic renewal .....	36
Academic suspension .....	37
Academic warning for freshmen .....	37
Adding courses .....	32
Affirmative Action .....	9-11
Alcoholic beverages .....	290
Attendance (class) .....	34
Auditing courses .....	18
Average time to graduation .....	40
Basic Technology Competencies .....	47
Cancellation of registration .....	24
Changing a major .....	32
Classification of students .....	37
Commencement participation .....	42
Confidentiality (suppression) of student information .....	295
Course Repeat Policy .....	36
Credit limits	
transfer/extension/correspondance .....	16, 38-39
summer session .....	38
undergraduate degree .....	39
Credit (payment) policy .....	24-25
Dean's List .....	36
Declaring a major .....	32
Degree credit limit .....	41
Degree requirements for undergraduates .....	43, 44
Disruption of educational process .....	291
Disruptive behavior in the classroom .....	291
Dropping courses .....	32-33
Equality of Educational Opportunity .....	inside front cover, 11
Equity in Athletics .....	inside front cover
Exam schedule changes .....	34
Express registration .....	14
Financial Aid awards .....	26-27
Firearms/weapons on campus .....	291
Grade appeals .....	35

Grade change (retroactive) .....	36
Grade forgiveness .....	36
Grade reports .....	34
Grading system .....	34-35
Graduation requirements .....	41-42
Graduation with honors .....	42
Guns on campus .....	291
Honor policy .....	31
Honors, graduation with .....	42
Illegal drugs .....	290, 328-329
Immunization clearance .....	15
Incompletes, removal of .....	35
Late registration fee .....	26
Majors, changing or declaring .....	32
MAT 100 (non credit course) .....	39
Military Call-up (withdrawal and refunds) .....	25, 33
Narcotics .....	290, 328-329
Non credit courses .....	39
Nondiscrimination policies .....	inside front cover, 9-11
Nursing, School of, policies:	
Dismissal of Nursing Students with Physical or	
Emotional Problems .....	210-211
Unsafe Practice for Nurses .....	209-210
Parking .....	290
Payment of tuition and fees .....	24
Reactivation of returning students .....	13-14
Refunds of tuition and fees .....	25
Repeated courses .....	36
Residence hall .....	289
Residency requirements for graduation .....	41, 42
Residency requirements for tuition purposes .....	22, 327-328
Retroactive drops/withdrawals .....	36
Retroactive grade changes .....	36
Return to University (after suspension or dismissal) .....	38
Right-to-Know Policy (graduation rates) .....	inside front cover
Satisfactory academic progress .....	26
Second baccalaureate degree .....	42
Second degree honors .....	42
Second F or WF .....	36
Simultaneous degrees .....	42
Suppression (confidentiality) of student information .....	295
Time requirements for graduation .....	41
Transfer credit limit .....	16, 38-39
Tuition surcharge .....	20, 22; 40-41
Vehicle registration .....	290
University Directory information .....	295
Withdrawal from courses .....	32-33
Withdrawal from UNCG .....	33
168-hour rule .....	39
7-year rule .....	41

## UNDERGRADUATE AOS CODES

### Reference to Undergraduate Areas of Study (AOS Codes)

The following is a reference list of currently active undergraduate area of study codes. Most majors can also be taken as second majors or minors. See specific program descriptions and requirements for details.

Areas of study that provide teacher licensure are indicated by "(lic)" as part of the description. An asterisk (\*) following a major code indicates that it can be taken only as a second major or as a secondary area of study. Programs that are offered only as minors have a checkmark under "Minor".

AOS	Dept/Prgrm	Unit	Prgrm Name/Desc	Degree	Major	Minor
U101	ANT	AS	Anthropology	BA	ANTH	
U102	ANT	AS	Anthropology (lic)	BA	ANTH	
U103	ART	AS	Art History	BA	AHIS	
U105	ART	AS	Studio Art	BA	SART	
U106	ART	AS	Museum Studies	BA	MUSM	
U107	ART	AS	Art Educ I, general (lic)	BFA	AEDU	
U109	ART	AS	Art Educ II, studio (lic)	BFA	AEDU	
U111	ART	AS	Design	BFA	DESN	
U113	ART	AS	Painting	BFA	PNTG	
U115	ART	AS	Sculpture	BFA	SCUL	
U116	BIO	AS	Biology	BS	BIOL	
U117	BIO	AS	Biology	BA	BIOL	
U118	BIO	AS	Environmental Biology	BS	BIOL	
U119	BIO	AS	Biology (lic)	BA	BIOL	
U120	BIO	AS	Biotechnology	BA	BIOL	
U121	CHE	AS	Chemistry	BA	CHEM	
U122	BIO	AS	Environmental Biology	BA	BIOL	
U123	CHE	AS	Chemistry	BS	CHEM	
U124	CHE	AS	Biochemistry	BS	CHEM	
U125	CHE	AS	Chemistry (lic)	BA	CHEM	
U126	CHE	AS	Chemistry (lic)	BS	CHEM	
U129	CLAS	AS	Latin (lic)	BA	CLAS	
U130	CLAS	AS	2nd Acce Conc/Class Stds	BA	CLAS	
U137	COM	AS	Communication Stds	BA	CMST	
U143	CSO	HE	Speech Path/Audiology	BS	SPAU	
U145	SES	ED	Educ of the Deaf (lic)	BS	TEDF	
U154	SES	ED	Educational Interpreter	BS	TEDF	
U155	ENG	AS	English	BA	ENGL	
U157	ENG	AS	English (lic)	BA	ENGL	
U159	ROM	AS	French	BA	FREN	
U160	ROM	AS	Russian	BA	FREN	✓
U161	ROM	AS	French (lic)	BA	FREN	
U163	GEO	AS	Geography	BA	GEOG	
U165	GEO	AS	Urban Planning	BA	GEOG	
U167	GEO	AS	Earth Soc/Environ Study	BA	GEOG	
U169	GEO	AS	Geography (lic)	BA	GEOG	
U171	GAR	AS	German	BA	GERM	
U173	GAR	AS	German (lic)	BA	GERM	
U175	HIS	AS	History	BA	HIST	
U176	HIS	AS	Public History	BA	HIST	
U177	HIS	AS	History (lic)	BA	HIST	
U179	MAT	AS	Mathematics	BA	MATH	
U180	MAT	AS	Computer Science	BS	CMPS	
U182	MAT	AS	Computer Science	BS	MATH	
U183	MAT	AS	Mathematics (lic)	BA	MATH	
U184	MAT	AS	Statistics	BS	MATH	
U185	MAT	AS	Mathematics (lic)	BS	MATH	
U186	BIO	AS	4+1 Med Tech	BS	BIOL	
U187	BIO	AS	Medical Technology	BSMT		
U188	CHE	AS	4+1 Med Tech	BS	CHEM	
U189	PHI	AS	Philosophy	BA	PHIL	
U190	PHI	AS	Philosophy Pre Law	BA	PHIL	
U191	PHY	AS	Physics	BA	PHYS	
U193	PHY	AS	Physics	BS	PHYS	
U195	PHY	AS	Physics (lic)	BA	PHYS	
U196	PHY	AS	Physics (lic)	BS	PHYS	

U197	PSC	AS	Political Science	BA	PSCI	
U199	PSC	AS	Political Science (lic)	BA	PSCI	
U201	BIO	AS	Pre Medicine	BA	PREM*	
U203	BIO	AS	Pre Physical Therapy	BA	PHYT	
U205	PHY	AS	Pre Engineering	BA	PREN*	
U207	PSC	AS	Pre Law	BA	PREL*	
U209	BIO	AS	Pre Dentistry	BA	PRED*	
U211	CHE	AS	Pre Pharmacy	BA	PREP*	
U213	BIO	AS	Pre Veterinary	BA	PVET*	
U214	BIO	AS	Biotechnology	BS	BIOL	
U215	PSY	AS	Psychology	BA	PSYC	
U217	PSY	AS	Psychology (lic)	BA	PSYC	
U218	BIO	AS	Biology (lic)	BS	BIOL	
U219	REL	AS	Religious Studies	BA	RELS	
U221	SOC	AS	Sociology	BA	SOCI	
U222	SOC	AS	Criminology	BA	SOCI	
U223	SOC	AS	Sociology (lic)	BA	SOCI	
U225	SWK	HS	Social Work	BS	SOWK	
U226	SWK	HS	School Social Work (lic)	BS	SOWK	
U227	ROM	AS	Spanish	BA	SPAN	
U229	ROM	AS	Spanish (lic)	BA	SPAN	
U231	BIO	AS	4+1 Med Tech	BA	BIOL	
U232	CHE	AS	4+1 Med Tech	BA	CHEM	
U251	CUJ	ED	Elem Edu (K-6 lic)	BS	ELD	
U254	ED	ED	Elem Grds Edu (6-9 lic)	BS	MED	
U301	ACC	BE	Accounting	BS	ACCT	
U305	ECO	BE	Economics (BA)	BA	ECON	
U309	ECO	BE	Economics (BA) (lic)	BA	ECON	
U313	ISM	BE	Information Systems	BS	ISOM	
U316	BAD	BE	Finance, Ins, Real Est	BS	FINA	
U326	BAD	BE	Human Resources	BS	BADM	
U327	BAD	BE	Marketing	BS	BADM	
U328	BAD	BE	Small Business	BS	BADM	
U329	ECO	BE	Financial Economics	BS	ECON	
U330	ISM	BE	Operations & Sys Mgt	BS	ISOM	
U331	BAO	BE	Business Studies	BS	BADM	
U333	ECO	BE	Bus & Public Policy	BS	ECON	
U334	ECO	BE	Applied Econ Analysis	BS	ECON	
U335	ECO	BE	Global Economics Policy	BS	ECON	
U336	ECO	BE	Economic Studies	BS	ECON	
U350	CLA	AS	Classical Studies Minor			✓
U352	CLA	AS	Classical Archaeology	BA	CLAS	
U354	CLA	AS	Classical Civilization	BA	CLAS	
U356	CLA	AS	Greek Language & Lit	BA	CLAS	
U358	CLA	AS	Latin Language & Lit	BA	CLAS	
U398	BAJ	ED	Business Minor			✓
U401	DCE	HE	Dance (BFA)	BFA	DANC	
U403	DCE	HE	Dance Educ (BS) (lic)	BS	DANC	
U406	DCE	HE	Dance (BA)	BA	DANC	
U407	PHE	HE	Community Health Edu	BS	HEDC	
U409	ESS	HE	Physical Educ (lic)	BS	EXSS	
U410	ESS	HE	Coaching Minor			✓
U412	ESS	HE	EXSS Fitness Ldrship	BS	EXSS	
U413	RPT	HE	Theapeutic Recreation	BS	RECR	
U419	RPT	HE	Leisure Serv Mgt	BS	RECR	
U420	RPT	HE	Travel, Tourism, Rec	BS	RECR	
U421	ESS	HE	Sports Medicine	BS	EXSS	
U423	ESS	HE	Aquatic Instrctr Ldrshp	BS	EXSS	
U424	ESS	HE	Aquatics Therapy/Rehab	BS	EXSS	
U425	PHE	HE	Health Studies Minor			✓
U427	RPT	HE	Rec, Parks, Tourism Minor			✓
U428	DCE	HE	Community Dance	any DCE	DANC	
U450	HMT	UV	Hosp-Food Serv Mgt	BS	HSMT	
U451	HMT	UV	Hosp-Lodging Mgt	BS	HSMT	
U452	HMT	UV	Hosp-Tourism Mgt	BS	HSMT	
U505	TFM	HS	Textile Products Mkt	BS	TFPM	
U508	HDF	HS	Child & Adolescent Dev	BS	HDFS	
U509	TFM	HS	Textile Products Design	BS	TFPM	
U510	HDF	HS	Adult Dev & Aging	BS	HDFS	
U517	NFS	HS	Recreation & Inst Mgt	BS	NFSS	
U518	NFS	HS	Food Service Mgt Minor			✓
U520	NFS	HS	Food & Nutrition Minor			✓
U522	NFS	HS	Nutrition Science	BS	NFSS	
U523	HID	HS	Housing Int Design	BS	INTD	
U524	NFS	HS	Hum Nutrtn & Dietetics	BS	NFSS	
U525	HDF	HS	Birth thru Kindergrtn	BS	HDFS	
U526	HDF	HS	Birth thru Kindergrtn (lic)	BS	HDFS	

U530	HDF	HS	Family Studies	BS	HDFS	
U602	MUS	MU	General Music	BA	MUSI	
U603	MUS	MU	Music History	BA	MUSI	
U607	MUS	MU	Composition	BM	PRFM	
U619	MUS	MU	Voice or Instrument	BM	PRFM	
U625	MUS	MU	Jazz	BM	PRFM	
U626	MUS	MU	Choral/Gen Mus Ed (lic)	BM	MEDU	
U629	MUS	MU	Instrument Mus Ed (lic)	BM	MEDU	
U701	NUR	NU	Nursing	BSN	NURS	
U702	NUR	NU	Nursing RN/BSN	BSN	NURS	
U720	NUR	NU	Nur Outrch Hickory	BSN	NURS	
U721	NUR	NU	Nur Outrch Rockingham	BSN	NURS	
U802	INS	AS	Russian Studies	BA	SPLS	
U806	IDP	AS	Linguistics	BA	SPLS	
U808	IDP	AS	Archaeology	BA	SPLS	
U809	INS	AS	Global Affairs Int Dev	BA	SPLS	
U810	INS	AS	Intercultural Studies	BA	SPLS	
U812	INS	AS	European Studies	BA	SPLS	
U815	AFS	AS	African American Studies			✓
U818	INS	AS	African Studies			✓
U819	INS	AS	Asian Studies			✓
U825	ENV	AS	Environmental Studies			✓
U830	Interdept	BE	International Business	BS	INTB	✓
U844	BCN	AS	Media Proc Aesthetics	BA	MDST	
U845	BCN	AS	Moving Image & Sound	BA	MDST	
U846	BCN	AS	Elec Media News/Doc	BA	MDST	
U847	BCN	AS	Media Writing	BA	MDST	
U848	BCN	AS	Radio Minor			✓
U849	BCN	AS	Media Studies Minor			✓
U850	MAT	AS	Applied Math (lic)	BS	MATH	
U851	MAT	AS	Pure Math (lic)	BS	MATH	
U852	MAT	AS	Applied Mathematics	BS	MATH	
U853	MAT	AS	Pure Mathematics	BS	MATH	
U854	MAT	AS	Computer Science (lic)	BS	MATH	
U855	MAT	AS	Statistics (lic)	BS	MATH	
U860	CHE/BIO	AS	Biochemistry (BS)	BS	BCHE	
U870	WMS	AS	Women's Studies	BA	WMST	
U880	THE	AS	Drama			DRAM
U881	THE	AS	Acting	BFA	DRAM	
U882	THE	AS	Design/Technology	BFA	DRAM	
U883	THE	AS	Theatre Education (lic)	BFA	DRAM	
U884	THE	AS	Technical Theatre Minor			✓
U885	THE	AS	Technical Production	BFA	DRAM	

The following area of study codes are for use only by undergraduates admitted under one of the Two Plus articulation agreements.

U704	BAD	BE	Business Studies 2+	BS	BADM	
U705	BAD	BE	Human Resources 2+	BS	BADM	
U707	BAD	BE	Marketing 2+	BS	BADM	
U710	NUR	NU	Nursing/RN 2+	BSN	NURS	
U712	TDM	HS	Textile Prod Mkt 2+	BS	TPDM	
U713	ACC	BE	Accounting 2+	BS	ACCT	
U715	BAD	BE	Finance, Ins, Real Es 2+	BS	FINA	
U720	ECO	BE	Bus & Public Policy 2+	BS	ECON	
U726	ECO	BE	Applied Econ Analysis 2+	BS	ECON	
U727	ECO	BE	Global Econ Policy 2+	BS	ECON	
U728	ECO	BE	Econ Studies 2+	BS	ECON	
U745	HDF	HS	Birth-Kinderg 2+	BS	HDFS	
U746	HDF	HS	Birth-Kindrg (lic) 2+	BS	HDFS	
U777	ECO	BE	Economics (BA) 2+	BA	ECON	
U778	ECO	BE	Financial Econ 2+	BS	ECON	
U779	ISM	BE	Information Sys 2+	BS	ISOM	
U782	BAD	BE	Small Business 2+	BS	BADM	
U783	ISM	BE	Oper Sys Mgt 2+	BS	ISOM	
U788	CUI	ED	Elem Ed (K-6 Lic) 2+	BS	ELED	
U789	PHE	HE	Community Hea Ed 2+	BS	HEDC	

The following area of study codes are for use only by post baccalaureate students seeking initial "A" teacher licensure.

AOS	Dept/Prgm	Unit	Desc	Degree	Major	Minor
UL01	ART	AS	Art Licensure	A Lic	AEOU	
UL02	CHE	AS	Chemistry Licensure	A Lic	CHEM	
UL03	CLA	AS	Latin Licensure	A Lic	CLAS	
UL04	BCT	AS	Theatre Education	A Lic	DRAM	
UL05	SES	ED	Educ of Deaf	A Lic	TEDF	
UL06	CUI	ED	English Licensure	A Lic	ENGL	
UL07	GAR	AS	German Licensure	A Lic	GERM	
UL08	CUI	ED	Mathematics Licensure	A Lic	MATH	
UL09	CUI	ED	Physics Licensure	A Lic	PHYS	
UL10	CUI	ED	French Licensure	A Lic	FREN	
UL11	CUI	ED	Spanish Licensure	A Lic	SPAN	
UL14	CUI	ED	Social Studies Licensure	A Lic	SOCS	
UL15	CUI	ED	Biology Licensure	A Lic	BIOL	
UL16	DCE	HE	Dance Licensure	A Lic	DANC	
UL17	PHE	HE	Health Educ Licensure	A Lic	HEDC	
UL18	ESS	HE	Physical Educ Licensure	A Lic	EXSS	
UL19	SWK	HS	School Work Licensure	A Lic	SOWK	
UL20	HDF	HS	PreSchool Educ Lic	A Lic	HDFS	
UL21	MUS	MU	Music Educ Licensure	A Lic	MEDU	

The following area of study codes are for use by undergraduates who are undecided on their area of study:

U249	UNK	BE	Arts & Sci Undecided	BA	UNDC	
U399	BAE	BE	Bus Major Undecided	BA	UNDC	
U499	ESS	HE	HHP Undecided	BA	EXSS	
U599	HES	HS	HES Undecided	BS	UNDC	
U699	MUS	MU	Music Undecided	BA	MUSI	
U800	IDP	AS	Interdept Stds Undec	BA	SPLS	
U999	UNK	UN	Undecided on Major	NONE	UNDC	

The following area of study codes are for use only by undergraduates pursuing approved Plan II Majors or Student Designed Interdisciplinary Majors:

U807	IDP	AS	Stu Designed Interdept	BA	SPLS	
U901	ADV	UV	Plan II Prgm BA	BA	PLII	
U903	ADV	UV	Plan II Prgm BS	BS	PLII	
U905	ADV	UV	Plan II Prgm BFA	BFA	PLII	

The following new or revised undergraduate areas of study will become effective Fall 2000:

U130	CLA	AS	2nd Aca Conc/Clas Stds		CLAS	
U333	ECO	BE	Bus & Public Policy	BS	ECON	
U334	ECO	BE	Applied Econ Analysis	BS	ECON	
U335	ECO	BE	Global Economics Policy	BS	ECON	
U336	ECO	BE	Economic Studies	BS	ECON	
U421	ESS	HE	Sports Medicine	BS	EXSS	
U450	HMT	UV	Hosp-Food Serv Mgt	BS	HSMT	
U451	HMT	UV	Hosp-Lodging Mgt	BS	HSMT	
U452	HMT	UV	Hosp-Tourism Mgt	BS	HSMT	
U724	ECO	BE	Bus & Public Policy 2+	BS	ECON	
U726	ECO	BE	Applied Econ Analysis 2+	BS	ECON	
U727	ECO	BE	Global Econ Policy 2+	BS	ECON	
U728	ECO	BE	Econ Studies 2+	BS	ECON	
U825	ENV	AS	Environmental Studies			✓
U844	BCN	AS	Media Proc Aesthetics	BA	MDST	
U845	BCN	AS	Moving Image & Sound	BA	MDST	
U846	BCN	AS	Elec Media News/Doc	BA	MDST	
U847	BCN	AS	Media Writing	BA	MDST	
U848	BCN	AS	Radio Minor			✓
U849	BCN	AS	Media Studies Minor			✓
U880	THE	AS	Drama	BA	DRAM	
U881	THE	AS	Acting	BFA	DRAM	
U882	THE	AS	Design/Technology	BFA	DRAM	
U883	THE	AS	Theatre Education (lic)	BFA	DRAM	
U884	THE	AS	Technical Theatre Minor			✓
U885	THE	AS	Technical Production	BFA	DRAM	

## ACADEMIC UNITS & PROGRAMS

The following undergraduate areas of study codes have been inactivated effective Fall 2000:

U132	BCT	AS	Radio Minor			✓
U147	BCT	AS	Drama	BA	DRAM	
U149	BCT	AS	Acting	BFA	DRAM	
U150	BCT	AS	Technical Theatre Minor			✓
U152	BCT	AS	Theatre Education (lic)	BFA	DRAM	
U153	BCT	AS	Design/Tech Theatre	BFA	DRAM	
U307	ECO	BE	Economics	BS	ECON	
U716	ECO	BE	Economics 2+	BS	ECON	
U840	BCT	AS	Media Proc Aesthetics	BA	MDST	
U841	BCT	AS	Moving Image & Sound	BA	MDST	
U842	BCT	AS	Elec Media News/Doc	BA	MDST	
U843	BCT	AS	Media Writing	BA	MDST	

The following undergraduate areas of study are affiliated with the Department of Theatre effective Fall 2000:

U881	THE	AS	Acting	BFA	DRAM	
U882	THE	AS	Design/Technology	BFA	DRAM	
U883	THE	AS	Theatre Education (lic)	BFA	DRAM	
U884	THE	AS	Technical Theatre Minor			✓
U885	THE	AS	Technical Production	BFA	DRAM	

The following undergraduate areas of study are affiliated with the Department of Broadcasting/Cinema effective Fall 2000:

U844	BCN	AS	Media Proc Aesthetics	BA	MDST	
U845	BCN	AS	Moving Image & Sound	BA	MDST	
U846	BCN	AS	Elec Media News/Doc	BA	MDST	
U847	BCN	AS	Media Writing	BA	MDST	
U848	BCN	AS	Radio Minor			✓
U849	BCN	AS	Media Studies Minor			✓

FREN	French
GEOG	Geography
GERM	German
HDFS	Human Dev & Family Studies
HEDC	Health Education
HIST	History
HSMT	Hospitality Management
INTB	International Business
INTD	Interior Design
ISOM	Info Systems & Operations Management
MATH	Mathematics
MDED	Middle Grades Education
MDST	Media Studies
MEDT	Medical Technology
MEDU	Music Education
MUSI	Music (General)
NFSS	Nutrition & Foodservice Systems
NONE	No Major
NURS	Nursing
PACC	Pre-Accounting
PBAD	Pre-Business Administration
PECO	Pre-Economics
PFIN	Pre-Finance
PHIL	Philosophy
PHYS	Physics
PHYT	Pre-Physical Therapy
PINT	Pre-International Business
PISM	Pre-Information Systems
PLII	Plan II
PRED	Pre-Dental
PREL	Pre-Law
PREM	Pre-Medical
PREN	Pre-Engineering
PREP	Pre-Pharmacy
PRFM	Performance
PSCI	Political Science
PSYC	Psychology
PVET	Pre-Veterinary
RECR	Recreation, Parks, and Tourism
RELS	Religious Studies
SOCI	Sociology
SOCS	Social Studies
SOWK	Social Work
SPAN	Spanish
SPAU	Speech Pathology and Audiology
SPLS	Special Programs
TEDF	Education of Deaf Children
TPDM	Textile Products, Design & Mkt
UNDC	Undecided on Major
WMST	Women's Studies

## UNDERGRADUATE MAJOR CODES

The following is a list of current undergraduate major codes:

ACCT	Accounting
ANTH	Anthropology
ART	Art
BADM	Business Administration
BCHE	Biochemistry
BIOL	Biology
CHEM	Chemistry
CLAS	Classical Studies
CMPS	Computer Science
CMST	Communication Studies
DANC	Dance
DEDU	Dance Education
DRAM	Drama
ECON	Economics
ELED	Elementary Education (K-6)
ENGL	English
EXSS	Exercise & Sports Science
FINA	Finance, Insurance, Real Est

**DEPARTMENT & COURSE PREFIXES**

The following is a listing of current departmental and program names and prefixes.

ACC	Accounting
AFS	African American Studies
ATY	Anthropology
ART	Art
BCN	Broadcasting & Cinema
BCT	Broadcasting/Cinema & Theatre (see BCN and THE)
BIO	Biology
BME	Business & Marketing Education
BUS	Business Administration
CHE	Chemistry & biochemistry
CCI	Classical Civilization
CED	Counseling & Educational Development
CSC	Computer Science
CSD	Communication Sciences & Disorders
CST	Communication Studies
CUI	Curriculum & Instruction
CTX	Clothing & Textiles (see TDM)
DCE	Dance
ECO	Economics
EDC	Education of Deaf Children (see SES)
ELC	Educational Leadership & Cultural Fnds
ENG	English
ENV	Environmental Studies
ERM	Educational Research Methodology
ESS	Exercise & Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FNS	Food, Nutrition, & Food Service Management (see NFS)
FRE	French
GEN	Genetic Counseling
GEO	Geography
GER	German
GRK	Greek
GRO	Gerontology
HEA	Health (Public)
HHP	Health & Human Performance
HIS	History
HSS	Honors Program
HMT	Hospitality Management
HID	Housing & Interior Design
HDF	Human Development & Family Studies
ISM	Information Systems & Operations Mgt
INS	International Studies
ITA	Italian
JNS	Japanese Studies
LAT	Latin
LES	Leisure Studies (see RPT)
LIS	Library & Information Studies
MGT	Management
MKT	Marketing
MAT	Mathematics
MBA	Master of Business Administration
MLS	Master of Liberal Studies
MSC	Military Science
MUS	Music
NFS	Nutrition & Foodservice Systems
NUR	Nursing
PHI	Philosophy
PHY	Physics & Astronomy
PSC	Political Science
PSY	Psychology
RPT	Recreation, Parks, & Tourism
REL	Religious Studies
RCO	Residential College
RUS	Russian
SWK	Social Work
SOC	Sociology
SPA	Spanish
SAS	Student Academic Services
SES	Specialized Education Services
STA	Statistics
TDM	Textile Products Design & Marketing
THE	Theatre
UNS	University Studies
WCV	Western Civilization
WMS	Women's Studies

## INDEX TO ACADEMIC DEPARTMENTS, PROGRAMS, & COURSES

Accounting (ACC) .....	71-77
African American Studies (AFS) .....	72-73
Anthropology (ATY) .....	73-77
Aquatics [see <i>Exercise &amp; Sport Science</i> ] .....	141-152
Archaeology Program .....	77-78
Art (ART) .....	78-84
Biochemistry [see <i>Chemistry &amp; Biochemistry</i> ] .....	103-107
Biology (BIO) .....	84-91
Birth-Kindergarten Teacher Licensure Program [see <i>Human Development &amp; Family Studies</i> ] .....	176-180
Broadcasting & Cinema (BCN) .....	92-96
Business Administration (BAD, BME, FIN, MGT, MKT) .....	97-103
Chemistry & Biochemistry (CHE) .....	103-107
Classical Civilization (CCI) [see <i>Classical Studies</i> ] .....	108-113
Classical Studies (CCI, GRK, LAT) .....	108-113
Communication (CST) .....	113-116
Communication Sciences & Disorders (CSD) .....	116-118
Computer Science (CSC) [see <i>Mathematical Sciences</i> ] .....	188-195
Counseling & Educational Development (CED) .....	118-119
Criminology [see <i>Sociology</i> ] .....	254-258
Curriculum & Instruction (CUI) .....	119-123
Dance (DCE) .....	123-128
Drama [see <i>Theatre</i> ] .....	269-275
Economics (ECO) .....	129-133
Educational Leadership & Cultural Foundations (ELC) .....	133
Educational Research Methodology (ERM) .....	134
Education of Deaf Children [see <i>Specialized Education Services</i> ] .....	259-262
Elementary Education [see <i>Curriculum &amp; Instruction</i> ] .....	119-123
English (ENG) .....	134-140
Environmental Studies (ENV) .....	140-141
Exercise & Sport Science (ESS) .....	141-152
Finance, Insurance, & Real Estate (FIN) [see <i>Business Administration</i> ] .....	97-103
French (FRE) [see <i>Romance Languages</i> ] .....	246-251
Freshman Seminars (FMS) .....	153
Geography (GEO) .....	154-157
German, Russian, & Japanese Studies (GER, JNS, RUS) .....	157-160
Gerontology (GRO) .....	161
Greek (GRK) [see <i>Classical Studies</i> ] .....	103-113
Grogan College .....	161-162
Health (HEA) [see <i>Public Health</i> ] .....	235-238
History (HIS) .....	162-169
Honors Program (HSS) .....	169-172
Hospitality Management (HMT) .....	172-173
Housing & Interior Design (HID) .....	173-175
Human Development & Family Studies (HDF) .....	176-180
Information Systems & Operations Management (ISM) .....	181-183
International Business Studies Program .....	183-184
International Studies (INS) .....	185-186
Italian (ITA) [see <i>Romance Languages</i> ] .....	246-251
Japanese Studies (JNS) [see <i>German, Russian, Japanese</i> ] .....	157-160
Latin (LAT) [see <i>Classical Studies</i> ] .....	108-113
Library & Information Studies (LIS) .....	186-187
Linguistics .....	187
Management (MGT) [see <i>Business Administration</i> ] .....	97-103
Marketing (MKT) [see <i>Business Administration</i> ] .....	97-103
Mathematical Sciences (CSC, MAT, STA) .....	188-195
Media Studies [see <i>Broadcasting &amp; Cinema</i> ] .....	92-96
Medical Technology Program .....	196-197
Middle Grades Education [see <i>Curriculum &amp; Instruction</i> ] .....	119-123
Music (MUS) .....	198-207
Nursing (NUR) .....	207-213
Nutrition & Foodservice Systems (NFS) .....	214-216
Philosophy (PHI) .....	217-219
Physical Education Teacher Education [see <i>Exercise &amp; Sport Science</i> ] .....	141-152
Physics & Astronomy (PHY) .....	220-223
Political Science (PSC) .....	223-227
Preprofessional Programs .....	227-229
Pre Denistry, Medicine, Veterinary Medicine .....	227-228
Pre Engineering .....	228
Pre Law .....	228-229
Pre Pharmacy .....	229
Pre Physical Therapy .....	229
Psychology (PSY) .....	229-234
Public Health Education (HEA) .....	235-238
Recreation, Parks, & Tourism (RPT) .....	238-244
Religious Studies (REL) .....	241-244
Residential College (RCO) .....	244-245
Romance Languages (FRE, ITA, SPA) .....	246-251
Russian (RUS) [see <i>German, Russian, Japanese</i> ] .....	157-160
Social Work (SWK) .....	251-254
Sociology (SOC) .....	254-258
Spanish (SPA) [see <i>Romance Languages</i> ] .....	246-251
Special Programs in Liberal Studies .....	259
African American Studies .....	72-73
Archaeology .....	77-78
Environmental Studies .....	140-141
International Studies .....	185-186
Linguistics .....	187
Specialized Education Services (SES) .....	259-262
Speech Pathology & Audiology [see <i>Communication Sciences &amp; Disorders</i> ] .....	116-118
Sports Medicine [see <i>Exercise &amp; Sport Science</i> ] .....	141-152
Statistics (STA) [see <i>Mathematical Sciences</i> ] .....	188-195
Strong College .....	262-263
Student Academic Services (SAS) .....	263
Study Abroad Programs .....	263-264
Teacher Education & Licensure Programs .....	264-266
Textile Products Design & Marketing (TDM) .....	266-269
Theatre (THE) .....	268-275
University Studies for Freshmen (UNS) .....	276
Western Civilization (WCV) .....	276
Women's Studies Program (WMS) .....	276-277
Accelerated Master's Programs for Undergraduates .....	278-288
BS in Accounting/MS in Accounting .....	278
BA in Anthropology/MBA .....	278-279
BA in Anthropology/MA in Economics .....	278-279
BA in Biology/MS in Chemistry .....	280
BS in Chemistry/MS in Chemistry .....	280-281
BA in Chemistry/MBA .....	281
BA in Economics/MA in Economics .....	282
BA in Economics/MPA in Public Affairs .....	282-283
BA in French/MBA .....	283
BA in German/MBA .....	284
BA or BS in Mathematics/MA in Mathematics .....	284
BA in Music/MBA .....	284-285
BA in Physics/MBA .....	285-286
BA in Political Science/MA in Economics .....	286
BA in Political Science/MBA .....	286-287
BA in Political Science/MPA in Public Affairs .....	287
BA in Spanish/MBA .....	288

**DEPARTMENT OF ACCOUNTING (ACC)**

Bryan School of Business &amp; Economics

418 Bryan Building  
(336) 334-5647<http://www.uncg.edu/bae/acc>**FACULTY**Susan E. Anderson, Associate Professor and Head of  
DepartmentProfessors Arrington, Collins, Jones (Emeritus), Woelfel,  
(Emeritus); Associate Professors Cassill, Helms; Assistant  
Professors Biggart, Harden, Iyer, Raedy; Lecturers  
Khanlarian, Leuck, Shepherd**Mission Statement**

The mission of the Department of Accounting of the Joseph M. Bryan School of Business and Economics is (1) to provide high quality programs of education for accounting majors at the undergraduate and graduate levels, (2) to provide high quality courses to support the undergraduate and graduate programs offered by the Bryan School and the University at large, (3) to simulate and support productive, 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 Community and the Accounting profession, and (5) to foster faculty interaction with the external community that serves the needs of the external community.

The primary goal of the department is to provide programs of quality education in accounting at the undergraduate and graduate levels. The undergraduate program provides an excellent foundation for accounting careers in industry, government and other not-for-profit organizations; is sufficiently broad to qualify graduates for a wide range of entry-level, business-related positions; and prepares students for further graduate-level studies in areas such as accounting, law and business administration. (Also offered as an evening program.)

**Accounting Major****Degree:** Bachelor of Science**Required:** 122 semester hours, to include at least 36 hours at or above the 300 course level**AOS Code:** U301**General Requirements**

- Formal admission to the Department of Accounting, including the following:
  - Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, 102B; ISM 110; and MAT 120\* or 191
  - Grades of C or better in ACC 201 and 202
  - Cumulative GPA of at least 2.0
- Grades of C or better in ISM 280 and ACC 201, 202, 203, 318, 319
- 122 semester hours
- At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.

**All-University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must meet AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: MAT 120 or 191	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and ENG 102B	6
Social and Behavioral Sciences (SB) Required: ECO 201 and 202	6

**Major and Related Area Requirements**

- ACC 201, 202, 203, 318, 319, 325, 420, 430, 440, 450; (Transfer credit will be given for Accounting courses at the 300-level or above only by examination.)
- BUS 105\*; CST 105; ECO 201, 202, 250, 300; FIN 315; ISM 110, 280, 360; MGT 301, 309, 312, 330 or 331, 491; MKT 320
- Nine (9) hours of a foreign language; see p. 57 for requirement details.

\*BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.

**Electives**

Electives sufficient to complete 122 semester hours required for degree.

- One 3-hour 500-level accounting course may be elected within the 122 hour degree program.
- Additional 500-level accounting courses may be taken above the 122 hour degree program.

**Honors in Accounting****Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**Accelerated Master's Program for Accounting Majors**

Interested students should see Accelerated Master's Programs for Undergraduates for details about the BS in Accounting/MS in Accounting program requirements.

**ACCOUNTING COURSES (ACC)****For Undergraduates****201 Financial Accounting (3:3).**

*Pr. second semester freshman standing.*

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.

**202 Managerial Accounting (3:3).***Pr. second semester freshman standing.*

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

**203 Double-Entry Formal Accounting Systems (1:1).***Pr. grade of C or better in 201.*

Essential aspects of accounting cycle, including journalizing and posting transactions, making necessary adjustments, preparing financial statements and closing the books.

**318 Intermediate Accounting I (3:3).***Pr. admission to program or other approved program; grade of C or better in 201, 202 and 203; junior standing.*

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.

**319 Intermediate Accounting II (3:3).***Pr. admission to program or other approved program; grade of C or better in 201, 202, 203, and 318; junior standing*

The second course in the two-course intermediate accounting sequence. Continues the examination of the preparation, presentation, interpretation, and use of financial statements.

**325 Accounting Transaction Processing Systems (3:3).***Pr. admission to program or other approved program; grade of C or better in 201, 202, 203, 318 and ISM 280; junior standing.*

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

**420 Federal Tax Concepts (3:3).***Pr. admission to program or other approved program; grade of C or better in 201, 202, 203, and 318; senior standing.*

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

**430 Cost Accounting (3:3).***Pr. admission to program or other approved program; grade of C or better in 201, 202, 203, and 318; senior standing.*

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

**440 Auditing Concepts (4:4).***Pr. 319 and 325; admission to program or other approved program*

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. (Formerly ACC 540) (FA,SP)

**450 Accounting, Ethics, and International Business (3:3).***Pr. grade of C or better in 319, admission to Department or other professional program approved by Department*

First half of course focuses on ethical import of accounting in modern organizations; second half of course focuses on accounting practices and regulations in different countries. (FA/SP/SU)

**493 Honors Work (3-6).***Pr. see Honors Program, XXX 493 (p. 172).**•May be repeated for credit if the topic of study changes.***499 Independent Research in Accounting (1 to 3).***Pr. admission to program, senior standing, and permission of Department.**•May be repeated for credit with approval of Department Head.*

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.

**For Advanced Undergraduates and Graduate Students.****589 Experimental Course: Advanced Business Law (3:3).**

Topics include contract and sales law, professional ethics, securities and regulations and relevant laws governing negotiable instruments; legal issues surrounding partnerships, corporations, and principal-agencies. (Offered FA'00)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## AFRICAN AMERICAN STUDIES PROGRAM (AFS)

*College of Arts & Sciences—  
Special Programs in Liberal Studies*

200 Foust Building  
(336) 334-5507  
<http://www.uncg.edu>

**COMMITTEE MEMBERS**

*Frank Woods, Director, African American Studies Program*

*Willie L. Baber, Department of Anthropology*

*Michael Cauthen, Lecturer, African American Studies Program*

*Mary V. Compton, Department of Communication*

*George Dimock, Department of Art*

*Mary P. Erdmans, Department of Sociology*

*SallyAnn H. Ferguson, Department of English*

*Colleen Kriger, Department of History*

*Deborah Pelli, Department of Biology*

*Lenora Richardson, School of Nursing*

*Yumna Siddiqi, Department of English*

*Lisa Tolbert, Department of History*

*Pamela A. Wilson, Office of Multicultural Affairs*

**Mission Statement**

*The African American Studies Program is committed to sustaining an academic environment in which African American students and students of every race or ethnicity are motivated to develop to their full potential. Through interdisciplinary courses, the students can achieve an informed appreciation of the history and socioculture of persons of African descent, as well as the history and socioculture of others. Set in an urban institutional environment, the Program offers students an array of scholastic and experiential opportunities. The Program contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue*

their academic goals. African American Studies nurtures intellectual curiosity, tolerance, and commitment to the ideals of social justice and equality, attributes prized by the University community and society at large.

The program has several objectives:

1. To promote the teaching and learning about the history and experience of blacks in American society as an integral part of the University experience.
2. To add a vital humanistic dimension to the liberal arts undergraduate experience of students in the university by enabling all students, black and white, to learn how blacks have exerted an indelible impact on American society and to assist black students in learning more about their history and background.
3. To provide a global perspective to the University community by presenting students with various opportunities to engage in courses which promote learning about the culture of Africa, individuals in Africa and African diaspora countries.
4. To provide a learning environment for students through courses and activities that develop research, writing, critical thinking and effective communication.
5. To establish and maintain the interdisciplinary nature of the program by offering courses from other departments which reflect and support the major objectives of the program.

Students who wish to propose a Special Program in Liberal Studies minor in African American Studies should contact the Director of African American Studies. The Director or members of the Committee will advise the student in the selection of courses to constitute the minor.

The undergraduate courses listed below focus almost entirely on issues, areas of knowledge, and concerns related to the black experience.

### Special Programs in Liberal Studies— African American Studies Minor

**AOS Code:** U815

**Required:** minimum of 18 semester hours

#### Required courses

1. AFS 100 and 210
2. Twelve additional hours to be selected from the following courses: AFS 200, 305, 310, 400; ATY 325, 335; DCE 232, 332; ENG 315, 374, 376; HIS 203, 204, 301, 302, 303, 304, 306, 502, 581, 587; MUS 214, 344; PSC 391; REL 131, 351; SOC 227. Residential College courses with appropriate content and focus.

### AFRICAN AMERICAN STUDIES COURSES (AFS)

#### For Undergraduates

#### 100 Blacks in America (3:3).

*AULER/CLER: HP/CHP-CMO*

Introduction to African-American culture through an historical and social perspective. (FA,SP)

#### 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.

#### 210 Blacks in American Society: Social, Economic, and Political Perspectives (3:3).

*AULER/CLER: SB/CSB*

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.

#### 305 Special Topics in African American Studies (3:3).

• *May be repeated once for credit when topic varies.*

An in-depth study of a selected topic or topics in African American Studies involving directed reading and research. (FA/SP)

#### 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. (FA)

#### 400 Independent Study (1-3).

*Pr. permission of Director of African American Studies and faculty mentor.*

Intensive independent study on special topics related to the African American experience. (FA,SP,SU)

#### 493 Honors Work (3-6).

*See prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

## DEPARTMENT OF ANTHROPOLOGY (ATY)

*College of Arts & Sciences*

426 Graham Building

(336) 334-5132

<http://www.uncg.edu/ant/anthro.html>

#### FACULTY

*Joseph B. Mountjoy, Professor and Head of Department*

*Professors Baber, Bartel, Fitzgerald, Helms; Associate*

*Professor Sandford; Adjunct Professor Hoffman; Assistant*

*Professors Andreatta, Innes; Adjunct Assistant Professor*

*Parsons; Lecturers Bogdan, Bruner*

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

The general undergraduate major provides for extensive study in cultural anthropology, archaeology, linguistics, and physical anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area up to a maximum of 60 hours. Majors have opportunities to develop mentoring relationships with members of the faculty on current research projects as well as fieldwork projects. Internships in various agencies are also available.

Anthropology as a major prepares individuals to pursue many avenues of career development. It is the basis for a career as a professional anthropologist. Anthropology combined with other courses of study as double majors enhances career

possibilities and professional development. There are, however, increasing opportunities for anthropologists to work in government agencies and business. In such settings, the knowledge which they have may be applied to the solution of human problems.

Through the accelerated master's program, an anthropology major may earn both a master's degree in a related field and a bachelor's degree in anthropology in approximately five years. Majors must begin planning early in this program as well as obtaining careful advising. Opportunities exist for an MA in Economics and a Masters of Business Administration.

---

## Anthropology Major

**Degree:** Bachelor of Arts

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

**AOS Code:** U101

The General Anthropology Major provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, physical anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education as well as for one of the concentrations in anthropology.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

Many of the anthropology courses listed as AULER and CLER courses also count towards the anthropology major:  
Analytic & Evaluative Studies (AE, CAE): ATY 213, 360  
Natural & Life Science (NS, CLS): ATY 253, 331  
Non-Western Studies (NW, CNW) ATY 100, 325, 330, 333, 335, 337, 345

Social & Behavioral Science (SB, CSB): ATY 212, 258

### Major Requirements

Minimum 24 semester hours in anthropology above the 100-level to include the following.

#### Core Courses

1. ATY 213, 253, 360, 387, 411
2. Two courses at the 400 or 500 level
3. Electives to complete the major requirements

Although not a requirement beyond the 24 hours minimum, majors may choose to take additional courses in general anthropology. The additional courses may also be in one of the subdisciplines:

Archaeology

Ethnology

Linguistic Anthropology

Physical Anthropology

Majors in consultation with a faculty member in the subdiscipline will select the appropriate courses.

### Related Area Requirements

Majors who follow a plan for one of the accelerated master's programs should satisfy the related area requirements for that program.

### Electives

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

---

## Honors in Anthropology

### Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

## Anthropology as a Second Major

**Required:** minimum of 24 semester hours

Because of its holistic approach to human behavior, anthropology connects with many other disciplines both academically and professionally. Completion of anthropology as a second major is a good choice for students in interdepartmental programs in archaeology, linguistics, international studies, social studies, as well as programs in nutrition, history, classical studies, religious studies, geography, environmental studies, biology, women's studies, public health and African American studies. Students who double major in anthropology and another discipline must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

---

## Anthropology Minor

**Required:** minimum of 15 semester hours

All minors are required to take ATY 212. In addition they must select a minimum of 12 hours 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, 253, 360 387, 411
2. Ethnology/Ethnography — especially useful for majors in social studies, history, geography, economics, and international studies. Courses recommended include ATY213, 325, 330, 333, 335, 337, 371 and 476
3. Linguistics — especially useful for majors in language arts, a foreign language, English, deaf education, speech pathology, social studies, and international studies. Course recommended include ATY 385, 387, 585, and 587.
4. Archaeology — especially useful for majors in classical studies, geography, and environmental studies. Courses recommended include ATY 253, 258, 360, 362, 533, and 553.

5. **Physical Anthropology** — especially useful for majors in archaeology, biology, chemistry, nutrition, and psychology. Courses recommended include ATY 253, 331, 553, 555, and 559.

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.

## Anthropology with Teacher Licensure in Social Studies

### AOS Code: U102

Students majoring in anthropology may seek Initial "A" teacher licensure in comprehensive social studies with an endorsement in anthropology. Completion of licensure requirements will allow majors to teach Social Studies as well as anthropology in secondary school. Please see **Teacher Education Programs** for complete requirements. Many of the requirements for licensure satisfy liberal education requirements in the college as well as for the major and the Social Studies requirements. Majors who wish to pursue "A" licensure in social studies should consult with the departmental Social Studies committee representative.

## Accelerated Master's Programs for Anthropology Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the BA in Anthropology/MBA or MA in Economics program requirements.

## ANTHROPOLOGY COURSES (ATY)

### For Undergraduates

- 100 **Contemporary Non-Western Cultures (3:3).**

*AULER/CLER: NW/CNW*

- Freshmen only.

A survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today.

- 212 **General Anthropology (3:3).**

*AULER/CLER: SB/CSB*

- Open to freshmen.

Survey of general anthropology. Includes an inquiry into human origins, prehistory and comparative study of culture.

- 213 **Cultural Anthropology (3:3).**

*AULER/CLER: AE/CAE*

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.

- 253 **Introduction to Physical Anthropology (3:2:3).**

*AULER/CLER: NS/CLS*

Study of human biology and evolution; includes the study of non-human primate traits, fossil man, population genetics with a thorough study of human osteology.

- 258 **World Prehistory (3:3).**

*AULER/CLER: SB/CSB*

Development of culture from its paleolithic beginnings through the rise of early civilizations.

- 325 **Race and Culture Contact in the Caribbean (3:3).**

*AULER/CLER: NW/CNW*

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.

- 330 **Cultures of North American Indians (3:3).**

*AULER/CLER: NW/CNW*

Traditional ways of life of indigenous people of North America.

- 331 **Human Variation (3:3).**

*AULER/CLER: NS/CLS*

Physical differences within and between human populations: their source and effect.

- 333 **Latin American Societies and Cultures (3:3).**

*AULER/CLER: NW/CNW*

Tribal and peasant groups with special emphasis on their place in contemporary Latin America.

- 335 **Cultures of Africa (3:3).**

*AULER/CLER: NW/CNW*

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

- 337 **Cultures of the Pacific (3:3).**

*AULER/CLER: NW/CNW*

Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology and culture contact.

- 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.

- 360 **Method and Theory in Modern Archaeology (3:3).**

*AULER/CLER: AE/CAE*

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.

- 378 **Historical Archaeology Field Techniques (3:0:6).**

Archaeological excavation of historic period sites. Techniques of excavation, recording, surveying, and artifact analysis.

- 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.

- 387 **Modern Linguistics (3:3).**

Systematic investigation of the general properties of language, the universal properties found in all languages, and the specific properties of the grammars of individual languages. Includes linguistic differences found in selected dialects of American English.

**411 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.

**462 Archaeology of the Southeastern United States (3:3).**

Investigation of Indian cultural development in the United States from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina as a part of the East. Involves some field trips and/or laboratory experience.

**476 Methods in Data Collection and Analysis in Cultural Anthropology (3:3).**

Review and discussion of major methodological principles and techniques used in anthropology. (Alt SU)

**478 Field Methods in Archaeology (3:3).**

*Pr. permission of instructor.*

Methods, techniques and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling and controlled excavation.

**479 Analysis of Archaeological Data (3:3).**

*Pr. permission of instructor.*

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.

**480 Ethnographic Field Methods in Cultural Anthropology (4:3:6).**

*Pr. 476 or permission of instructor.*

Course applies qualitative research techniques (fieldnotes, participant and casual observations, interviews, data interpretation), and statistical techniques that supplement ethnographic description and analysis at field sites. (Alt SU)

**493 Honors Work (3-6).**

*Pr. see Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**497, 498 Special Problems in Anthropology (1 to 3), (1 to 3).**

*Pr. permission of faculty member with whom student wishes to work.*

Opportunity for students to have directed instruction on problems of special interest.

**499 Internship in Anthropology (3:1:6-12).**

*Pr. written permission required; junior status; appropriate prerequisite courses in the relevant anthropology subfield selected for internship: Cultural-ATY 213; Physical-ATY 253; Archaeology-ATY 360; Linguistics-ATY 387.*

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. (FA,SP,SU)

**For Advanced Undergraduates and Graduate Students****501, 502 Selected Topics in Anthropology (3:3), (3:3).**

*Pr. anthropology major or permission of instructor.*

• *May be repeated for credit when topic varies.*

Opportunity for advanced students to study in depth topic or issue of special interest.

**520 Economic Anthropology (3:3).**

*Pr. 212, 213, or 3 hours of social science.*

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.

**524 Applied Anthropology (3:3).**

Application of anthropological method and theory in situations of directed sociocultural change.

**526 Anthropological Perspectives on Food and Agriculture (3:3).**

*Pr. 213*

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. (Alt SP)

**533 Archaeology of Mexico (3:3).**

*Pr. permission of instructor.*

Major prehispanic cultural developments in Mexico with emphasis on internal cultural change (from early man to rise of great civilizations such as Aztec and Maya) and relationships with adjacent areas.

**547 Belief and Value Systems (3:3).**

Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

**553 Human Identification (3:2:3).**

*Pr. 253 or 3 hours of biological science.*

Anthropological study of aspects of the human body that includes identification of individual bone and fragments, sex differences, age changes in bone and teeth, dermatoglyphics, ABO blood groups, paleopathology, and somatology of living individuals.

**555 Human Evolution (3:3).**

*Pr. 253 or 3 hours of biological science.*

Biological and cultural evolution of humans from prehuman forms.

**557 Primate Behavior (3:3).**

*Pr. 253 or permission of instructor.*

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.

**559 Disease and Nutrition in Ancient Populations (3:3).**

*Pr. 253 or FNS 213 or 3 hours of biological science.*

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.

**571 Ethnographic Methods (3:3).**

*Pr. graduate status or advanced undergraduate in Anthropology, Geography, History, Political Science, or Sociology.*

A guide to the conduct of ethnographic research; an introduction to culture theory, the elements of research design, data collection and analysis, and the sociological significance of an interpretive paradigm.

**576 Culture and Personality (3:3).**

Cross-cultural analysis of effect and influence of culture and group membership on development of personality.

**583 Culture and Society (3:3).**

- *Not open for credit to anthropology majors.*
- *May not be taken for credit by students who have prior credit for ATY 213.*

Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context.

**585 Social Dialects (3:3).**

Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect differences, and consequences of social dialects.

**587 Foundations of Linguistic Theory (3:3).**

*Pr. permission of instructor.*

An in depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included.

**595 Contemporary Issues in Anthropology (3:3).**

*Pr. senior status and anthropology major, or permission of instructor.*

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.

**597, 598 Special Problems in Anthropology (3), (3).**

*Pr. permission of faculty member with whom student wishes to work.*

Opportunity for advanced students to undertake independent study or research of special interest.

The Program's faculty are actively involved in field work in Greece, Mexico, and North Carolina, and students are expected to participate in those or other field work projects.

**Special Programs in Liberal Studies Major—Concentration in Archaeology**

**Degree:** Bachelor of Arts

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

**AOS Code:** U808

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements**

Minimum 30 semester hours distributed as follows.

- 1. Core Requirements (12 hours)**
  - ATY 258 World Prehistory
  - ATY 360 Modern Archaeology
  - CCI 211 Introduction to Classical Archaeology (Greece)
  - CCI 212 Introduction to Classical Archaeology (Rome)
- 2. Area Requirements (6 hours with 3 hours from each category)**
  - Old World Archaeology:
    - ATY 501 Selected Topics in Anthropology (European Archaeology)
    - CCI 312 The Art and Archaeology of Egypt
    - CCI 313 Archaeology of the Aegean
    - CCI 314 Ancient Cities
  - New World Archaeology:
    - ATY 462 Archaeology of the Southeastern United States
    - ATY 533 Archaeology of Mexico
- 3. Analytical Methods and Techniques (6 hours with no more than 3 from ATY 378, ATY 478, CCI 401)**
  - ATY 378 Historical Archaeology Field Techniques
  - ATY 478 Field Methods in Archaeology
  - ATY 479 Analysis of Archaeological Data
  - ATY 553 Human Identification
  - ATY 559 Disease and Nutrition in Ancient Populations
  - CCI 401 Archaeological Practicum
  - GEO 314 Physical Geography: Landscape Processes
  - GEO 323 Air Photo and Remote Sensing
- 4. Related Area Electives (6 hours from any of the above courses or the following related courses)**
  - ART 201 Ancient Art
  - ART 281 Ceramics I

**ARCHAEOLOGY PROGRAM**

*College of Arts & Sciences—  
Special Programs in Liberal Studies*

237 McIver Building  
(336) 334-5214

<http://www.uncg.edu/arc>

**COMMITTEE MEMBERS**

*Jeffrey S. Soles, Chair, Archaeology Program, Department of Classical Studies*

*Brad Bartel, Department of Anthropology*

*Joseph B. Mountjoy, Department of Anthropology*

*Michael Neeley, Department of Anthropology*

*Jeffrey C. Patton, Department of Geography*

*Mary Kaye Sanford, Department of Anthropology*

*Roy Stine, Department of Geography*

The Special Programs in Liberal Studies major with a concentration in Archaeology introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that facilitate their study. The major is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

ART 285 Photography  
 ATY 213 Cultural Anthropology  
 CCI 450 Internship in Classical Studies  
 GEO 321 Cartography  
 HIS 220 The Ancient World  
 PHI 325 Introduction to the Philosophy of Science

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

#### Electives

Electives sufficient to complete 122 semester hours required for degree.

### Archaeology Minor

**Required:** minimum of 15 semester hours

The Archaeology minor requires completion of a minimum of 15 hours with 9 hours chosen from the Core Requirements and 3 hours chosen from each category of the Area Requirements.

## DEPARTMENT OF ART (ART)

*College of Arts & Sciences*  
 162 McIver Building  
 (336) 334-5248  
<http://www.uncg.edu/art>

#### FACULTY

*Pat Wasserboehr, Associate Professor and Head of Department*

*Professors Goldstein, Lee; Associate Professors Aichele, Cohen, Doren, Gottsegen, Maggio, Rice; Assistant Professors Ananian, Dimock, Dunnill, Gerhart, Lixl-Purcell; Lecturers: Gantt, Karakas, Hoisington; Adjunct Faculty: Doll, Platt*

The Department of Art offers the following degree programs:

- BFA** art major, concentrations in art education I & II, design, painting, and sculpture  
**BA** art major, concentrations in art history, museum studies, and studio art

The department believes that at the undergraduate level students are best served by a liberal university education with a specialization in art. Specialized degree programs emphasize the traditional disciplines of painting, sculpture, design, art history, and art education. Students seeking vocational specializations should pursue relevant post-baccalaureate studies.

Freshmen art majors are advised in CASA during the freshman year. Before the beginning of the sophomore year, students should contact Student Academic Services to request a faculty advisor in the Art Department.

All transfer students should make an appointment with the department's Director of Undergraduate Advising for a portfolio review to approve transfer credit.

Courses in drawing, painting, and sculpture in the 20's, 30's, and 50's series emphasize working from observation. Still life, landscapes, interior environments, and the human figure are the primary sources of study from which students work toward developing basic artistic/observational skills. Courses in design and the crafts in the 40's, 70's and 80 to 84 series focus on the inherent systemic logic or functional requirements of works of art.

Only those students enrolled in a degree program with a full-time load of courses may use the space, equipment, and facilities of the Art Department. Part-time students may use only the facilities directly connected with the courses in which they are enrolled.

The faculty includes artists and historians of acknowledged accomplishment in their areas of specialization. All members of the faculty teach at the undergraduate level in well-equipped facilities on the north side of McIver Building and in the Cone Art Building.

The Weatherspoon Gallery, housed in the Cone Art Building, sponsors a program of exhibitions and lectures that complement the Art Department's curriculum.

### Art Major

**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 AQS Codes:**

- Design (including Ceramics & Photography), U111  
 Painting (including Drawing & Printmaking), U113  
 Sculpture, U115

The BFA program allows a more intense concentration in studio work than is available in a BA program. This concentration is gained by extending the program for the equivalent of one summer session. Because of the number of required courses, junior transfers cannot expect to complete a BFA program in two years.

### All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet AULER requirements. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

In addition to completing AULER requirements, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses, including ART 100 and 101, and/or from the four upper-level art history courses required of studio majors.

### Major Requirements

Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

#### Course Requirements for all Concentrations

- ART 100 or 101
- Four art history courses above 100 level
- Art 120, 140, 150, 220, 221

- ART 498 and 499 to be taken in the senior year. All students must submit three (3) ready-to-exhibit works to the senior juried show, usually held in the spring semester.

#### Design Concentration

- ART 120, 140, 150, 220, 221, 241, 285, 347
- Advanced design courses from those numbered in 40's, 70's or 80's: 10 semester hours
- ART 498 and 499. Independent Study projects should be in graphic design, ceramics, photography, or another appropriate area of design specialization.
- Art or related electives: 8 semester hours (choose from 300-level or above)

#### Painting Concentration

- ART 120, 140, 150, 220, 221, 231, 232, 335, 337
- Printmaking: 4 semester hours
- ART 498 and 499. Independent Study projects must be in painting, drawing, or printmaking.
- Art or related electives: 8 semester hours (choose from 300-level or above)

#### Sculpture Concentration

- ART 120, 140, 150, 220, 221, 252 or 253, 353, 355, 356
- Art 498 and 499. Independent Study projects must be in sculpture.
- Art or related electives: 8 semester hours (choose from 300-level or above)

#### Electives

Electives sufficient to complete the 128 semester hours required for the degree.

### Art Major

**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:

- Art Education I, U107
- Art Education II, U109

All studio art students who seek teacher licensure in art must take a BFA under one of two concentrations: Art Education I offers academic breadth, Art Education II offers concentration in a studio discipline. Junior transfers cannot expect to complete these programs in two years.

#### All-University Liberal Education Requirements (AULER) (45 hours)

All candidates for BFA degrees with a concentration in Art Education must complete AULER requirements. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

In addition, candidates for BFA degrees must complete two writing-intensive courses; these may be selected from AULER courses and/or from upper-level art courses.

#### Major Requirements

##### Art Education I (General Art) Concentration

- ART 100 or 101
- Four additional courses in Art History above the 100 level
- ART 120, 140, 150, 220, 221
- Painting, Design: 2 semester hours in each
- Crafts: 6 semester hours

- Art or related electives: 7 semester hours
- Art Education courses: 360 (junior year); 363, 365, 463 and 465 (senior year)
- Concentration in one studio area (Design, Painting or Sculpture) of 9 semester hours above the 100-level.

This is a summary list from the studio requirements above.

##### Art Education II (Studio Art) Concentration

- Same as Art Education I, numbers 1 through 7
- Independent Study in ART 498 and 499 or approved substitutes: 4 semester hours
- Single studio specialization, including at least 4 semester hours of independent studio (ART 498 and 499 or approved substitute) in this specialty: 10 semester hours

This is a summary list from the studio requirements above.

#### Related Area Requirements

(See "Teacher Education" for full explanation.)

- AULER requirements as identified within each major
- HEA 201 Personal Health
- PSY 121 General Psychology
- ELC 381 The Institution of Education
- CUI 450 Psychological Foundations of Education
- CUI 470 Reading Education

#### Electives

Electives sufficient to complete the 128 semester hours required for the degree.

#### Admission to Student Teaching:

During the junior year students must apply for admission to the student teaching semester. Art Education methods courses 363 and 365 are prerequisites to student teaching and are taken in the fall semester of the senior year. Student Teaching 463 and 465 are taken in the spring semester.

Student teaching admission requirements include the following:

- Speech screening and medical clearance
- Grade point average of at least 2.7
- Art 360, Foundations of Art Education, which includes pre-student-teaching practicum
- Completion of 12 semester hours following admission to teacher education
- Evidence of teaching readiness competencies as set and evaluated by the department.

### Art 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:

- Art History, U103
- Studio Art, 105
- Museum Studies, U106

The Art History Concentration is an academic, liberal arts program with emphasis on the visual rather than the verbal tradition. Students who wish to pursue a professional career in this discipline should plan to enter a PhD program after graduation. In preparation for doctoral work, they should acquire a fluent reading knowledge of two foreign languages; German and French are usually recommended.

The Museum Studies Concentration offers specialized courses in curatorial projects and other museum functions. Students are encouraged to make use of the resources in the Weatherspoon Art Gallery.

The Studio Concentration combines a liberal arts education with the development of studio skills.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

In addition to meeting the All-University Liberal Education Requirements (AULER), students in BA art programs must satisfy College of Arts and Sciences (CLER) requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

#### Major Requirements

Minimum 33 semester hours in art, depending on concentration

##### Art History Concentration

1. ART 100 or 101, 201, 202, 203, 204
2. Studio Art: 6 semester hours
3. Art History above the 200 level: 12-24 semester hours.

##### Museum Studies Concentration

1. ART 100 or 101, 201 or 202, 203 and 204
2. Two courses from ART 120, 140, 150
3. 15 additional semester hours of Art History, Studio Art, or approved related electives above the 200 level
4. ART 590 (taken in the junior year)
5. ART 400
6. ART 401 or ART 393 or HIS 545a or b

##### Studio Art Concentration

1. ART 100 or 101
2. Two courses from ART 120, 140, 150
3. Art History above the 100 level: 12 semester hours
4. Studio Art above the 100 level: 12-24 semester hours (at least 12 hrs should be at the 300-level)
5. Enrollment in independent study courses (optional for qualified students)

#### Related Area Requirements

No specific courses required.

#### Electives

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

### Honors in Art Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

### Art As A Second Major

Students who wish to declare a second major in art must complete all requirements listed above under the degree (BFA or BA) and concentration selected.

### Art Minor

**Required:** minimum of 15 semester hours

An Art Minor requires 15-19 semester hours of studio and/or art history courses. A Minor in Art History requires 3 hours in ART 100 or 101 and 12 additional hours of 200-level or above art history courses. A Minor in Studio Art requires 3 hours in ART 100 or 101 and core studio courses ART 120, 140, 150, 220, 221.

### ART COURSES (ART)

Art courses are listed under the following headings: Studio, Art History, Art Education, and Museum Studies

#### STUDIO Courses

##### For Undergraduates

#### 120 Fundamentals of Drawing (4:2:6).

Basic course in the practice and principles of drawing. Emphasis on working from observation with a wide variety of media and genres explored. (FA,SP)

#### 140 Design I (4:2:6).

Basic course in fundamentals of design. Work in two and three dimensions. (FA,SP)

#### 150 Clay Modeling (4:2:6).

General course in preparation, designing, and modeling in clay. (FA,SP)

#### 220 Intermediate Drawing (2:1:3).

*Pr. 120.*

A continuation of the practices and principles of ART 120, with a greater emphasis on conceptual development. (FA,SP)

#### 221 Life Drawing I (2:1:3).

*Pr. 220.*

Figure drawing from the model. (FA,SP)

#### 226 Woodcut and Wood Engraving (2:1:3).

*Pr. 120 or 140.*

Woodblock relief techniques as a printmaking medium. (Not offered every year.)

#### 228 Etching I (2:1:3).

*Pr. 120 or 140.*

Intaglio techniques as a printmaking medium. (FA,SP)

#### 229 Lithography I (2:1:3).

*Pr. 120 or 140.*

Planographic techniques as a printmaking medium. (FA,SP)

#### 231 Techniques of Painting (2:1:3).

*Pr. 120.*

Materials and characteristic processes of major techniques. (FA)

#### 232 Painting I (2:1:3).

*Pr. 120.*

Basic course which uses observation as a vehicle for learning the fundamentals of oil painting.

**241 Design II with a Computer (2:1:3).***Pr. 140.*

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.

**252 Techniques of Sculpture (2:1:3).***Pr. 150.*

Tools, materials and characteristic processes of major techniques.

**253 Sculpture I (2:1:3).***Pr. 150.*

Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structures in space.

**275 Metal Crafts I (2:1:3).***Pr. 140 or 150.*

Techniques required to make jewelry and small art objects from copper, brass and precious metals. Includes gem and stone setting.

**281 Ceramics I (2:1:3).**

Basic course with emphasis on handbuilt forms. (FA,SP)

**285 Photography I (3:1:6).***Pr. 140, or permission of instructor.*

Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required. (FA,SP)

**321 Life Drawing II (2:1:3).***Pr. 221.*

- May be repeated for credit with permission of instructor and department head.

Continuation of 221. (FA,SP)

**322 Experimental Course: Variable Topics in Drawing (2:1:3).***Pr. 221.*

Practice and study of traditional and contemporary methods of drawing in a variety of media and genres. (Offered SP'00)

**323 The Arts as Human Experience (3:3).***AULER/CLER: FA/CFA*

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. (Same as BCT 323, DCE 323, MUS 323.)

**335 Painting II (4:2:6).***Pr. 232.*

Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes.

**337 Painting III (4:2:6).***Pr. 335.*

Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development.

**340 Design III (2:1:3).***Pr. 140 and 241.*

Advanced study of design fundamentals with emphasis on advanced execution and content. (FA,SP)

**341 Letters, Signs and Symbols (2:1:3).***Pr. 140 and 241.*

Letter forms, signs and symbols as configurations for design study.

**343 Techniques of Structures (4:2:6).***Pr. 340.*

Theory and craftsmanship of small structures. Emphasis on aesthetic and mechanical characteristics of common materials.

**344 The Electronic Darkroom (3:3:3).***Pr. 241, or permission of instructor*

- 285 recommended.

Studio based exploration of photography, graphic design, and digital imaging. A range of image capture and output techniques investigated along with computer image manipulation software applications. (Alt years)

**345 Three-Dimensional Design (2:1:3).***Pr. 10 s.h. of studio art including 140.*

Development of three-dimensional systems as objects and as environments.

**346 Kinetic Design (2:1:3).***Pr. 10 s.h. hours of studio art including 140.*

Motion and time sequence in two-dimensional and three-dimensional design.

**347 Color Theory (2:1:3).***Pr. 140.*

Major color theories and systems. Projects using properties of color in pigments, transparencies and projected light. (FA,SP)

**348 Metal Sculpture (2:1:3).***Pr. 252 or 253.*

Studio course in non-cast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium.

**353 Metal Casting (4:2:6).***Pr. 252 or 253 or permission of instructor.*

Basic course in casting metal as a sculpture medium. Theory and practice of moldmaking and foundry processes.

**355 Sculpture II (4:2:6).***Pr. 252 or 253.*

Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression.

**356 Sculpture III (4:2:6).***Pr. 355.*

Advanced undergraduate work with emphasis on individual sculpture development.

**373 Design Methods for the Crafts (4:2:6).***Pr. 100 or 101, 140, or permission of instructor.*

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.

**375 Metal Crafts II (2:1:3).***Pr. 275.*

Advanced work in techniques required to make jewelry and small art objects from copper, brass, precious metals.

**381 Ceramics II (2:1:3).***Pr. 281 or permission of instructor.*

Wheel-thrown forms; glazing and decorating techniques. (FA,SP)

**382 Ceramic Glaze Techniques (2:1:3).***Pr. 281.*

Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. (SP)

**384 Photojournalism (3:1:2).**

*Pr. 285 or permission of instructor.*

Course examines some aspects of photojournalism, dealing with photographs which answer questions of Who, What, When, Why, Where, and How; photographs which convey important information about the human condition. (FA)

**385 Photography II (3:1:6).**

*Pr. 285 or portfolio and permission of instructor.*

Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers.

**387 Color Photography (3:1:5).**

*Pr. 285.*

An introduction to the basic processes used to produce color photographs and to an understanding of color photography as art.

**388 Experimental Course: Photographic Interaction (3:1:6).**

*Pr. 285.*

Course expands the boundaries of image-making in still life, nature and human relationships. Includes advanced techniques in printing and sequencing images. (Offered SP'00)

**393 Practicum/Internship in Art Careers (1-3).**

*Pr. prior written approval of supervising instructor and department head, with written agreement of expectations from sponsor.*

• *May be repeated for credit.*

Practical experience for art majors for developing career goals and skills.

**428 Etching II (2:1:3).**

*Pr. 228.*

• *May be repeated for credit with permission of instructor or department head.*

Continued development of etching techniques introduced in Etching I. Emphasis placed on supervised independent work consistent with students' personal artistic goals. (FA,SP)

**429 Lithography II (2:1:3).**

*Pr. 229.*

• *May be repeated for credit with permission of instructor or department head.*

Continuation of ART 229 with additional emphasis on multi-color imagery and the integration of advanced lithographic processes in students' assignments.

**439 Painting: Selected Media (2:1:3).**

*Pr. 120, 220.*

Special techniques and pictorial problems of various paint media.

**440 Books and Images (4:2:6).**

*Pr. 140 and 241.*

• *For advanced students*

Advanced studio investigation into the relationships between images and book forms, traditional and contemporary, electronic and printed, static and dynamic. (Alt years)

**442 Image Sequencing/Sequential Images (4:2:6).**

*Pr. 241 or permission of instructor.*

• *For advanced Design majors.*

Structured studio workshop exploration of static, time based, and interactive image sequencing. Traditional and digital media incorporated. (Alt years)

**446 Graphic Design (4:2:6). Pr. 140 and 241.**

• *For advanced students.*

An advanced investigation into two dimensional design. Computer and traditional media incorporated to address advanced studio problems and techniques. (Alt years)

**481 Ceramics III (2:1:3).**

*Pr. 281, 381.*

Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing. (FA)

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**496 Special Problems, Studio (2).**

*Pr. prior approval of supervising instructor required.*

• *May be repeated for credit with permission of department head.*

Independent studio work adjusted to needs and interests of individual student. (FA,SP)

**498, 499 Independent Study (2), (2).**

*Pr. senior status and permission of instructor.*

Students complete work demonstrating technical accomplishment and self-motivation. 498: sequence of work must be submitted for juried senior show. 499: sessions on portfolio presentation and preparation. (FA,SP)

**For Advanced Undergraduates and Graduate Students****520 Anatomy for the Artist (3:2:2).**

*Pr. 150 or permission of instructor.*

Visual analysis of the human form with an emphasis on the skeletal-muscular system.

**525 Advanced Metal Casting (4:2:6).**

*Pr. 353 or permission of instructor.*

• *May be repeated for credit when topic varies.*

Advanced theory and practice of metal casting.

**529 The Multi-Media Print (4:2:6).**

*Pr. 226 or 228 or 229, and 241.*

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. (FA,SP)

**531 Painting (4:1:8).**

*Pr. senior or graduate standing.*

• *May be repeated for credit when topic varies.*

Theories, methods and techniques characteristic of recent trends in painting.

**535 Advanced Painting (4:2:6).**

*Pr. advanced undergraduate or graduate standing.*

• *May be repeated for credit*

Advanced practice and theory of painting. A wide variety of media and genres will be explored.

**557 Site-Specific Sculpture (4:2:6).**

*Pr. 355 or permission of instructor.*

• *May be repeated for credit.*

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. (SP)

## ART HISTORY Courses

## For Undergraduates

**100 Introduction to Art (3:3).**

AULER/CLER: FA/CFA

Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture. (FA,SP)

**101 Survey of Western Art (3:3).**

AULER/CLER: FA/CFA

Major artists and periods starting with the ancient world through current times. (FA,SP)

**102 The Black Atlantic: Cross-Cultural Representations (3:3).**

AULER/CLER: NW/CNW

Course interprets visual constructions from the African, African-American, and European traditions as they relate to the history of slavery and the colonization of the New World.

**200 History of Western Architecture (3:3).**

Architecture in Europe and the U.S.A. from ancient Greece to the present.

**201 Ancient Art (3:3).**

Art and architecture of Ancient Greece and Rome from the Bronze Age through 337 A.D.

**202 Medieval Art (3:3).**

Art and architecture of Europe from Early Christian times through the late Gothic period ca. 1400 A.D.

**203 Renaissance through Rococo (3:3).**

Visual arts of Europe during the Renaissance, Mannerist, Baroque and Rococo periods. (FA)

**204 Modern Art (3:3).**

Visual arts in the West from ca. 1790 to the present. (SP)

**300 Greek Art (3:3).**

Pr. 100 or 101 or 201.

Architecture, sculpture, and vase painting from ca. 1000 B.C. to the end of the Hellenistic period.

**301 Early Medieval Art (3:3).**

Pr. 100 or 101 or 202.

Early medieval art of the Mediterranean World from c. A.D. 300 to 1066 including Early Christian, Celtic, Carolingian, and Early Islamic periods.

**302 Romanesque Art (3:3).**

Pr. 100 or 101 or 202.

Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D.: architecture, sculpture, manuscript illumination and mural painting.

**303 Gothic Art (3:3).**

Pr. 100 or 101 or 202.

Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination and mural painting.

**304 Italian Renaissance Art (3:3).**

Pr. 100 or 101 and 203 or permission of instructor.

Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture. (FA)

**305 Northern Renaissance Art (3:3).**

Pr. 100 or 101 or 203.

Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized.

**306 Baroque Art (3:3).**

Pr. 100 or 101 and 203 or permission of instructor.

Seventeenth-century art in Europe: painting, sculpture, architecture and landscape architecture. (SP)

**307 European Art in the Eighteenth Century (3:3).**

Pr. 100 or 101 and 203 or permission of instructor.

A survey of European art media, practice, theory, and issues surrounding patronage during the century.

**308 European Art in the Nineteenth Century (3:3).**

Pr. 100 or 101 and 204 or permission of instructor.

Painting, sculpture, and architecture from 1800 to 1900.

**309 Architecture in the Twentieth Century (3:3).**

Pr. 100 or 101 or 200.

The components of style, theory, structure and material as embodied in the architecture of the century.

**310 American Art (3:3).**

Pr. 100 or 101.

Historical development of art in the United States including the colonial period. Painting and architecture emphasized.

**311 Early Twentieth-Century Art (3:3).**

Pr. 100 or 101 and 204 or permission of instructor.

Painting, sculpture, architecture and other media from 1900 to World War II.

**312 Late Twentieth-Century Art (3:3).**

Pr. 100 or 101 and 204 or permission of instructor.

Traditional and new media in the last half of the century.

**313 History of Photography (3:3).**

Pr. Art 100 or 101 or permission of instructor.

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.

**380 Experimental Course: Women in Photography (3:3).**

A slide-lecture course in the special vision of women in photography and their decisive contribution to photography as art. (Offered SP'00)

**400 Special Problems, Art History and Criticism (3:3).**

Pr. 15 semester hours of art history and criticism and approval of instructor.

- May be repeated once for credit when topic varies.

Directed program of reading and research.

**493 Honors Work (3-6).**

See prerequisites under Honors Program, XXX 493 (p. 172).

- May be repeated for credit if the topic of study changes.

**497 Special Problems, Art History and Criticism (3).**

Pr. prior approval of supervising instructor required.

- May be repeated for credit with permission of department head.

Independent work in art history adjusted to needs and interests of individual student. (FA,SP)

**For Advanced Undergraduates and Graduate Students****500 Traditions of Art Criticism (3:3).***Pr. junior standing or graduate status.*

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.

**501 Topics in the History of Art (3:3).***Pr. junior standing or graduate status.*

- *May be repeated when topic varies.*

Special topics in the history of art, ancient to modern.

**ART EDUCATION Courses****For Undergraduates****360 Foundations of Art Education (3:2:1).***Pr. junior standing.*

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.

**363 Curriculum and Teaching Methods in the Elementary School (3:2:2).***Pr. 360 and permission of instructor.*

- *For art education majors only.*

Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall. (Counts as Art credit.)

**365 Curriculum and Teaching Methods in the Secondary School (3:2:2).***Pr. 18 semester hours of art, 360.*

Aims, philosophy and curricula of art education in the secondary school; selection, preparation and use of teaching materials. (Counts as Art credit.)

**367 Child Art and Teaching (2:1:3).***Pr. junior standing.*

- *Not open to Art Education majors.*

An introduction to the theoretical and philosophical foundations for Art Education (birth to middle school), including hands-on experience with school art media.

**463 Student Teaching in the Elementary School (6:1:10).***Pr. senior standing with 2.7 GPA or above; CUI 450, ART 363, 365.*

Supervised student teaching at the elementary school level.

**465 Student Teaching in the Secondary School (6:1:10).***Pr. senior standing with 2.7 GPA; CUI 450, ART 363, 365.*

Supervised student teaching at the secondary school level.

**For Advanced Undergraduates and Graduate Students****563 Trends and Teaching in Art: Special Populations (3:2:1).***Pr. completion of 363, student teaching, or equivalent or permission of instructor.*

Curricular and instructional principles, processes and designs applicable to special populations in various school, institutional or community settings.

**565 Issues in Art Education (3:3).***Pr. graduate status or permission of instructor.*

- *May be repeated once for credit when topics vary.*

Exploration of issues in art or education which affect the teaching of art.

**MUSEUM STUDIES Courses****For Undergraduates****401 Special Problems: Museum Studies (3:3).***Pr. 15 hours art history/criticism and approval of instructor.*

- *May be repeated once for credit when topic varies.*

Directed program of reading, research or curatorial projects in the Weatherspoon Art Gallery and other museums.

**For Advanced Undergraduates and Graduate Students****590 Museum Studies (3:3).***Pr. junior standing and permission of instructor.*

A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education and curatorial activities.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**DEPARTMENT OF BIOLOGY***College of Arts & Sciences*

312 Eberhart Building

(336) 334-5391

<http://www.uncg.edu/bio>**FACULTY**

Anne E. Hershey, *Professor and Head of Department Professors Gatten, Rublee, Stavn, Sullivan (Chancellor of UNCG); Associate Professors Cannon, Hendrickson, Henrich, Katula, Kirchoff, Lacey, Leise, Lepri, Lombardi; Assistant Professors Adamson, Hens, LaJeunesse, Mou, Stewart, Wendt; Lecturers Almeida, Bundy, Gouzoules, Horton, Pelli, Redman, Somers*

*Adjunct Faculty: Adjunct Professors Failla, Johnston, Logan; Adjunct Clinical Professors Lippford, Steuterman; Adjunct Associate Professors Blake, McIntosh, Pratap; Adjunct Clinical Associate Professor Hopkins; Adjunct Assistant Professor Curtis; Adjunct Clinical Instructors Anderson, Bean, Bowman, Culton, Failla, Gaither, Hobson, Hodge, O'Laughlin, Peters, Scaro, Shirley, Simmons, Yarborough; Visiting Assistant Professor O'Hara*

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-intensive courses and laboratory classes help develop communication and research skills. Additionally, the department supports an active Biology Club, which provides students with a source of friends who have common interests.

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.

## Biology 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:**

- Biology, U117
- Biotechnology, U120
- Environmental Biology, U122

The Department offers a full range of courses leading to the BA degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. (See also the descriptions of pre-professional programs, pp. 227-229, concerning their requirements.) Both study and laboratory facilities are available to advanced undergraduates.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100-level. A maximum of four hours at the 200-level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCC.

### Biology Core Courses

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

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370
5. At least two of the following core laboratory courses: BIO 302, 356, or 393

### Related Area Requirements

Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115
2. MAT 151 or 191

The department highly recommends the following courses in addition to the required cognates:

1. CHE 351, 352, 354
2. MAT 191, 292
3. STA 271, or 571 and 571L
4. PHY 211, 212, and 251, 252 labs

## B.A. in Biology with a Concentration in Biotechnology

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.

### Basic requirements beyond the Biology Core

BIO481, 499 (1-3 hrs), 535, 594, 596; CHE 351, 352, 354; PHY 211, 212 and 252, 252 labs, or 291, 292, and 252, 252 labs; and MAT 191

### Strongly recommended

BIO 424, 528, 538, 545, 583, 584, 595; CHE 331, 333; and additional hours of Undergraduate Research (BIO 499)

Note: Students will be required to attend seminars covering biotechnology topics.

## B.A. in Biology with Concentration in Environmental Biology

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.

### Basic requirements beyond the Biology Core

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 526, 527, 528, 529, 560, or 579

### Additional requirements

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103)
3. At least one of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 339; ECO 380

### Strongly recommended

CHE 351, 352, 354; PHY 211, 212 and 252, 252 labs, or 291, 292, and 251, 252 labs; MAT 191

## Biology Major

**Degree:** Bachelor of Science

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

**Available Concentrations and AOS Codes:**

- Biology, U116
- Biotechnology, U214
- Environmental Biology, U118

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. (See also the descriptions of pre-professional programs, pp. 227-229, concerning their requirements.) A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and cognate 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.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER) and the College of Arts and Sciences Liberal Education Requirements (CLER). Note that students who satisfy CLER will also satisfy AULER. See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

#### Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100-level. A maximum of four hours at the 200-level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

#### Biology Core Requirements

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

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370
5. At least two of the following laboratory core courses: BIO 302, 356, or 393
6. At least one course at the 500-level Undergraduate Research (BIO 499) or Honors Work (BIO 493), for 2 or more credit hours, are also strongly recommended.

#### Related Area Requirements

B.S. Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115, 351, 352, and 354
2. MAT 191 and either MAT 292 or STA 271 (or STA 571 and 571L)
3. PHY 211, 212 and 251, 252 labs, or PHY 291, 292, and 251, 252 labs

### B.S. in Biology with Concentration in Biotechnology

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.

#### Basic requirements beyond the Biology Core

BIO 481, 499 (1-3 hrs), 535, 594, 596

#### Strongly recommended

BIO 424, 528, 538, 545, 583, 584, 595; CHE 331, 333; and additional hours of Undergraduate Research (BIO 499)

Note: Students will be required to attend seminars covering biotechnology topics.

### B.S. in Biology with Concentration in Environmental Biology

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.

#### Basic requirements beyond the Biology Core:

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 526, 527, 528, 529, 560, or 579

#### Related area requirements same as B.S. degree above, plus the following additional requirements

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103)
3. At least one of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 339; ECO 380

### Biology Minor

#### Required: minimum of 17 semester hours

A minimum of 17 hours in biology is required for a minor in biology. The following courses are required:

1. BIO 111 and 112
2. One course from two of the following four categories:  
Ecology: BIO 301  
Cell Biology: BIO 355  
Genetics: BIO 392  
Diversity: BIO 322, 341, 354, or 370

### Biology as a Second Major

#### Required: minimum of 24 semester hours

A minimum of 24 hours in biology is required for a second major in Biology. A maximum of 4 semester hours may be at the 200-level. The following courses are required:

1. BIO 111 and 112
2. One course from each of the following four categories:  
Ecology: BIO 301  
Cell Biology: BIO 355  
Genetics: BIO 392  
Diversity: BIO 322, 341, 354, or 370
3. CHE 111 and 112
4. CHE 114 and 115

### Concentration in Biology

#### Required: 24 semester hours

A total of 24 semester hours in biology is required for a concentration in Biology. The following courses are required:

1. BIO 111 and 112
2. One course from three of the following four categories:  
Ecology: BIO 301  
Cell Biology: BIO 355  
Genetics: BIO 392  
Diversity: BIO 322, 341, 354, or 370

## 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 head of the Department of Biology. Transfer students are reminded that at least 12 credit hours in the major must be completed at UNCG.

## Biology Major with Secondary Subject-Area Teacher Licensure

B.A. in Biology with "A" Licensure, U119

B.S. in Biology with "A" Licensure, U218

Undergraduates seeking secondary teacher licensure in biology must satisfy the requirements for the B.A. or B.S. degree in Biology and must also complete Geography 103, Mathematics 121 or 191, and Physics 205/205L or 211 & 212 or 291 & 292. See additional information in this catalog in **Teacher Education Programs**.

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 semester hours in biology courses, with at least 6 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.5 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 semester hours of biology courses, with at least 15 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.5 for biology courses completed at UNCG.

## Initial "A" Licensure Only

AOS Codes, see above

Students who have an undergraduate degree and who are seeking Initial "A" Licensure in Biology must complete the requirements for a B.A. or B.S. in Biology at UNCG with a biology grade point average of 2.5 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 "A" licensure in Biology at UNCG.

Questions about the above requirements should be directed to the Head of the Department of Biology.

## Accelerated Master's Program for Biology Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the BA in Biology/MS in Chemistry program requirements.

## BIOLOGY COURSES (BIO)

### For Undergraduates

#### 105 Major Concepts of Biology (3:3).

AULER/CLER: NS/CLS

- For students not planning to take additional biology courses.
- Students who have prior credit for BIO 101, 102 or BIO 111, 112 may not take BIO 105 for credit.

Introduction to the major ideas about life including reproduction, genetics, evolution, energetics, and ecology. Emphasis placed on the derivation of ideas.

#### 105L Major Concepts of Biology Laboratory (1:0:2).

AULER/CLER: NS/CLS

*Pr. or Coreq. concurrent enrollment in BIO 105 or previous credit for 105*

- For students not planning to take additional biology courses
- Students who have prior credit for BIO 101, 102 or BIO 111, 112 may not take BIO 105L for credit.

Designed to acquaint non-science majors with basic laboratory practices and major ideas in biology, including function of cells, the human body, mechanisms of heredity, ecology, and evolution. (FA,SP)

#### 111 Principles of Biology I (4:3:3).

AULER/CLER: NS/CLS

*Coreq. BIO 111L*

- Students who have prior credit for BIO 101 or 103 may not take BIO 111 for credit.

Prerequisite for most other biology courses. Lecture and laboratory cover the fundamental principles of biology including the molecular and cellular basis of life, energetics, and homeostasis.

#### 112 Principles of Biology II (4:3:3).

AULER/CLER: NS/CLS

*Pr. 111*

*Coreq. BIO 112L*

- Students who have prior credit for BIO 102 or 104 may not take BIO 112 for credit.

Prerequisite for 300 level courses and above. Continuation of 111 and includes laboratory. Fundamental principles of biology including cellular and organismic reproduction, genetics, evolution, and ecology.

#### 271 Mammalian Anatomy (4:3:3).

*Pr. 111*

Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat.

#### 277 Mammalian Physiology (4:3:3).

*Pr. 111 and high school chemistry with grade of C or better.*

Human physiology with emphasis on homeostatic mechanisms.

#### 280 Fundamentals of Microbiology (3:2:4).

*Pr. 111, and 271 or 277*

- Students cannot receive credit for both this course and BIO 481.

General survey of microscopic life and its impact on medicine, public health, industry, agriculture and the environment. Recommended for non-biology majors.

**Prerequisite for all remaining courses (300-, 400-, and 500-levels): successful completion of BIO 111-112 (or BIO 101-102).**

**301 Principles of Ecology (3:3).**

*Pr. 111 and 112*

Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems. Particular emphasis placed on the many dimensions of interdependence within ecosystems. (FA,SP)

**302 Introductory Ecology Laboratory (1:0:4).**

*Pr. 111 and 112, and 301 (may be taken concurrently).*

Laboratory course to accompany BIO 301. Several field trips. (FA)

**322 Plant Diversity (4:3:3).**

*Pr. 111 and 112*

Introduction to the plant kingdom from an evolutionary point of view. Emphasis is on structure, function, reproduction, and phylogenetic relationships of the plants. (FA)

**341 Invertebrate Zoology (4:3:3).**

*Pr. 111 and 112*

Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required. (SP)

**354 Plant Systematics (4:3:3).**

*Pr. 111 and 112*

Introduction to the classification and evolution of vascular plants. The principles of classification and characteristics of selected plant families are emphasized. (Odd SP)

**355 Cell Biology (3:3).**

*Pr. 111 and 112, and CHE 114 or equivalent.*

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. (FA,SP)

**356 Cell Biology Laboratory (1:0:3).**

*Pr. 111 and 112, and 355 (may be taken concurrently).*

*Withdrawal from 355 requires automatic withdrawal from 356.*

Laboratory exercises to complement lecture material of 355. (FA,SP)

**361 Biology and Conservation of Sea Turtles (3:1:6).**

*Pr. 111 or permission of instructor.*

• *Travel fees involved, see instructor for details*

Students spend 2 weeks in July / August in Tortuguero, Costa Rica assisting with tagging and collecting data on nesting turtles. Seminar and optional field trip in spring. (Odd SP-SU)

**370 Natural History of the Vertebrates (3:2:3).**

*Pr. 111 and 112*

Classification, identification, and phylogeny of all classes of vertebrates, with field work. (FA)

**392 Genetics (3:3).**

*Pr. 111 and 112*

Mendelism and modern trends in genetics. (FA)

**393 Genetics Laboratory (1:0:4).**

*Pr. 111 and 112, and 392 (may be taken concurrently)*

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

**420 Marine Biology (3:3).**

*Pr. 111 and 112, and one of the four core courses.*

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. (Even SP)

**424 Plant Physiology and Biotechnology (3:2:3).**

*Pr. 111 and 112, and 355.*

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*. (SP)

**425 Biological Clocks (3:3).**

*Pr. 111 and 112, and one of the four core courses.*

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. (Even SP)

**430 Biological Evolution (3:3).**

*Pr. 111 and 112, and 301 and 392, and a diversity course.*

Survey of modern systematics and the biological mechanisms responsible for diversity among living forms. (SP)

**431 The Biosphere (3:3).**

*Pr. 111 and 112, and 301.*

A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction.

**438 Animal Behavior (3:3).**

*Pr. PSY 121 and 230, or BIO 111 and 112.*

• *When offered in the same semester with PSY 438L or BIO 439, both lecture and lab must be taken for credit.*

• *Students cannot receive credit for both this course and PSY 438.*

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. (Same as PSY 438)

**439 Animal Behavior Laboratory (1:0:3).**

*Pr. PSY 230 and 300, or BIO 111 and 112.*

*Coreq. PSY 438 or BIO 438.*

• *When offered in the same semester as PSY or BIO 438, both lecture and lab must be taken for credit.*

• *Students cannot receive credit for both this course and PSY 438L.*

Required laboratory component for PSY 438/BIO 438. Methods for assessing the developmental, physiological, evolutionary and adaptive bases of animal behavior using laboratory and field techniques. (Same as PSY 438L.) (Alt SP)

**440 Vascular Plant Anatomy (4:3:3).**

*Pr. 111 and 112, and 392 or a diversity course.*

Principles of plant structure and function are studied in lecture and laboratory. Emphasis is placed on structure and evolution of the major tissues of vascular plants.

**453 Vertebrate Morphogenesis (4:3:3).**

*Pr. 111 and 112, and 355.*

Vertebrate development focussed on cellular and molecular mechanisms of induction, differentiation, and morphogenetic processes that give rise to the adult body plan. Laboratory includes study of vertebrate embryos and adult specimens. (FA)

**464 Developmental Biology (4:3:3).**

*Pr. 111 and 112, and 355.*

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. (SP)

**472 Functional Microscopic Anatomy (4:3:4).**

*Pr. 111 and 112, and 355.*

Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with structures visible under the light and electron microscopes. (Even FA)

**477 Animal Physiology (3:3).**

*Pr. 111 and 112, and 355.*

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. (Even FA)

**479 Neurobiology (3:3).**

*Pr. 111 and 112, and 355.*

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. (Odd FA)

**481 General Microbiology (4:3:4).**

*Pr. 111 and 112, and 355 or 392.*

Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. (FA)

**483 Introduction to Clinical Pathology (3:2:4).**

*Pr. 111 and 112, and 277, and 355 or 392, and CHE 114.*

Introduction to profession of medical technology, including major divisions within the field of laboratory medicine. Lectures describe tests to evaluate organ systems, basic pathophysiology-producing abnormalities and evaluation of clinical procedures. Laboratories emphasize basic concepts and evaluation of results of tests discussed in lecture. (SP)

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**498 Biology Seminar (1:1).**

Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers.

**497 Internship in Biology (1-3: 0: 3-9).**

*Pr. minimum overall GPA of 2.8; two of 301, 322, 342, 354,*

*355, 392 with a grade of C or better; and permission of instructor*

• *May be repeated for up to 6\* hours credit with departmental permission.*

\* *Only 3 hours credit allowed in combination with BIO 499*

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.

**499 Undergraduate Research (1-3).**

*Pr. 111 and 112, and two core courses, and permission of instructor.*

• *May be repeated for up to 6\* hours credit with departmental permission.*

\* *Only 3 hours credit allowed in combination with BIO 497*

Individual Studies: Biological research under the direction of a faculty member, culminating in a written report. Times by arrangement.

**For Advanced Undergraduates and Graduate Students****Consult instructor for equivalence of listed prerequisites.****501 Advanced Topics in Animal Ecology (3:3).**

*Pr. 111 and 112, and a previous course in ecology.*

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.

**502 Advanced Topics in Animal Physiology (3:3).**

*Pr. 111 and 112, and 277 and 355.*

Study of physiological mechanisms; selected problems from current literature.

**503 Advanced Topics in Biochemistry (3:3).**

*Pr. 111 and 112, and 535.*

Directed readings and reports from the biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways.

**504 Advanced Topics in Cell Biology (3:3).**

*Pr. 111 and 112, and 355.*

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.

**505 Advanced Topics in Ecological Physiology (3:3).**

*Pr. 111 and 112, and 477 or 579.*

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.

**506 Advanced Topics in Genetics (3:3).**

*Pr. 111 and 112, and 392.*

Basic mechanisms of gene action in microbes, animals, and plants.

**507 Advanced Topics in Neurobiology (3:3).**

*Pr. 111 and 112, and 477 and 579, or permission of instructor.*

Directed readings on fundamental physiological principles of nervous system functioning. Topics may include motor pattern generation, sensory transduction, sensori-motor integration, neurohormonal modulation of behavior.

**509 Advanced Topics in Microbiology (3:3).**

*Pr. 111 and 112, and 481.*

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.

**510 Advanced Topics in Plant Ecology (3:3).**

*Pr. 111 and 112, and a previous course in ecology.*

Studies of special terrestrial communities or plant groups.

**511 Advanced Topics in Plant Physiology (3:3).**

*Pr. 111 and 112, and 424.*

The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors.

**512 Advanced Topics in Plant Structure and Evolution (3:3).**

*Pr. 111 and 112, and 322 or 354 or 440, or permission of instructor.*

Lectures and discussions of current research in plant structure, development and evolution. The topics to be covered will change from semester to semester.

**513 Advanced Topics in Reproductive Biology (3:3).**

*Pr. 111 and 112, and 464, or permission of instructor.*

Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

**515 Advanced Topics in Vertebrate History (3:3).**

*Pr. 111 and 112, and 271 or 453, and 370, and 392, and permission of instructor.*

Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.

**516 Human Molecular Genetics (3:3).**

*Pr. MS in Genetic Counseling Major, or BIO 392; and permission of instructor.*

Review and extension of basic principles of molecular genetics and their application for the characterization, understanding, and treatment of genetically based disorders and susceptibilities. (Same as GEN 516) (FA)

**526 Conservation Biology (3:3).**

*Pr. 111 and 112, and 301.*

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. (Odd FA)

**527 Terrestrial Plant Ecology (3:2:3).**

*Pr. 111 and 112, and 301.*

Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. (Odd FA)

**528 Microbial Ecology (3:3).**

*Pr. 111 and 112, and 301, and either 280 or 481, or permission of instructor.*

Emphasis on current areas of active research with reference to applied problems. (Even SP)

**529 Aquatic Ecology (3:2:3).**

*Pr. 111 and 112, and 301, and CHE 114, or permission of instructor.*

Interactions and adaptations of aquatic organisms in the major aquatic environments: fresh water, estuaries, and oceans. Optional field trips monitor local lakes, Carolina bay lakes, and the coastal Cape Fear area.

**535 General Biochemistry (3:3).**

*Pr. 111 and 112, and 277 or 355 or 392, or permission of instructor.*

Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. (FA)

**538 Radiation Biology and Radiotracer Methods (4:3:3).**

*Pr. 111 and 112, and 355 or 392, or permission of instructor.*

Characteristics of ionizing radiation and use of radioisotopes in biological studies. Principles of radiation interaction; methods of detection of ionizing radiation; personnel protection. Laboratory work emphasizes liquid scintillation methods and processing of these data. (Odd SP)

**543 Biophysics (3:3).**

*Pr. 111 and 112, and PHY 211/212 or 291/292; and MAT 191; and BIO 355; and CHE 111/114; or permission of instructor.*

Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes. (Same as PHY 543) (Alt FA)

**545 General Biochemistry Laboratory (1:0:3).**

*Pr. 111 and 112, and 535 (may be taken concurrently).*

Experimental work designed to complement lecture material of 535. (FA)

**549 Current Topics in Biology (1 to 3).**

*Pr. 111 and 112, and permission of instructor.*

Current topics in the biological sciences. Students complete individual readings or laboratory/field experiments under the supervision of faculty.

**550 Macroevolution (3:3).**

*Pr. 111 and 112, and 392 and a diversity course (322, 341, 354, or 370).*

Lectures and discussions provide an introduction to evolution above the species level. Special attention given to constraints on evolutionary change and to theories integrating development and evolution.

**552 Metamorphosis (3:3).**

*Pr. 111 and 112, and 355, and one 400-level course in Biology.*

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. (Odd FA)

**555 Vertebrate Reproduction (3:3).**

*Pr. 111 and 112, and 464.*

An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects. (Even SP)

**560 Symbiosis (3:3).**

*Pr. 111 and 112, and any three core courses, or permission of instructor.*

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. (Odd SP)

**567 Chemical Senses (3:3).**

*Pr. 111 and 112, and 355, and one of the following: BIO 277, 472, 477, 479, PSY 435, PSY 436, or permission of instructor.*

Exploration and interactive discussion of chemosensory stimuli, chemosensory transduction mechanisms, neural processing of chemosensory information, and organismal consequences of chemoreception.

**575 Neuroanatomical Techniques (3:2:4).**

*Pr. 111 and 112, and 355 and one of the following: BIO 453, 472, 477, 479, PSY 435, or permission of instructor.*

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. (Odd SP)

**578 Hormones in Action (3:3).**

*Pr. 111 and 112, and 277 and 355 and 392.*

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. (Alt yrs)

**579 Environmental Physiology (3:3).**

*Pr. 111 and 112, and 341 or 355 or 370, and 277 or 477.*

Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions. (Odd FA)

**583 Virology (3:3).**

*Pr. 111 and 112, and 481 or permission of instructor.*

Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels. (Even SP)

**584 Immunology (3:3).**

*Pr. 111 and 112, and 481 or permission of instructor.*

Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity. (Odd SP)

**589 Experimental Course: Population Genetics (3:3).**

*Pr. 392*

Application of population genetics and molecular biology to the study of conservation biology, natural history, natural selection, genome and molecular and human evolution, and forensics. (Offered FA'00)

**594 Introduction to Biotechnology (4:3:4).**

*Pr. 111 and 112, and 12 hours of biology or chemistry above 100 level, including BIO 392.*

Basic principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and hybridomas. Explores development of gene amplification, gene therapy, and DNA fingerprinting. (SP)

**595 Advanced Genetics (3:3).**

*Pr. 111 and 112, and 392.*

Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development. (Even SP)

**596 Molecular Biological Approaches in Research (1:1).**

*Pr. 111 and 112, and 392.*

- *May be repeated for a total of 3 hours credit.*

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.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**DEPARTMENT OF  
BROADCASTING & CINEMA (BCN)  
FORMERLY PART OF THE DEPARTMENT OF  
BROADCASTING/CINEMA & THEATRE (BCT)**

*College of Arts & Sciences*  
205 Brown Building  
(336) 334-5360  
<http://www.uncg.edu/bcn>

**FACULTY**

*Anthony Fragola, Professor and Interim Head of  
Department*

*Professor Jellicorse; Associate Professors Barr, Edwards,  
Frierson; Assistant Professor Linder; Lecturers Donaldson,  
Terres*

The Department of Broadcasting and Cinema offers a major in Media Studies. The Media Studies major is designed to produce exemplary liberal arts graduates who can think critically and creatively, who can communicate clearly and effectively in oral and written discourse, who can skillfully and ethically employ contemporary media technology, and who are knowledgeable of the history and theory of film and electronic media. Given the diversity and complexity of moving image media, four concentrations are provided to permit each student to tailor his or her curriculum for in depth study in an area of the discipline.

The Department offers two minors: a non-production Media Studies minor and a Radio minor, each requiring 18 hours of courses.

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, the Carolina Film and Video Festival (CFVF), various media workshops, and a strong local and national internship program. The CFVF is an annual, international competitive showcase for student and professional media producers. The Department hosts the festival screenings and workshops each spring.

The Department is housed in the Brown Building and in the Carmichael Radio and Television Center, a building unique to the city, region, and the UNC system, originally constructed as a television and radio facility. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty and graduate students in the Department's Master of Fine Arts program as a means of enriching their course of study.

**Media Studies 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:**

Media Processes & Aesthetics, U844  
Moving Image and Sound, U845  
Electronic Media News/Documentary, U846  
Media Writing, U847

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Admission Procedures for the Media Studies Concentrations**

- a. Admission to the University does not imply automatic admission to the Media Studies major. Students must make formal application.
- b. Application is made at the end of the Fall and spring semesters. Applicants will obtain admission application forms in BCN 100. Admission application forms are also available from the Broadcasting and Cinema departmental office in 205 Brown Building.
- c. The deadline for filing an application is Reading Day of Fall or Spring semesters. Applications received after Reading Day will not be processed until the next semester. The foundation courses (ENG 101, BCN 100, and BCN 101 or 102) must be completed prior to or during the semester at the end of which application will be made.
- d. Since admission to the Media Studies Major requires a probationary year at UNCG, transfer students will usually require a minimum of six semesters at UNCG to complete degree requirements.

**Criteria for Admission to the Media Studies Major**

- a. Minimum overall grade point average of 2.0
- b. Completion of ENG 101, BCN 100, and BCN 101 or 102, with grades of C or better.  
Selection, upon admission, of a Media Studies concentration as listed below. Students are limited to registration in only one concentration and must receive permission of the Department Head to take courses in another concentration.
- c. Students should not take courses outside their declared concentration. Exceptions will be made on a space available basis by approval of the course instructor. Students who appear to be following a Media Studies concentration but who have not been formally registered in that concen-

tration may be prohibited from taking additional course work in that concentration.

#### Criteria for Continuing in the Media Studies Major

- Initial admission to the Media Studies major does not guarantee the student the right to complete the degree program.
- Continuation in the Media Studies major is contingent upon the following requirements.
  - Maintenance of a minimum overall GPA (currently 2.0). Students with GPA s below 2.0 may be granted up to two semesters of probationary status (sequentially or in separate semesters), after which they shall be removed from the major if the GPA remains below 2.0.
  - Only grades of C or better taken in BCN or cognate courses substituted in the major will count toward completion of a major or minor
  - Demonstration of high quality oral and written communication
  - Adherence to all building and equipment policies and procedures
  - Professional conduct and treatment of program equipment, including prompt payment of any charges assessed for equipment damage.
  - 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.

#### Major Requirements

Minimum 36 hours in Media Studies (all levels).

Students must take the core requirements (24 semester hours) and one of four concentrations (12 semester hours) as listed below to complete the minimum requirements for the Media Studies major.

#### Core Requirements (24 semester hours)

BCN 100, 101 or 102, 203, 204W, 207, 301, 305, 507

#### Concentration Requirements (12 semester hours)

##### 1. Media Processes and Aesthetics

Media Processes and Aesthetics is a concentration that provides a broadly based approach to film and electronic media emphasizing functional analysis of moving image art, the role and effects of media in social processes, and the contextual interactions of media and culture. The concentration is recommended especially for students interested in media research, history, and theory; telecommunications policy and law; film and electronic art and criticism; or who plan to undertake post-baccalaureate study, particularly in law or business. This is the base concentration for students who, with faculty advice and consent, wish to craft their own unique combination of major courses.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCN 101 or 102 (if not chosen for the core requirement), 225, 322, 325, 326, 515, 525, 526, 527, or 528

Capstone courses: BCN 515, 525, 526, 527, or 528

One of the courses in this concentration may be a cognate course selected from: ART 313, CST 200, ENG 319, SOC 365.

The other cognate courses listed above are recommended as University electives.

##### 2. Moving Image and Sound

Moving Image and Sound is a concentration that introduces students to the fundamentals of the artistic dimensions of film and electronic production. Emphasis is on the creative development of moving images and sound suitable for the content of any specific delivery system.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCN 270, 273, 370, 511, 512, 513

Capstone courses: BCN 510, 580, 585, 587, or 588

One of the courses in this concentration may be a cognate course selected from the following: ART 285 or 442, MUS 350, THE 376.

The other cognate courses above are recommended as University electives.

##### 3. Electronic Media News and Documentary

Electronic Media News and Documentary is a concentration that introduces students to investigation, analysis, organization, and presentation of nonfiction media, including news, sportscasting, and documentary.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCN 270, 326, 341, 361, 443, 468

Capstone courses: BCN 526, 585, or 588

One of the courses in the concentration may be a cognate course selected from the following: ART 384, CST 309, ENG 219, PSC 305, SOC 328.

The other cognate courses above are recommended as University electives.

##### 4. Media Writing

Media Writing is a concentration that introduces students to conceptualization, research, organization, and execution of scripts for film and electronic media, and is the recommended concentration for students who wish to become directors of film and electronic media productions.

Choose four courses from the following, including a capstone course, indicated separately below. At least three of the courses must be at the 300-level or higher:

BCN 252, 341, 343, 350, 443

Capstone courses: BCN 551, 552, or 553

One of the courses in this concentration may be one of the following cognate courses: ENG 225, THE 301

#### Capstone Courses

In each concentration above, there is at least one capstone course designated. A student must select one such course in which he or she:

- Completes a paper, production, script, or project relevant to the concentration
- Submits a draft of a resume
- Has the completed paper, production, script, or project assessed by two faculty members and/or media professionals in addition to the instructor in the capstone course. (The professor in the course makes the arrangements for the additional readers.)

**Major Electives**

Minimum 6 semester hours recommended.

In addition to the core and concentration requirements, Media Studies majors may take additional courses in the major but are encouraged to limit Media Studies courses to no more than 42 semester hours and to develop a strong minor or second major in either a cognate area of communication (e.g., Art, Communication Studies, English, etc.) or a content area (e.g., History, Psychology, Sociology, etc.).

1. Practicum courses (all require permission of instructor). Practicum registrations are for individual or group work conducted under the supervision of a teaching assistant or a faculty member. Choose from: BCN 190, 191, 390, 395, 399, 490, 491, 585
2. Internship courses (highly recommended): BCN 492, 494
3. Additional courses are for individual or group work conducted under the supervision of a teaching assistant or a faculty member. Choose from: BCN 101 or 102 (if not selected to satisfy the core requirement), 225, 322, 325, 326, 343, 515, 526, 527, 528

**University Electives**

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

**Minors**

On a space available basis, the Department of Broadcasting and Cinema supports the following two minors:

**Media Studies Minor**

**AOS Code:** U849

**Required:** minimum of 18 semester hours

- a. Required courses (6 hours): BCN 100 and 101 or 102
- b. Other courses (minimum 12 hours) from those listed below. Students wishing to complete the Media Studies Minor must be officially registered with the Department of Broadcasting and Cinema for permission to enroll in some of the courses listed: BCN 101 or 102 (if not chosen for the core requirement), 225, 301, 305, 322, 325, 326, 515, 526, 527, 528

**Radio Minor**

**AOS Code:** U848

**Required:** minimum of 18 semester hours

- a. Required courses (6 hours): BCN 100 and 102
- b. Other courses (minimum 12 hours) from those listed below. Students wishing to complete the Radio Minor must be officially registered with the Department of Broadcasting and Cinema for permission to enroll in most of the courses listed: BCN 190, 207, 273, 305, 322, 326, 341, 343, 361, 399, 490, 513, 526

**BROADCASTING & CINEMA COURSES (BCN)**

The following courses were formerly listed with a course prefix of BCT. See course information for number changes.

**For Undergraduates****100 Introduction to Media Studies (3:3).**

Introduction to the discipline of Media Studies with emphasis on the origins, characteristics, and effects of media. Media change and convergence as they effect media industries and society. (Formerly BCT 170) (FA,SP)

**101 The Development of the Cinema (3:3:3).**

*AULER/CLER: FA/CFA*

Development of motion picture industry. Emphasis on history and major film movements. (Formerly BCT 171) (SP)

**102 The Development of Broadcasting (3:3).**

Emergence, structure, and scope of radio, television, and cable. Examination of broadcasting theories and practices, with emphasis on audience influences on broadcasting and the effect of broadcasting on individuals and society. (Formerly BCT 172) (SP)

**190 Radio Laboratory (1 to 2).**

• *May be repeated for credit for a maximum of 3 hours.*

Supervised participation in radio broadcasting or program production. (Formerly BCT 140).

**191 Cinevideo Laboratory (1 to 2).**

*Pr. permission of instructor.*

• *May be repeated for credit for a maximum of 3 hours.*

Supervised participation in filmmaking and/or presentation. (Formerly BCT 141).

**203 Applied Aesthetics for Film and Video (3:3).**

Study of the major aesthetic elements in film and video production—light, space, time-motion, and sound. (Formerly BCT 203) (FA,SP)

**204 Introduction to Media Writing (3:3:3).**

*Pr. ENG 101 or FMS 103, or permission of instructor.*

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 electronic media. (Formerly BCT 204) (FA,SP)

**207 Introduction to Film and Video Production (3:3:2).**

*Pr. 100, and 101 or 102, and admission to Media Studies major*  
Introduction to basic equipment and facilities used in film and video production. (Formerly BCT 291)

**225 Masterpieces of Cinema (3:2:3).**

*AULER/CLER: FA/CFA*

Analysis of selected, significant motion pictures of the world's cinema, from the silent period to the present. (Formerly BCT 205)

**252 Creative Process in Film and Video (3:3).**

*Pr. 101*

Various approaches for the enhancement of the visual imagination, emphasizing the origination of ideas and their development into scripts for film and video. (Formerly BCT 202) (FA,SP)

**270 Electronic Field Production (3:3).**

*Pr. 203, 207, 301*

Gathering, writing, editing, rewriting, and producing news and features for broadcasting media. (Formerly BCT 292)

**273 Basic Audio Production (3:3).**

Pr. 203, 207, 301

Basic production techniques of radio including console operation, equipment use, and tape editing. (Formerly BCT 313).

**301 Media Communication Theory (3:3).**

Pr. 100, 101 or 102, and 203, or permission of instructor.

Media Communication Theory as a tool for understanding media contexts and social effects. Additional emphasis given to research design and data gathering techniques for media studies. (Formerly BCT 310) (FA,SP,SU)

**305 The Development of Digital Media (3:3:3).**

Pr. 100, 101 or 102; or permission of instructor for nonmajors.

Introduction to the development, future, and utilization of digital media. (Formerly BCT 373) (FA)

**322 Broadcast Programming (3:3).**

Pr. 102 and 301

Analysis of principal program genres in radio, television, and cable, with emphasis on notable artistic achievements in major genres. Identification, acquisition, and scheduling of programs. (Formerly BCT 312)

**325 Gender and Media Culture (3:3:3).**

AULER/CLER: SB/CSB

Pr. ENG 101 or FMS 103 or permission of instructor.

Examination of the nature of media contents and production processes as they influence the construction of feminine and masculine identities. (Formerly BCT 306) (FA)

**326 News Analysis (3:3).**

AULER/CLER: AE/CAE

Analysis of news theory and presentation as practiced in cinema, radio, television, and multimedia. Study of historical trends and significant cases from the early actuality film through digital news imaging. (Formerly BCT 379)

**341 Broadcast Newswriting (3:3).**

Pr. 203, 204, 207, and 301

Writing and planning newscasts for broadcast media. (Formerly BCT 391)

**343 Broadcast Copywriting (3:3).**

Pr. admission to Media Studies major or permission of instructor.

Analysis of persuasive radio and television spots and examination of broadcast copywriting techniques with emphasis on development of writing skills for electronic media. (Formerly BCT 303)

**350 Writing for the Screen (3:3).**

Pr. 101, 203, 204, 301

Study of techniques of script writing, both adaptations and original material. (Formerly BCT 302)

**361 Radio and Television Announcing (3:2:2).**

Pr. 203, 207, 301

Theory and practice of announcing skills and techniques in radio and television broadcasting. (Formerly BCT 311).

**370 Introduction to Cinevideography (3:3).**

Pr. 203, 207, and 301

Introduction to technique in the use of the camera to communicate visual ideas. Emphasis is given to technical skills and equipment. (Formerly BCT 393).

**390 Television Laboratory (1 to 2).**

Pr. 203, 207, and 301, and permission of instructor.

• May be repeated for credit for a maximum of 3 hours.

Supervised participation in television broadcasting or video production. (Formerly BCT 390).

**395 Special Problems (1 to 3).**

Pr. permission of faculty supervisor is required prior to registration.

• May be repeated for credit.

Guided individual study in an area of special interest to the student. (Formerly BCT 333)

**399 Radio-TV-Film Production Workshop (3:0:9).**

Pr. 203, 207, 301. Permission of faculty supervisor required prior to registration.

• May be repeated for credit.

Guided practice in creative area of radio, television, or film, including writing, directing, performing, sound design, cinematography, or editing. (Formerly BCT 399)

**443 Writing the Nonfiction Program (3:2:3).**

Pr. 204 and 301

Research, design and writing of nonfiction programs such as documentary, magazine, instructional, and educational programs. Emphasis given to the development and application of writing skills. (Formerly BCT 403)

**468 Sports casting (3:3).**

Pr. 203, 207, 301 and 361, and admission to the Media Studies Major.

Development of announcing skills required for sports broadcasting, including play by play. Includes legal aspects of sports casting. (Formerly BCT 408). (Alt FA)

**490 Advanced Radio Laboratory (1 to 2).**

• May be repeated for credit for maximum of 3 hours.

Supervised participation at an advanced level of radio broadcasting or program production. (Formerly BCT 440)

**491 Advanced Cinevideo Laboratory (1 to 2).**

Pr. 203, 207, and 301

• May be repeated for credit for maximum of 3 hours.

Supervised participation at an advanced level of filmmaking and presentation. (Formerly BCT 441)

**492 Broadcasting Internship (1 to 6).**

Pr. admission to the Media Studies Major; 203, 207, 301, and one additional production course 300-level or above (341 required for Broadcast Journalism internships); and approval by Director of Internships.

• May be repeated for credit for total of 6 semester hours in 492/494.

Field learning experience in local broadcast media. Academic supervision provided by faculty member and direction in the field provided by job supervisor. (Formerly BCT 410)

**493 Honors Work (3-6).**

See prerequisites under Honors Program, XXX 493 (p. 172).

• May be repeated for credit if the topic of study changes. (Formerly BT 493)

**494 Cinema Internship (1 to 6).**

*Pr. admission to the Media Studies Major; 203, 207, 301, and one additional production course 300-level or above; and approval by Director of Internships.*

- *May be repeated for credit for total of 6 semester hours in 492 and/or 494.*

Field learning experience in local film industry. Academic supervision provided by faculty member and direction in the field provided by job supervisor. (Formerly BCT 411)

**For Advanced Undergraduates and Graduate Students****507 Media Law and Ethics (3:3).**

*Pr. 301, admission to appropriate degree program, graduate standing or permission of instructor.*

Study of media law and questions of ethics as they apply to the mass media. (Formerly BCT 507)

**510 Intermediate Cinevideography (3:3).**

*Pr. 203, 207, 301, and 270 or 370; and admission to appropriate degree program; or permission of instructor.*

Further study of the use of the camera to communicate visual ideas. Development of skills using 16mm cinematography. (Formerly BCT 510)

**511 Cinevideo Editing (3:3).**

*Pr. 203, 207, 301, and 270 or 370; and admission to appropriate degree program; or permission of instructor.*

Survey of the history, aesthetics, and techniques in sequencing moving images. Laboratory experience, including the operation of control track editors. (Formerly BCT 501)

**512 TV and Film Lighting (3:2:3).**

*Pr. 203, 207, 301; and admission to appropriate degree program; or permission of instructor.*

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. (Formerly BCT 512)

**513 Media Sound Production (3:3).**

*Pr. 203, 207, 301; and admission to appropriate degree program; or permission of instructor.*

History, aesthetics, and techniques of sound production in media. (Formerly BCT 509)

**515 Film Theory (3:3).**

*Pr. 101, 203, 301; or graduate standing; or permission of instructor.*

Study of the principal theories of film through the writings of critics, theorists, and directors. (Formerly BCT 515)

**525 Media Organization and Management (3:3).**

*Pr. 101 and 301; or graduate standing; or permission of instructor.*

Principles and practices of the organization and management of electronic media and motion pictures. (Formerly BCT 508)

**526 Actuality Genres (3:2:3).**

*Pr. 100, 101 or 102, 203, and 301; or graduate standing; or permission of instructor.*

History and theory of reality-based genres in cinema, radio, television, and multimedia. Study of trends and significant works from

the early actuality film through postmodern news docudramas. (Formerly BCT 526)

**527 The Auteur (3:2:3).**

*Pr. 101 (film auteur) or 102 (radio or television auteur), 203, and 301; or permission of instructor.*

- *May be repeated for credit.*

Works of an individual director. Subject differs from offering to offering. (Formerly BCT 517)

**528 Studies in Media Genres (3:2:3).**

*Pr. 101 (film genre) or 102 (radio or television genre), 203, and 301; or permission of instructor.*

- *May be repeated for credit.*

Technical, dramatic, social, and rhetorical dimensions of a media genre. Subject differs from offering to offering. (Formerly BCT 518)

**551 Writing the Feature Film I (3:3).**

*Pr. 203 and 350; and admission to appropriate degree program; or permission of instructor.*

Advanced study of screenwriting with emphasis on the creation of a step outline for a feature length screenplay. (Formerly BCT 551). (FA)

**552 Writing the Feature Film II (3:3).**

*Pr. 551.*

A writing workshop in which students complete the first draft and a polish of a feature-length screenplay, based on the outline from BCN 551. (Formerly BCT 552). (SP)

**553 Advanced Media Writing (3:3).**

*Pr. 203, 204, and 301; or permission of instructor.*

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. (Formerly BCT 503)

**580 Directing for Television (3:2:3).**

*Pr. 203, 207, and 301; and admission to appropriate degree program; or permission of instructor.*

Fundamental principles of directing for television. Laboratory directing experience. (Formerly BCT 540).

**585 Advanced Radio-TV-Film Production (3:2:3).**

*Pr. 203, 207, 270 and 301; and admission to appropriate degree program; and permission of instructor.*

- *May be repeated for credit*

Advanced application of principles and techniques of radio, television, or film production. (Formerly BCT 585).

**587 Animation Production (3:3).**

*Pr. 203, 207, 301, and 370; and admission to appropriate degree program; or permission of instructor.*

Study and practice of techniques of animation. (Formerly BCT 519).

**588 Documentary Production (3:2:3).**

*Pr. 203, 207, 270, and 301 (443 and 526 also recommended); and admission to appropriate degree program; or permission of instructor.*

Documentary construction, research, planning and production techniques. Further development of video production skills in supervised laboratory project. (Formerly BCT 588).

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**DEPARTMENT OF  
BUSINESS ADMINISTRATION  
(BUS, FIN, MGT, MKT, BME)**

*Bryan School of Business & Economics*

366 Bryan Building  
(336) 334-5691

http://www.uncg.edu/bae/badm

**FACULTY**

*Benton E. Miles, Professor and Head of Department*  
*Professors Ajami (Hayes Distinguished Professor of Business), Johnson, Jud, Lucas, Muchinsky (Bryan Distinguished Professor of Business), Winkler; Associate Professors Balbirer, Brown, Buttner, Gryskiewicz, Land, McEnally, Tullar, Williamson, Wingler; Assistant Professors Kirkman, Lowe; Lecturers Arledge, Baker, Beitler, Cash, Hassell, Holderness, James, Johnson, Kaiser, McLeod, Sowers, Yarbrough; Visiting Assistant Professor McMillian*

**Mission Statement**

*The Business Administration faculty recognizes that the fundamental mission of a university is the creation and dissemination of knowledge. The Business Administration faculty contribute to accomplishing their mission through three mutually supporting activities. The faculty's first priority is to impart knowledge and skills through instructional programs. The second priority is to create knowledge through basic and applied research. The third priority is to provide public service through involvement in University, professional and community activities.*

The Department of Business Administration offers two majors, Business Administration and Finance, Insurance, and Real Estate, which lead to the Bachelor of Science degree.

**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:

**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.

**Marketing** is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers and businesses. This concentration leads to careers in sales, sales management, advertising, and retailing as well as marketing management. (Also offered as an evening program.)

**Small Business** focuses on special issues related to the organization and management of smaller enterprises, family-owned business and entrepreneurship.

**Business Studies** is most appropriate for those who want a broad business exposure without the need to concentrate specifically in one functional area. (Also offered as an evening program.)

**Finance, Insurance, and Real Estate Major**

The undergraduate finance, insurance and real estate 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.

The Department of Business Administration offers a Bachelor of Science degree with a major in finance, insurance and real estate. Undergraduate majors are offered a broad range of courses from the areas of financial management, risk and insurance, and real estate.

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

At the graduate level, the department offers courses in finance, risk management, and real estate as part of the Master of Business Administration (MBA) program.

**Honors in Business Administration**

For Honors requirements, check with the departmental office and see the University Honors Program information on page 169-172.

**Business Administration Major**

**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 Resources, U326
- Marketing, U327
- Small Business, U328
- Business Studies, U331

**General Requirements**

1. Formal admission to Business Administration:
  - a. Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, 102B; ISM 110; MAT 120\* or 191
  - b. A cumulative GPA of at least 2.0
2. Grades of C or better in courses used to meet concentration requirements
3. 122 semester hours
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.

**All-University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: MAT 120* (see note above) or 191	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and ENG 102B	6
Social and Behavioral Sciences (SB) Required: ECO 201, 202	6

**Major and Related Area Requirements**

- ACC 201, 202; BUS 105\*; CST 105; ECO 201, 202, 250, 300; ISM 110, 280, 360; FIN 315; MGT 301, 309, 312, 330, 491; MKT 320
- Nine (9) hours of a foreign language; see p. 57 for requirement details.

\*BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.

**Additional Concentration Requirements**

Students should select one of the concentrations listed below:

**Human Resources**

MGT 313; any three of the following: MGT 314, 315, 317, 475; ECO 370

**Marketing**

MKT 426, and any three of the following: BUS 550; MKT 321, 326, 327, 418, 421, 422, 424

**Small Business**

MGT 314, 470; MKT 403, and one of the following: MKT 306, 424; MGT 315, 375, 475

**Business Studies**

18 hours of approved electives; at least 12 hours must be at the 300-level or above. Up to six hours may be taken outside the Department, but within the Bryan School.

**Electives**

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

**Continuation Requirements**

Students who have been admitted to the Business Administration Major must be in good academic standing at UNCG, must maintain at least a 2.0 cumulative GPA, and must make a grade of C or better in the coursework required for their concentration.

**Finance, Insurance and Real Estate Major**

**Degree:** Bachelor of Science

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

**AOS Code:** 316

**General Requirements**

- Formal admission to Finance, Insurance and Real Estate:
  - Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, 102B; ISM 110; MAT 120\* or 191
  - Grade of C or better in ACC 201
  - A cumulative GPA of at least 2.0
- Grades of C or better in all FIN courses used toward the major.
- 122 semester hours
- At least 50 percent of the business credit hours required for the degree must be earned at UNCG

\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.

**All-University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: MAT 120* (see note above) or 191	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and ENG 102B	6
Social and Behavioral Sciences (SB) Required: ECO 201, 202	6

**Major Requirements**

- FIN 315, 320, 325, 330, 444
- Two additional finance courses selected from: FIN 300, 410, 415, 420, 430, 442, 449, 471, 472, 473, 493, 499.

**Related Area Requirements**

- ACC 201, 202; BUS 105\*; CST 105; ECO 201, 202, 250, 300; ISM 110, 280, 360; MGT 301, 309, 312, 330, 491; MKT 320
- Nine (9) hours of a foreign language; see p. 57 for requirement details.

\*BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.

**Electives**

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

**BUSINESS ADMINISTRATION COURSES (BUS)****For Undergraduates****100 Global Business, Markets, and Society (3:3).**

- Open to freshmen and sophomores

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.

**105 Introduction to Business Skills Development (1:2).**

- Open to first semester freshmen

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. (FA)

**220 Field Experience in Business (3).**

- Pr. permission of instructor.

- Open to all majors

Provides students with an early business experience. Requirements consist of a minimum of 300 hours of employment and completion of designated educational activities. (FA,SP,SU)

**For Advanced Undergraduates and Graduate Students****550 Directed Business Practice (1-4:1:3-12).**

- Pr. permission of instructor, admission to the Bryan School of Business and Economics or other professional program approved by the School.

Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing and skill practice assignments are required. (Same as BME 550)

**FINANCE, INSURANCE AND REAL ESTATE COURSES (FIN)****For Undergraduates****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.

**315 Business Finance I (3:3).**

- Pr. admission to a program of study within The Bryan School or other professional program approved by the School.

Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure.

**320 Principles of Risk Management and Insurance (3:3).**

- Pr. grade of C or better in FIN 315; junior standing; admission to a program of study in the Bryan School or other professional program approved by the School.

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.

**325 Fundamentals of Real Estate (3:3).**

- Pr. grade of C or better in FIN 315; junior standing; admission to a program of study in the Bryan School or other professional program approved by the School.

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.

**330 Financial Institutions and Markets (3:3).**

- Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School.

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.

**410 Business Finance II (3:3).**

- Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School.

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

**415 Advanced Corporate Finance (3:3).**

- Pr. FIN 410; admission to a program of study within The Bryan School or other professional program approved by the School

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.

**420 Real Estate Finance (3:3).**

- Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School.

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.

**430 Real Estate Investment (3:3).**

- Pr. FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School.

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.

**442 Investments (3:3).**

- Pr. FIN 330; admission to a program of study in the Bryan School or other professional program approved by the School.

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.

**444 International Finance (3:3).**

*Pr. FIN 330; admission to a program of study in the Bryan School or other professional program approved by the School.*

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.

**449 Seminar in Finance (3:3).**

*Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School*

Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester.

**471 Life Insurance and Financial Planning (3:3).**

*Pr. FIN 320; admission to a program of study in the Bryan School or other professional program approved by the School.*

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

**472 Property and Liability Insurance (3:3).**

*Pr. FIN 320; admission to a program of study in the Bryan School or other professional program approved by the School.*

Examination of coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk.

**473 Risk Management (3:3).**

*Pr. FIN 320; admission to a program of study in the Bryan School or other professional program approved by the School.*

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

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

*• May be repeated for credit if the topic of study changes.*

**499 Problems in Finance (3:3).**

*Pr. senior majors or others by consent of instructor; grade of C or better in FIN 315.*

*• May be repeated for credit with approval of Department Head.*

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.

---

**MANAGEMENT COURSES (MGT)**

**For Undergraduates**

**200 Management of Organizations (3:3).**

*Pr. sophomore standing.*

An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business, educational, governmental, hospital, and social service organizations.

**301 Introduction to International Business (3:3).**

*Pr. ECO 300; admission to approved program.*

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.

**302 International Business: Operations and Environments in Foreign Jurisdictions (4:4 to 6:6).**

*Pr. ECO 301 or permission of instructor*

Study of international business environments, from the managerial aspect, and practices and principles of conducting business across national boundaries from perspective of a specific foreign country. (SU)

**303 Experience Business Abroad (1.5 :1.5 to 4.5: 4.5).**

*Pr. permission of instructor*

Practices for conducting business in foreign countries. Experiential learning in management and organizational leadership skills. Lectures and seminars by academicians and business people. Creating, organizing and presenting seminars, symposia. (FA/SP/SU)

**304 Current Issues in International Business (3:3).**

*Pr. permission of instructor*

Selected topics in international business presented by visiting faculty. Topics are related to the expertise of the instructor. (FA/SP/SU)

**309 Business Communications (3:3).**

*Pr. junior standing and admission to approved program.*

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.

**312 Human Behavior in Business Organizations (3:3).**

Businesses as a generic class of organizations. 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.

**313 Human Resource Management (3:3).**

*Pr. grade of C or better in MGT 312; admission to approved program*

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.

**314 Industrial and Organizational Psychology (3:3).**

*Pr. grade of C or better in MGT 312; admission to approved program*

Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as PSY 314.)

**315 Selection and Compensation (3:3).**

*Pr. grade of C or better in MGT 312; MGT 314; admission to program of study within the Bryan School or other approved program*

Selection theory and the uses of assessment devices. Principles of compensation and job evaluation. Markets surveys and their effects on pay structure.

**317 Training and Development in Organizations (3:3).**

*Pr. grade of C or better in MGT 312; MGT 314; admission to approved program*

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.

**318 Experimental Course: Organization Development (3:3).**

*Pr. MGT 312.*

Introduction to the field of Organization Development (OD). Discussions and exercises will cover OD interventions used by both internal and external OD consultants. (Offered SP '00)

**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 and creditor laws included. Federal, state, and international laws covered.

**331 Legal Aspects of Business Transactions (3:3).**

*Pr. admission to BS Accounting program.*

Subjects covered include court systems, contract and sales law, professional ethics, business political activities, Antitrust laws, international laws, and other matters of public policy.

**332 Legal Aspects of Management (3:3).**

*Pr. MGT 330 or 331; admission to approved program, or permission of instructor.*

Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships—partnerships, corporations, and principal-agency.

**354 Women, Work, and Management (3:3).**

*Pr. MGT 200 or SOC 101; junior standing.*

Examination of women's participation in the U.S. labor force and work organizations with special attention to issues for women in management. (Same as SOC 354.)

**375 Management Process Skills (3:3).**

*Pr. grade of C or better in MGT 312; admission to approved program.*

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.

**470 Small Business Management (3:3).**

*Pr. grade of C or better in MGT 312; MKT 320, FIN 315, ISM 360; admission to approved program..*

Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.

**475 Employment and Human Resource Law (3:3).**

*Pr. junior standing; grade of at least C in MGT 312 or permission of instructor; admission to approved program.*

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. (FA)

**491 Business Policy and Strategy (3:3).**

*Pr. MGT 301, 309, 312, MKT 320; FIN 315; ISM 280 and 360; senior standing; admission to approved program; pr. or coreq. MGT 330 (for Accounting majors, MGT 331).*

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.

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**499 Problems in Management (3:3).**

*Pr. senior majors or others by consent of instructor.*

• *May be repeated for credit with approval of department head.*

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.

**For Advanced Undergraduates and Graduate Students****519 Business Report Writing (3:3).**

*Pr. MGT 309 or permission of instructor.*

Continuation of 309. Emphasis on organizing and writing realistic business reports, including research methodology which precedes report preparation.

---

**MARKETING COURSES (MKT)****For Undergraduates****320 Principles of Marketing (3:3).**

*Pr. admission to Bryan School major; or admission to Bryan School approved program; and completion of ECO 201, ACC 201, and ISM 110*

General survey including marketing decision-making and models, buyer behavior, channels of distribution, and marketing research. Topics treated from a managerial viewpoint.

**321 Advanced Marketing Management (3:3).**

*Pr. ISM 110, ACC 202, ECO 250, and grade of C or better in MKT 320; admission to approved program.*

Advanced analysis and decision-making techniques in marketing, including some computer applications. Emphasis on strategic view of marketing rather than just tactical view and practical applications of marketing knowledge.

**325 Experimental Course: E-commerce in Marketing (3:3).**

*Pr. grade of C or better in MKT 320; admission to approved program*

Introduction to e-commerce. Online and offline assignments, lectures, in-class group projects, case analyses, discussions and presentations. (Offered FA00)

**326 Introduction to Retailing (3:3).**

*Pr. grade of C or better in MKT 320; junior standing; admission to approved program*

Introductory course in the fundamentals of store organization, management, and merchandising. (Formerly MKT 306)

**327 Selling and Sales Management (3:3).**

*Pr. grade of C or better in MKT 320; junior standing; admission to approved program*

Special problems involved in marketing with emphasis on the sales process. (Formerly MKT 307)

**403 Marketing for Small Firms (3:3).**

*Pr. grade of C or better in MGT 312 or MKT 320; senior standing; admission to approved program*

Special nature of small business and the marketing implications. Addresses general marketing issues and specific, "real world" marketing problems. Small business firms serve as clients for student consulting teams.

**408 Operating Problems in Retailing (3:3).**

*Pr. MKT 326 and 327; junior standing; admission to approved program.*

Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance.

**418 Advanced Merchandising (3:3).**

*Pr. MKT 326 and 327; junior standing; admission to approved program.*

Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores.

**421 Promotion Management (3:3).**

*Pr. grade of C or better in MKT 320; admission to approved program.*

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.

**422 Fundamentals of Marketing Research (3:3).**

*Pr. ECO 250, grade of C or better in MKT 320; admission to approved program.*

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.

**424 Consumer Behavior (3:3).**

*Pr. grade of C or better in MKT 320; junior standing; admission to approved program.*

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.

**425 Experimental Course: Brand Management (3:3).**

*Pr. MKT 320 and admission to a major in the Bryan School.*

Examines building and maintaining brand images and equity, and consumer behavior concepts. Topics include brand extensions, private brands, international branding and measuring brand equity. (Offered FA99)

**426 International Marketing (3:3).**

*Pr. grade of C or better in MKT 320; admission to approved program.*

Practical aspects of marketing goods across national boundaries. Documentary complexities of international marketing emphasized.

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**BUSINESS AND MARKETING EDUCATION COURSES (BME)**

**For Undergraduates**

**413 Special Problems in Business and Marketing Education (1 to 3).**

*Pr. junior standing.*

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.

**463 Business/Marketing Education Instructional Materials and Methods (3:3).**

*Pr. senior standing.*

Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups.

**465 Supervised Teaching (9).**

*Pr. BME 463; ELC 381, CUI 390, 450, 470.*

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.

**469 Business/Marketing Education Programs: Development, Organization, and Operation (3:3).**

*Pr. senior standing.*

Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional and state levels.

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students**

**550 Directed Business Practice (1-4:1-3-12).**

*Pr. permission of instructor, admission to the Bryan School of Business and Economics or other professional program approved by the School.*

Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing and skill practice assignments are required. (Same as BUS 550)

**555 Coordination of Work-Based Programs (3).**

*Pr. junior standing.*

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.

**597 Survey of Business and Marketing Education (3:3).**

*Pr. junior standing and permission of director.*

Designed primarily for business and marketing education teachers. 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.

**598 Curriculum and Classroom Organization of Business and Marketing Programs (3:3).**

*Pr. junior standing and permission of director.*

Designed for pre-service and in-service teachers of business and marketing programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation.

**599 Selected Topics in Business and/or Marketing Education (1 to 3).**

*Pr. junior standing and permission of division director.*

• *May be repeated for credit if content is changed.*

Study of topics of common interest to those interested in business and/or marketing education. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY (CHE)

*College of Arts & Sciences*

221 Petty Building  
(336) 334-5714

<http://www.uncg.edu/che>

### FACULTY

*Terence Nile, Professor and Head of Department*

*Professors Barborak, Farona, Herman, Jezorek, Knight;*

*Associate Professors Banks, Johnston, Walsh; Assistant*

*Professors Haddy, Shields, Raner; Laboratory Assistants*

*Burnes, Katsikas*

The Department of Chemistry offers four 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, and the Bachelor of Arts in Chemistry. The Master of Science (M.S.) and Master of Education (M.Ed.) are offered at the graduate level (see *The Graduate School Bulletin*). Students who follow the program leading to the Bachelor of Science in Chemistry degrees are certified to the American Chemical Society as having met its rigorous requirements for undergraduate professional training in chemistry.

The Department's biochemistry programs (B.S. in Biochemistry and B.S. in Chemistry with Concentration in Biochemistry) provide students with excellent preparation for graduate work in biochemistry and related life sciences, as well as for employment in chemical and biotechnological industries. These programs are also attractive to students planning careers in the health professions.

One of the features of our undergraduate program which we particularly emphasize is 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.

### Chemistry Major

**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 (BA)**, while less specialized than the BS program, provides sound training in chemistry. It offers fine preparation for those planning to enter medicine or dentistry, secondary school teaching, or various 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 BS. 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 is taken with regard to the prerequisites.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Major Requirements

1. CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 461 or 506
2. Two courses from among CHE 442, 531, 536, 553, 556, and 581

Only chemistry courses in which grades of C- or better are earned will be counted toward the major.

### Related Area Requirements

1. MAT 191, 292
2. PHY 211, 212 and 251, 252 labs, or 291, 292, and 251, 252 labs

### Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. CST 105 is recommended as a CRD requirement. Additional chemistry courses above the 100 level may be taken.

**Chemistry Major****Degree:** Bachelor of Science**Required:** 122 semester hours, to include at least 36 hours at or above the 300 course level

The **Chemistry Major (BS)** differs from the BA in requiring additional advanced courses in chemistry and/or related sciences. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's requirements for undergraduate professional training. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

**Requirements for the Chemistry Major (B.S.)****AOS Code:** U123**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements**

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 442, 461, 462, 463, 464, 531, 533, 581

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

**Related Area Requirements**

- MAT 191, 292, 293
- PHY 291, 292 and 251, 252 labs
- At least two courses selected from: CHE 491, 492, 493 (minimum of 2 credit hours total for any combination of the previous three courses count as one course), 536, 553, 555, 556, 557, 570; BIO 355, 392, 422, 477, 479, 506, 538, 594; CSC 230, 322, 330, 339, 523, 524; MAT 310, 311, 340, 345, 390, 394, 395; PHY 321, 323, 325, 327, 512, 513, 521, 525

**Electives**

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.

**Requirements for the Chemistry Major (B.S.) with a Concentration in Biochemistry****AOS Code:** U124

The Concentration in Biochemistry offers students the option to specialize in biochemistry within the curriculum leading to the B.S. in Chemistry. This concentration is designed to prepare students for graduate training in biochemistry, medicine and related professions, or for employment in biochemistry or biotechnology related industries. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students in this program must meet the College of Arts and Sciences All-University Liberal Education Requirements (CLER). See description above under Chemistry Major (Bachelor of Arts).

**Major Requirements**

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 461, 462, 463, 531, 533, 556, 557, 558

Only Chemistry courses in which grades of C- or better are earned will be counted toward the Concentration.

**Related Area Requirements**

- Advanced biochemistry: 3-4 credits from CHE 491, CHE 492 or BIO 594
- BIO 111, 112, 392
- MAT 191, 292
- PHY 291, 292 and 251, 252 labs

**Electives**

Electives should be sufficient to complete the 122 semester hours required for the degree. One additional advanced biology course (e.g. BIO 355 or 481) is strongly recommended.

**Biochemistry Major****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 (BS)** is designed to prepare students for graduate training in the biochemical sciences, medicine, and other health professions, or for employment in biotechnology, pharmaceutical and chemical industries. Students who complete the Bachelor of Science in Biochemistry will meet all or most of the academic requirements for admission to medical, dental, veterinary or pharmacy schools.

The curriculum involves a solid foundation of chemistry and biology courses, along with core and advanced elective courses in biochemistry. Undergraduate research is encouraged, and students may collaborate with participating faculty from a variety of departments (Chemistry, Biology, Nutrition and Foodservice Systems, Physics, and Exercise and Sport Science).

This program follows the biochemistry curriculum recommendations of the American Society of Biochemists and Molecular Biologists.

## Requirements

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the College of Arts and Sciences All University Liberal Education Requirements (CLER). See description under Chemistry Major (Bachelor of Science).

### Major Requirements

CHE 111, 112, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 463, 506, 556, 557, 558

### Related Area Requirements

- MAT 191, 292
- BIO 111, 112, and either BIO 392, 393 lab, or BIO 355, 356 lab
- PHY 211, 212 and 251, 252 labs, or 291, 292 and 251, 252 labs
- Advanced Biochemistry Elective (3-4 hours) one or more of the following courses: CHE 491, 492; BIO 499, 594; ESS 475; NFS 527; PHY 595
- Advanced Biological Science Elective (3-4 hours) one or more of the following courses: BIO 277, 424, 464, 477, 479, 481, 578, 583, 584, 594 strongly recommended (if not used as Advanced Biochemistry Elective), 595, 596; PHY 543

Only Chemistry and Biology courses in which grades of C- or better are earned will be counted toward the major.

### Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in chemistry and biology are recommended.

## Chemistry Minor

**Required:** minimum of 19 semester hours

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which not more than 8 semester hours may be applied from introductory level courses (CHE 103, 104, 106, 110, 111, 112, 114, and 115.)

## Chemistry Major with Secondary Subject-Area Teacher Licensure

B.A. in Chemistry with "A" Licensure, U125

B.S. in Chemistry with "A" Licensure, U126

Additional requirements for teacher licensure, beyond the Chemistry Major requirements, are listed under **Teacher Education Programs**. In addition, students must take 6-8 credits in biology and/or earth science chosen from the following:

- BIO 111, 112
- GEO 103 and one or more of GEO 111, 205, 311, 314. CHE 252 is also recommended.

## Accelerated Master's Programs for Chemistry Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the BA in Chemistry/MBA and BS in Chemistry/MS in Chemistry program requirements.

## CHEMISTRY COURSES (CHE)

### For Undergraduates

#### 103 General Descriptive Chemistry I (3:3).

*AULER/CLER: NS/CPS*

*Coreq. CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later.*

- *Not open to students who have already taken CHE 111.*

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. (FA)

#### 104 General Descriptive Chemistry II (3:3).

*AULER/CLER: NS/CPS*

*Pr. 103 or permission of instructor.*

*Coreq. CHE 110 must be taken concurrently unless taken with CHE 103.*

Applications of the principles introduced in 103 to representative inorganic, organic, and biological systems. Topics include equilibrium, acid-base chemistry, and introductory organic and biochemical concepts. (SP)

#### 106 Introductory Chemistry (3:3).

*AULER/CLER: NS/CPS*

- *For elementary education, business, and liberal arts majors.*
- *Students cannot receive credit for both 106 and either 111 or 103.*
- *CHE 110 is recommended as corequisite.*

Nonquantitative survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry. (FA,SP)

#### 110 Introductory Chemistry Laboratory (1:0:3).

*AULER/CLER: NS/CPS*

*Coreq. To be taken concurrently with either 103 or 104. Also may accompany 106.*

Designed to acquaint non-science majors with basic laboratory practices. (FA,SP)

#### 111 General Chemistry I (3:3).

*AULER/CLER: NS/CPS*

*Pr. one year of high school chemistry. Students who lack high school chemistry should take the sequence 103, 111, 114.*

*Coreq. All students must take 112 concurrently unless they have previous credit for an equivalent course.*

Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter. (FA,SP)

#### 112 General Chemistry I Laboratory (1:0:3).

*AULER/CLER: NS/CPS*

*Coreq. CHE 111 must be taken concurrently.*

Laboratory work to accompany 111. (FA,SP)

**114 General Chemistry II (3:3).**

AULER/CLER: NS/CPS

Pr. 111, 112.

Coreq. All students must take 115 concurrently unless they have previous credit for an equivalent course.

•Designed primarily for science majors and is the prerequisite to upper level courses in chemistry

Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry. (FA,SP)

**115 General Chemistry II Laboratory (1:0:3).**

AULER/CLER: NS/CPS

Pr. 112 or equivalent.

Coreq. CHE 114 must be taken concurrently.

Laboratory work to accompany 114. Includes semi-micro qualitative analysis and ionic equilibria experiments. (FA,SP)

**205 Introductory Organic Chemistry (3:3).**

Pr. 104, 110; or 114, 115.

Coreq. All students must take 206 concurrently unless they have previous credit for an equivalent course.

•Students cannot receive credit for both 205 and 351.

A course in organic chemistry designed for students whose programs require only one semester in this area. (FA)

**206 Introductory Organic Chemistry Laboratory (1:0:3).**

Coreq. 205 must be taken concurrently.

Laboratory work to accompany 205. (FA)

**242 Inorganic Chemistry (2:2).**

Pr. 114, 115.

Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base and coordination chemistry. (FA)

**252 Chemistry and the Human Environment (3:3).**

Pr. 104, 106, or 114 or permission of instructor.

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. (SP)

**331 Quantitative Analysis (3:3).**

Pr. 114, 115.

Coreq. All students must take 333 concurrently unless they have previous credit for an equivalent course.

Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Herman, Jezorek, Walsh. (FA)

**333 Quantitative Analysis Laboratory (1:0:4).**

Coreq. 331 must be taken concurrently.

Laboratory work to accompany 331. Herman, Jezorek, Walsh. (FA)

**351 Organic Chemistry I (4:4).**

Pr. 114, 115.

Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination. Banks, Barborak, Johnston, Knight. (FA)

**352 Organic Chemistry II (3:3).**

Pr. 351.

Coreq. All students must take 354 concurrently unless they have previous credit for an equivalent course.

Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy. (SP)

**354 Organic Chemistry II Laboratory (1:0:4).**

Coreq. 352 must be taken concurrently.

Laboratory work to accompany 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions. (SP)

**372 Introduction to Laboratory Methods (2:2).**

Pr. 205 or 351.

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. (SP)

**401 Chemistry Seminar Introduction (0:0).**

Pr. 372, senior standing.

•Students audit 401 and receive credit for 402.

Preparation for seminar. Introduction to the selection of seminar topics and seminar presentation techniques. Attendance at weekly seminars required. (FA,SP)

**402 Chemistry Seminar (1:1).**

Pr. 401.

• Students audit 401 and receive credit for 402.

Oral reports and discussion of topics from the current chemistry by students, staff, and guest lecturers. Attendance at weekly seminars is required. (FA,SP)

**442 Advanced Inorganic Chemistry I (3:3).**

Pr. 242, 461, or 506

Coreq. 461 or 506 may be taken concurrently

Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. (SP)

**461 Physical Chemistry I (4:4).**

Pr. MAT 292 and PHY 292.

Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions, kinetics, and electrochemistry. (FA)

**462 Physical Chemistry II (3:3).**

Pr. 461.

Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, and statistical mechanics. (SP)

**463 Physical Chemistry I Laboratory (1:0:4).**

Pr. 331, 333

Coreq. 461 or 506

Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. (FA)

**464 Physical Chemistry II Laboratory (1:0:4).**

Pr. 461, 463

Coreq. 462

Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course. (SP)

**490 Internship in Chemistry and Biochemistry (3:0:12).**

*Pr. 333 or 354; junior status; overall GPA of 3.0 or better; and permission of instructor*

Practical experience in local industrial setting. Includes bi-weekly meeting with Departmental internship coordinator. Students must complete 12 hours a week at an internship site. (FA,SP,SU)

**491, 492 Independent Study (1 to 3), (1 to 3).**

*Pr. two years of chemistry and permission of department head and instructor under whom student wishes to work.*

- *May be repeated for credit.*

Directed program of independent study and research for the qualified student. (FA-491; SP-492)

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****506 Introductory Physical Chemistry (4:4).**

*Pr. two semesters of chemistry beyond general chemistry, MAT 292, one year of physics*

- *Students cannot receive credit for both 506 and 461 to an undergraduate degree*

Concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry, and colloidal behavior with applications to biological systems. (FA)

**531 Instrumental Analysis (3:3).**

*Pr. 331, 333, 205 or 352 (either may be taken concurrently), PHY 212 or 292.*

Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. (SP)

**533 Instrumental Analysis Laboratory (1:0:4).**

*Coreq. 531 must be taken concurrently.*

Laboratory work to accompany 531. Herman, Jezorek. (SP)

**536 Computers in Chemistry (3:3).**

*Pr. two semesters of chemistry beyond general chemistry; one semester of calculus; one year of physics; one semester of programming in a higher level language; or permission of instructor.*

Introduction to analysis of chemical data and control of chemical instruments with digital computers. Designed primarily for chemistry majors but may be taken by other interested science majors. (SP)

**553 Advanced Organic Chemistry I (3:3).**

*Pr. 352.*

Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. (FA)

**555 Organometallic Chemistry (2:2).**

*Pr. 352, 442.*

Theoretical and synthetic aspects of organometallic chemistry and applications to catalysis and synthetic organic chemistry. (SP)

**556 Biochemistry I (3:3).**

*Pr. 352, BIO 111-112.*

Introductory biochemistry presented from a chemical perspective. Topics include amino acids, proteins and enzymes, carbohydrates, nucleic acids, lipids, membranes, and carbohydrate catabolism. Banks, (FA)

**557 Biochemistry II (3:3).**

*Pr. 352, 556, BIO 111-112, or permission of instructor.*

Continuation of CHE 556. Enzyme catalytic mechanisms, additional topics in intermediary metabolism, genetic biochemistry, and selected topics in molecular physiology. (SP)

**558 Biochemistry Laboratory (1:0:4).**

*Pr. 556 or equivalent, 354, 333, or permission of instructor.*

Introduction to biochemical techniques, including isolation, purification and characterization of biological molecules. (SP)

**570 Advanced Special Topics in Chemistry (1 to 3).**

*Pr. permission of instructor.*

Studies at an advanced level dealing with specialized areas of chemistry in which there is special expertise among departmental faculty. Areas of offering to be identified as follows: 570a, Analytical; 570b, Biochemistry; 570c, Inorganic; 570d, Organic; 570e, Physical; 570f, Chemical Education.

**581 Synthetic Techniques (2:0:8).**

*Pr. 242, 352, 354, 372.*

Theoretical discussion and laboratory practice in methods of synthesis in the areas of organic, inorganic, organometallic chemistry, and use of modern instrumentation to characterize compounds. (FA)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF CLASSICAL STUDIES (CCI, GRK, LAT)

*College of Arts & Sciences*

237 McIver Building

(336) 334-5214

<http://www.uncg.edu/cla>

### FACULTY

*Susan C. Shelmerdine, Associate Professor and Head of Department*

*Professor Soles; Associate Professors Parker, Wharton; Assistant Professor Williams; Lecturers Danford, Starks, Sinal, Zarker*

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. The following departmental courses also satisfy AULER categories as designated: CCI 201, 202, 211, 212, 220, 230, 323 (Historical Perspectives on Western Culture); CCI 205, 223, 227, 305, 306, 321, 324, 325, 326 (World Literature); CCI 350 (Analytical & Evaluative).

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, 394, 401, or 450; GRK 393, 394; LAT 393, 394; or through Study Abroad Programs.

### Classical Studies Major

**Degree:** Bachelor of Arts

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

**Available concentration and AOS Codes:**

Greek Language & Literature, U356

Latin Language & Literature, U358

Classical Civilization, U354

Classical Archaeology, U352

The Department offers a BA in Classical Studies, with four distinct concentrations in Greek Language and Literature, Latin Language and Literature, Classical Civilization, and Classical Archaeology. All four concentrations offer a broad liberal arts experience which provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The Greek Language and Literature and the Latin Language and Literature concentrations are designed to ensure a solid preparation in the chosen language and to acquaint students with those works which form the origin of European literature, history, and philosophy. These concentrations prepare students for graduate work in the Classical languages and literature and for secondary school language teaching.

The Classical Civilization and Classical Archaeology concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The Classical Civilization concentration is an excellent major for pre-law students, who should choose courses on Roman Civilization (CCI 202), Roman Law and Society (CCI 350), and Latin to fulfill major requirements. It is also an excellent second major for those interested in any area of primary or secondary school teaching. The Classical Archaeology concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students interested in other areas of archaeology should also consider the **Special Program in Liberal Studies in Archaeology** (pp. 76-77).

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Major Requirements

Minimum 27 hours distributed as follows in one of the four possible concentrations. Students must have at least a 2.0 GPA for courses in the major:

#### Greek Language and Literature

- 15 hours in ancient Greek language: any course with a GRK prefix (excluding GRK 150)
- CCI 201 (Greek focus; 3 hours)
- 6 hours in classical literature in translation (Greek focus) to be chosen from CCI 205, 206, 227, 228, 305, 306, 321, 405
- 3 hours in Greek archaeology or history to be chosen from CCI 211, 220, 230, 313, 314, 323, 351, 353

#### Latin Language and Literature

- 15 hours in Latin language above the 100 level: any course with a LAT prefix, except LAT 101, 102, 140
- CCI 202 (3 hrs)
- 6 hours in Classical literature in translation (Latin focus) to be chosen from CCI 205, 206, 227, 228, 305, 306, 324, 325, 326, 405, 502
- 3 hours in Roman archaeology or history to be chosen from CCI 212, 220, 230, 314, 323, 350, 354, 355, 512

**Classical Civilization**

1. 6-15 hours in either Greek or Latin with minimum proficiency through the 204 level (excluding GRK 150)
2. CCI 201 (core course for Greek focus) or CCI 202 (core course for Latin focus) (3 hrs)
3. 9-18 hours in civilization from courses in literature, archaeology, and ancient history (to be selected with Department Advisor)

**Classical Archaeology**

1. CCI 211, CCI 212 (6 hours)
2. 6 hours to be chosen from CCI 312, 313, 314, 512
3. 9 hours in classical literature in translation or ancient history to be chosen from CCI 201, 202, 205, 206, 220, 227, 228, 230, 305, 306, 321, 323, 324, 325, 326, 350, 351, 353, 354, 355, 405, 502
4. 6 hours in either Greek or Latin at the intermediate level: GRK 203 and 204 or LAT 203 and 204

Under special circumstances and with the permission of the Department Head, some substitutions for required courses may be allowed.

**Related Area Requirements**

No specific courses required.

**Electives**

Electives sufficient to complete the 12 semester hours required for degree.

**Classical Studies as a Second Academic Concentration**

**Required:** minimum of 24 semester hours

**AOS Code:** U130

This concentration is designed for students in the Elementary Education and the Middle Grades 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 and middle grades students, and the flexibility of the concentration is designed to accommodate the schedules of Elementary and Middle Grades majors. These students may count up to 6 hours of this course work in the concentration towards AULER requirements.

**Latin Focus**

1. LAT 101, 102 Elementary Latin, 6 s.h. (or elective)  
LAT 140\* Elementary Latin Review, 3 s.h.  
(\*by placement exam or permission of the instructor)
2. CCI 202 Introduction to Classical Civilization: The Romans, 3 s.h. (HP)
3. CCI 205 Mythology, 3 s.h. (WL)
4. 12-15 hours in civilization courses selected from: CCI 206, 212, 220, 227, 228, 230, 250, 305, 324, 325, 326, 354, 355, 405

**Greek Focus**

1. GRK 201, 202 Elementary Greek, 6 s.h. (or elective)
2. CCI 201 Introduction to Classical Civilization: The Greeks, 3 s.h. (HP)
3. CCI 205 Mythology, 3 s.h. (WL)
4. 12 hours in civilization courses selected from: CCI 206, 211, 220, 227, 228, 230, 3035, 306, 313, 314, 321, 323, 351, 353, 405

**Classical Studies Minor**

**Required:** minimum of 15-21 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 to 21 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 Secondary Subject-Area Teacher Licensure in Latin**

**AOS Code:** U129

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is three-fold:

1. to promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2. to make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3. to promote an understanding of and appreciation for the Classical foundations of the Western tradition.

**Requirements**

Students seeking teacher licensure in Latin are required to take a minimum of 27 semester hours distributed as follows:

1. 15 hours in Latin above the 100 level.
2. 3 hours in Latin Grammar and Composition (LAT 531)
3. CCI 205, and 3 additional hours in Classical Literature
4. CCI 202

In addition, students must meet additional requirements in General and Professional Education (see **Teacher Education**). For further information concerning these requirements students should consult with their advisor from the Department of Classical Studies.

### CLASSICAL CIVILIZATION COURSES (CCI)

Courses in English Translation; no knowledge of Greek or Latin required.

#### For Undergraduates

#### 201 Introduction to Classical Civilization: The Greeks (3:3).

AULER/CLER: HP/CHP-CPM

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.

#### 202 Introduction to Classical Civilization: The Romans (3:3).

AULER/CLER: HP/CHP-CPM

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.

#### 205 Mythology (3:3).

AULER/CLER: WL/CWL

Great myths of the world with emphasis on their literary and artistic representations. Greek and Roman mythologies stressed; Norse and other myths included when possible. Only primary sources read.

#### 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.

#### 211 Introduction to Classical Archaeology (Greece) (3:3).

AULER/CLER: HP/CHP-CPM

Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization.

#### 212 Introduction to Classical Archaeology (Rome) (3:3).

AULER/CLER: HP/CHP-CPM

Archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome.

#### 220 The Ancient World (3:3).

AULER/CLER: HP/CHP-CPM

Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as HIS 220)

#### 227 Comparative Studies in World Epics (3:3).

AULER/CLER: WL/CWL

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.

#### 228 Comparative Studies in World Drama (3:3).

AULER/CLER: WL/CWL

Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.

#### 230 Women in Antiquity (3:3).

AULER/CLER: HP/CHP-CPM

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.

#### 305 Classical Tragedy (3:3).

AULER/CLER: WL/CWL

Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca.

#### 306 Classical Comedy (3:3).

AULER/CLER: WL/CWL

Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus.

#### 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.

#### 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.

#### 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.

#### 321 The Archaic Age (3:3).

AULER/CLER: WL/CWL

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.

#### 323 The World of Alexander the Great (3:3).

AULER/CLER: HP/CHP-CPM

An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context.

#### 324 The Age of Cicero (3:3).

AULER/CLER: WL/CWL

Introduction to Roman literature and society in the first century B.C. Focus on the development of the genres of Latin literature and the relationship between politics and literature.

#### 325 The Age of Augustus (3:3).

AULER/CLER: WL/CWL

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.

#### 326 The Age of Nero (3:3).

AULER/CLER: WL/CWL

Introduction to Roman literature and society during the reign of Nero and his immediate successors. Focus on the development of Latin drama, satire, and historical writing.

#### 350 Roman Law and Society (3:3).

AULER/CLER: AE/CAE

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.

#### 351 History of Greece, 2000-31 B.C. (3:3).

Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as HIS 351.)

**353 Athens in the Fifth Century B.C. (3:3).**

*Pr. 209 or 351 or permission of instructor.*

Study of the social and political history of Athens in the fifth century B.C. (Same as HIS 353.)

**354 The Roman Republic, 754 B.C.-44 B.C. (3:3).**

Study of the social and political forces that led to Rome's conquest of the Mediterranean World and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as HIS 354.)

**355 The Roman Empire, 44 B.C.-337 A.D. (3:3).**

Survey of politics and society at Rome under the Empire, where 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. (Same as HIS 355.)

**393, 394 Classical Studies Abroad (3:3), (3:3).**

*Pr. permission of department.*

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.

**401 Archaeological Practicum (1 to 3).**

• *May be repeated for credit.*

Participation in the department's archaeological work in Greece and opportunity to learn the field methods of classical archaeology firsthand.

**405 Advanced Studies in Mythology (3:3).**

*Pr. CCI 205 or permission of the instructor.*

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.

**450 Internship in Classical Studies (1 to 6).**

*Pr. permission of department head.*

- *May be repeated once, for a maximum of 12 hours credit, with the provision that no more than 6 hours may be taken in the same country.*

Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****501 Independent Study (1 to 3).**

*Pr. permission of instructor.*

- *May be repeated for credit for up to 6 hours.*

Directed program of reading, research, and individual instruction in Classical Studies.

**502 History of Latin Literature (3:3).**

*Pr. permission of instructor.*

A survey of Latin literature in English translation from the third century B.C. to the beginnings of the Middle Ages.

**512 The Archaeology of Roman Daily Life (3:3).**

*Pr. permission of instructor.*

Study of Roman daily life and the evidence from archaeology and ancient literature for daily life.

**541 Ancient World: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as HIS 541)

**550 Selected Topics in Classical Studies (3:3).**

- *May be repeated once for credit when topic varies.*

Varying topics in Greek and/or Roman literature, archaeology, or culture, chosen according to the needs of the students. All readings in English translation. (FA/SP/SU as needed)

---

**GREEK COURSES (GRK)**

These courses require the reading of texts in Greek.

**For Undergraduates****150 Applied Modern Greek (1:1).**

*Pr. open to all students with instructor's permission.*

- *May be repeated for credit up to 4 semester hours.*
- *Grade: Pass/Not Pass (P/NP).*
- *Will NOT satisfy foreign language requirement.*

Training in spoken demotic Greek.

**201 Elementary Ancient Greek I (3:3).**

Introduction to ancient Greek. Emphasis on understanding principles of grammar and developing skills for reading ancient Greek. (FA)

**202 Elementary Ancient Greek II (3:3).**

*Pr. 201*

Continuation of GRK 201. Emphasis on advanced grammar and reading of selections from ancient Greek authors (e.g. Euripides, Xenophon, Plato, New Testament). (SP)

**203 Intermediate Ancient Greek I (3:3).**

*CLER: CFL*

*Pr. 202*

Designed to develop proficiency in the reading of ancient Greek prose and to introduce students to Greek prose authors. Plato and Lysias, and Herodotus (or another historian) taught in alternate years. (FA)

**204 Intermediate Ancient Greek II (3:3).**

*CLER: CFL*

*Pr. 203*

Continuation of GRK 203. Designed to develop proficiency in reading ancient Greek poetry and to introduce students to Greek poets. A Greek tragedian, and Homer taught in alternate years. (SP)

**303, 304 Greek Drama (3:3), (3:3).**

*Pr. 204, or permission of instructor.*

Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.

**311 The Greek Orators (3:3).**

*Pr. 204, or permission of instructor.*

Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes.

**312, 313 Greek Historical Writers (3:3), (3:3).**

*Pr. 204, or permission of instructor*

Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

**331 The New Testament (3:3).**

*Pr. 204, or permission of the instructor.*

Selections from the New Testament.

**341 Homer (3:3).**

*Pr. 204, or permission of instructor.*

Selections from Iliad and Odyssey.

**350, 351 Special Topics in Greek Studies (3:3), (3:3).**

*Pr. 203, 204. Student should consult instructor before registering for course.*

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.

**393, 394 The Study of Greek Abroad (3:3), (3:3).**

*Pr. 204 and permission of department.*

Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.

**401 The Greek Epic (3:3).**

*Pr. 204, or permission of instructor.*

Selections from the works of Homer, Hesiod, and Apollonius of Rhodes.

**403 Greek Lyric Poetry (3:3).**

*Pr. 204, or permission of instructor*

Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus.

**405 Hellenistic Poetry (3:3).**

*Pr. 204, or permission of instructor.*

Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus.

**421 The Greek Philosophers (3:3).**

*Pr. 204, or permission of instructor.*

Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools.

**450 Seminar in Greek Studies (3:3).**

*Pr. 204, or permission of instructor.*

Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students**

**501 Independent Study (1 to 3).**

*Pr. permission of instructor.*

• *May be repeated for up to 6 hours credit.*

Directed program of reading, research, and individual instruction in Greek language and literature.

**550 Topics in Greek Studies (3:3).**

*Pr. permission of instructor.*

• *May be repeated once for credit when topic varies.*

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.

**LATIN COURSES (LAT)**

These 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.

**For Undergraduates**

**101 Elementary Latin I (3:3).**

Introduction to Latin. Emphasis on understanding principles of grammar and developing skills for reading Latin. (FA)

**102 Elementary Latin II (3:3).**

*Pr. 101 or appropriate score on the Latin placement exam.*

Continuation of LAT 101. Emphasis on advanced grammar and selected readings. (SP)

**140 Elementary Latin Review (3:3).**

*Pr. permission of instructor.*

Accelerated elementary curriculum for students with previous Latin experience or a demonstrable aptitude for second-language acquisition. (FA)

**203 Intermediate Latin I (3:3).**

CLER: CFL

*Pr. a grade of C- or better in LAT 102 or 140, or appropriate score on the Latin placement exam, or permission of instructor*

Designed to develop proficiency in reading of Latin and introduce students to Latin prose and poetry.

**204 Intermediate Latin II (3:3).**

CLER: CFL

*Pr. LAT 203, or appropriate score on the Latin placement exam, or permission of instructor*

Study of Latin prose and poetry with continued emphasis on developing proficiency in reading Latin.

**301 Roman Lyric Poetry (3:3).**

*Pr. 204, or permission of instructor.*

Selections from the poetry of Catullus and Horace.

**302 Roman Letters and Men of Letters (3:3).**

*Pr. 204, or permission of instructor.*

Selections from the letters of Cicero, Pliny, and Seneca.

**303 Roman Drama (3:3).**

*Pr. 204, or permission of instructor.*

Selections from Plautus, Terence, and Seneca.

**311 The Roman Orators (3:3).**

*Pr. 204, or permission of instructor.*

Selections from the speeches and rhetorical works of Cicero and of other Roman orators.

**312 Roman Historians (3:3).**

*Pr. 204, or permission of instructor.*

Selections from Livy, Sallust, Julius Caesar, Cicero and Tacitus.

**321 Roman Satire (3:3).**

*Pr. 204, or permission of instructor.*

Study of the satires of Persius, Horace, and Juvenal; emphasis on Juvenal; influence on the eighteenth century.

**350, 351 Special Topics in Latin Literature (3:3), (3:3).**

*Pr. 204. Student should consult instructor before registering for course.*

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.

**393, 394 The Study of Latin Abroad (3:3), (3:3).**

*Pr. 204 and permission of department.*

Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

**400 Intensive Reading of Latin (3:3).**

*Pr. permission of the instructor.*

Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin.

**401 Vergil (3:3).**

*Pr. 204, or permission of instructor.*

Vergil's Aeneid VII-XII; reading from the Eclogues and Georgics.

**405 Poetry in the Age of Augustus (3:3).**

*Pr. 204, or permission of instructor.*

Survey of Latin literature from 40 B.C. to 14 A.D.; selections from Vergil, Horace, the elegiac poets, and Ovid.

**421 Roman Philosophical Writings (3:3).**

*Pr. 204, or permission of instructor.*

Selections from essays of Cicero, *De Rerum Natura* of Lucretius and essays of Seneca.

**450 Seminar in Latin Studies (3:3).**

*Pr. 204, or permission of instructor.*

Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****501 Independent Study (1 to 3).**

*Pr. permission of instructor.*

- *May be repeated for up to 6 hours credit.*

Directed program of readings, research, and individual instruction in Latin language.

**531 Latin Grammar and Composition (3:3).**

*Pr. 204, or permission of instructor.*

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. (Formerly LAT 431)

**550 Topics in Latin Studies (3:3).**

- *May be repeated once for credit when topic varies.*

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.

**552 Teaching Secondary-Level Latin: Current Trends (3:3).**

*Pr. admission to the "A" licensure or MEd in Latin program, or permission of instructor*

- *May be repeated once for credit when topic varies.*

Recent 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.

**571 Medieval and Renaissance Latin (3:3).**

*Pr. permission of the instructor.*

Selections from Medieval and Renaissance prose and poetry.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

---

## DEPARTMENT OF COMMUNICATION (CST)

*College of Arts & Sciences*

102 Ferguson Building

(336) 334-5297

<http://www.uncg.edu/cst>

**FACULTY**

*H. L. Godall, Jr., Professor and Head of Department*

*Associate Professors Natalie, Kellett; Assistant Professors*

*Bracci, Carlone, De Gooyer, Dunlap, Reeder; Lecturers*

*Davis, Fairfield, Gunn, Ferguson, Shird*

The Department of Communication offers coursework in interpersonal, organizational, and public communication. Our program helps students to become more effective communicators as well as facilitators of effective communication in others. The Department offers the BA in Communication Studies as well as an undergraduate minor. The MA and MEd degrees are also offered by the department. For details on graduate programs, see The Graduate School Bulletin.

The mission of the Department of Communication is "to teach students the study of strategic and ethical uses of communication to build relationships and communities." The undergraduate curriculum is based solidly in our core values: (1) we teach strategies for communication effectiveness in all contexts of application; (2) we teach ethics as a way of informing choices about strategies as well as a way of improving our ability to intelligently consume and interpret public messages; (3) we teach ways and means of understanding and improving personal, professional, and mediated relationships; and (4) we teach ways and means of understanding and contributing productively to the evolution and changes in our personal, professional, and mediated communities.

The Department of Communication offers an additive approach to curricular design so that courses at the lower levels (e.g. 100 and 200 levels) lead into courses at the upper levels in an effort to reinforce and extend our core values through the four-year plan of study. Courses are also designed to make productive use of differing learning styles among students: theoretical and applied, textual and experiential, topical and case studies, coursework and internships, individual and group/team based performances. The capstone experience in each student's program of study is an individualized, semester-long, community-based research project that culminates in public presentation and evaluation. Throughout the program, each student will work with her or his advisor to develop a professional portfolio of materials and accomplishments.

The Department of Communication provides opportunities to study interpersonal, organizational, and public communication. These areas encompass rhetorical and communication theory, public persuasion and argument, group communication, political communication, political communication, and public relations. 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 believes in the interdisciplinary nature of communication and this curriculum encourages elective hours to be taken in allied disciplines such as Anthropology; Broadcasting, Cinema, and Theatre; Business; English; Political Science; Philosophy; Psychology; Sociology; and Women's Studies. Additionally, the Department of Communication participates in the College of Arts and Sciences' Honors Program and regularly offers Freshman Seminars. Opportunities exist for **Study Abroad** (see p. 263-264) including exchanges in Europe. Communication Studies majors with a 3.0 GPA may go abroad the spring semester of the Junior year to participate in the Intercultural Studies Program at Vaxjo University in Vaxjo, Sweden. The program (taught in English) requires coursework in sociocultural theory, intercultural interactions, cultural analysis, and field work 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 study in communication, as well as in related fields such as law, business, media studies, and the ministry. Faculty and students in the Department of Communication are actively involved in research and consulting activities for community, state, regional, national, and international organizations and agencies.

#### **Criterion for Progression in the Major**

Only grades of "C-" or better taken in Communication courses will count toward completion of a major in the Department.

---

## **Communication Studies Major**

**Degree:** Bachelor of Arts

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

**AOS Code:** U137

### **Requirements**

#### **The College of Arts and Sciences Liberal Education Requirements (CLER), 54-55 hours**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

#### **Major Requirements (39 hours)**

1. 30 hours to include : CST 105 or 111 or 341, 200, 205, 207, 210, 211, 300, 350, 399, and 499
2. 9 additional hours of CST electives at the 300 level or above

#### **Related Area Requirements**

No specific courses are recommended.

#### **Electives**

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

---

## **Honors in Communication Studies**

### **Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

---

## **Communication Studies Minor**

**Required:** minimum of 18 semester hours

A minor in Communication Studies consists of CST 200, and at least 15 semester hours of additional courses in the Communication Studies Program.

---

## **COMMUNICATION STUDIES COURSES (CST)**

### **For Undergraduates**

**105 Introduction to Communication Studies (3:3).**

AULER/CLER: RD/CRD

Introduction to the principles and skills for effective communication in the contexts of public speaking, interpersonal communication, and small group/team communication. Videotaping used to enhance personal growth. (FA,SP,SU)

**111 Argumentation and Debate (3:3).**

AULER/CLER: RD/CRD

Analysis of issues and arguments of current public interest; training in the presentation of reasoned, persuasive oral discourse. (FA)

**200 Communication and Society (3:3).**

AULER/CLER: SB/CSB

Introduction to the study of human communication, emphasizing uses of communication to build relationships and communities. Application of theories of communication to interpersonal, organizational, communal, political, and mass contexts. (FA,SU)

**205 Persuasion in Western Culture (3:3).**

AULER/CLER: HP/CHP-CMO

Significant theories in persuasive communication from classical times to the present. Types of societies in which oratory flourishes. Critical analysis of selected speakers. Contemporary issues, including the ethics of persuasion. (FA,SP)

**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. (FA,SP,SU)

**210 Communication Ethics (3:3).**

Provides students with an opportunity to think critically about ethical and moral dimensions of current practices in interpersonal, institutional, and public communication. (FA,SP)

**211 Strategic Communication (3:3).**

An introduction to the skillful, purposeful, and self-aware management of communication choices in personal relationships, teams, organizations, communal, and mass mediated forms of human communication. (FA,SP)

**300 Communication Theory (3:3).**

Pr. 200

Critical analysis and evaluation of scientific, rhetorical, and critical theories of communication. Emphasis on how theory assists us to understand, predict, and transform society. (FA,SP)

**308 Strategies in Organizational Communication (3:3).**

Survey of organizational communication and public relations theories, practices, and functions, as strategic communication that enable organizations to function both ethically and effectively, to achieve goals within communities. (FA,SP)

**309 Political Communication (3:3).**

Study of the development, maintenance, and deterioration of political communities. Emphasis on conflicting needs, symbols, reasons and preferences in speeches, campaign activities, and the mass media. (FA)

**333 Special Problems (1-3).**

Pr. permission of faculty supervisor.

- May be repeated for credit.

Guided individual study in an area of special interest to the student (FA,SP,SU)

**341 Business and Professional Communication (3:3).**

AULER/CLER: RD/CRD

Foundation for achieving goals through communication in business and professional settings. Emphasis on oral competency within variety of contexts: public, interpersonal, interviewing, teams. Videotaping used for presentation improvement. (FA,SP,SU)

**342 Communication and Public Relations (3:3).**

Pr. 308.

Public relations and its function within society and the organization. Theoretical base and practical approaches to communicating with target publics. (SU)

**344 Negotiation and Conflict Management (3:3).**

Role and functions of negotiation in conflict management. (FA)

**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. (FA,SP)

**399 Communication Research Methods (3:3).**

Pr. 200, 205, 207, 210, 299.

Theoretical examination and practical application of the philosophical, ideological, and processual bases for selecting, using, and evaluating methods of conducting and reporting communication research. (SP)

**412 Communication Internship (3 to 6).**

Pr. 308, senior status, and permission of instructor.

- Open to majors only.
- May be repeated for maximum of 6 hours credit.

Field learning experience using public relations and/or organizational communication strategies in agencies and organizations within the larger community. (FA,SP)

**460 Cases in Applied Communication (3:3).**

Pr. permission of instructor

Seminar in applying communication theory and research to actual situations through published cases. (FA,SP)

**493 Honors Work (3-6).**

Pr. see prerequisites under Honors Program, XXX 493 (p. 172).

- May be repeated for credit if the topic of study changes.

**499 Senior Project Seminar (3:3).**

Pr. senior status and permission of instructor.

"Capstone experience" for majors. Course explores the themes of strategies, ethics, relationships, and communities, in their academic experience. Course also serves as a method of assessment for majors. (SP)

**For Advanced Undergraduates and Graduate Students.****502 Semantics and Semiotics (3:3).**

Pr. graduate status or permission of instructor.

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. (SU)

**505 Speechwriting (3:3).**

Pr. graduate status or permission of instructor.

Composition and delivery of advanced informative and persuasive speeches. Methods of speech writing; special attention to manuscript delivery. (SU)

**532 Communication and Social Change (3:3).**

Pr. graduate status or permission of instructor.

Examination of the influences of freedom of expression, persuasion, strategic protest rhetoric, repression, and social control in the evolution of communities. Topics and emphases vary by semester. (FA)

**559 Gender and Communication Theory (3:3).***Pr. graduate status or permission of instructor.*

Examination of gender and issues of theory construction in rhetoric and communication science. In-depth analysis of gender in relation to persuasive, linguistic, nonverbal, and interpersonal communication. (SP)

**561 Advanced Public Relations (3:3).***Pr. 399 or graduate status or permission of instructor.*

Advanced instruction in the preparation of public relations tools and classroom examination of public relations case studies. (SP)

**562 Organizational Change (3:3).***Pr. graduate status or permission of instructor.*

Instruction in communicating changes into existing organizations. Methods of creating a climate for change, diffusing new ideas and technologies, and assessing change consequences. (SP)

**563 Presidential Communication (3:3).***Pr. graduate status or permission of instructor.*

Examination of strategic and ethical dimensions of presidential information-gathering, reality-testing, relations with mass media, and public persuasion through analysis of significant decisions and addresses. (SP)

**599 Instructional Communication (3:3).***Pr. graduate status or permission of instructor.*

Seminar for teaching communication. Designed for graduate teaching assistants, graduates and undergraduates interested in communication training. Pedagogical principles, collaborative problem-solving, micro-teaching with feedback and guidance in preparation of instructional materials. (FA)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS (CSD)

*School of Health & Human Performance*

300 Ferguson Building

(336) 334-5939

<http://www.uncg.edu/cst/#csd>

**FACULTY**

*Jacqueline M. Cimorelli, Associate Professor and Head of Department*

*Associate Professor Hinton; Assistant Professors Dietrich, Phillips, Tucker; Lecturers Flynn, Mankoff, McCready, Palmer, Raleigh*

**Speech Pathology and Audiology Major****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, offered by the Department of Communication Sciences and Disorders, provides a preprofessional program for those preparing for graduate study in speech-language pathology and 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. 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-University Liberal Education Requirements (AULER) (45 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

**AULER Area/Required Courses**

	Sem Hrs
Natural Science (NS)	*6
Reasoning and Discourse (RD)	6

Required: ENG 101 or FMS 101 or RCO 101, and one other RD course

Social and Behavioral Sciences (SB) \*6

\*See #3-d under "Major Requirements" for additional AULER requirements for this program.

**Major Requirements****1. Admission Requirements**

- 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.
- 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 2.7 to be admitted to the major.
- The grade point average (see b. above) is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
- Students seeking admission to the Speech Pathology and Audiology Major should proceed as follows:

- Secure an official transcript(s) of undergraduate coursework completed at colleges and universities other than UNCG;
- Secure an application from the Communication Science and Disorders Program Office at 300 Ferguson Building;
- Deliver both the transcripts and the completed application to the Program Office in 300 Ferguson Building.
- In some cases the Program may require additional information or an interview, so the application process should be initiated immediately after completion of 55 semester hours.

**2. Criteria for Continuing in the Speech Pathology and Audiology Major**

- Maintenance of a minimum overall grade point average of 2.7
- Minimum grade point average of 2.7 in CSD 306, 307, 308, and 309, with no grades in these courses below C-

- c. No grades below C- in any course in the major
  - d. Demonstration of high quality oral and written communication
  - e. Compliance with all University regulations including the Academic Honor Policy
- 3. Major Requirements**  
Minimum 24 semester hours above the 100-level.
- a. All majors are required to take: CSD 306, 307, 308, 309, 334, 336, 337 and 556; PHY 205, 205L; PSY 121; SES 135
  - b. Students preparing for graduate study in speech-language pathology are required to take: CSD 338, 339 and 550
  - c. Students preparing for graduate study in audiology are required to take: MAT 115, 120
  - d. All majors are required to have foreign language proficiency through the intermediate level (203-204 level), one additional AULER approved Natural Science course, and one additional AULER approved Social and Behavioral Sciences course.
  - e. All undergraduate majors must complete 25 supervised observation hours in the University Speech and Hearing Center.

## COMMUNICATION SCIENCES AND DISORDERS COURSES (CSD)

### For Undergraduates

#### 219 Communication Disorders Laboratory (1:0:2).

- Pr. permission of instructor.*
- May be repeated for credit.
  - Grade: Pass/Not Pass (P/NP).

Supervised therapy for students with speech, voice, language, or hearing problems.

#### 250 Concepts in Communication Sciences (3:3).

- For freshmen and sophomores.

Concepts essential in understanding human communication; factors affecting life-long development and competency of speech, language and hearing.

#### 306 Introduction to Phonetics (3:3).

- Pr. majors only, or by permission of instructor.*  
*Coreq. must be taken concurrently with 307, 308, and 309.*
- Not open to freshmen or sophomores.

Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.

#### 307 Speech and Hearing Science (3:3).

- Pr. majors only, or by permission of instructor.*  
*Coreq. must be taken concurrently with 306, 308, and 309.*
- Not open to freshmen or sophomores.

Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.

#### 308 Language and Speech Development (3:3).

- Pr. majors only, or by permission of instructor.*  
*Coreq. must be taken concurrently with 306, 307, and 309.*
- Students cannot receive credit for both this course and SES 240.
  - Not open to freshmen or sophomores.

Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child.

#### 309 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3).

- Pr. for Majors only or by permission of instructor.*  
*Coreq. must be taken concurrently with 306, 307, and 308.*
- Not open to freshmen or sophomores.

Anatomical and physiological bases of human communication.

#### 334 Introduction to Audiology (3:3).

- Pr./Coreq. CSD 308, and either SES 243 or CSD 307; or permission of instructor.*
- Speech Pathology/Audiology and Education of Deaf Children majors only

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.

#### 336 Articulation Disorders (3:3).

- Pr. 306, 307, 308, 309.*

Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation.

#### 337 Language Disorders (3:3).

- Pr. 306, 307, 308, 309.*

Nature, theory, measurement, and management of language problems in children and adults. Emphasis on problems in children.

#### 338 Voice Disorders (3:3).

- Pr. 306, 307, 308, 309.*

Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques.

#### 339 Rhythm Disorders (3:3).

- Pr. 306, 307, 308, 309.*

Basic theories and principles in the onset, development, and maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment.

### For Advanced Undergraduates and Graduate Students

#### 550 Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3).

- Pr. completion of all CSD 300-level courses required for the major or permission of the instructor.*

Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.

#### 551 Speech and Language Disorders: Diagnostic Procedures (3:2:2).

- Pr. permission of instructor.*

Differential diagnosis of speech, language, voice, and rhythm problems.

#### 552 Communication and Aging (3:3).

- Pr. 308 or permission of instructor.*

Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.

#### 554 Advanced Speech Science (3:3).

- Pr. 306, 307, 308, 309.*

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.

**556 Aural Rehabilitation (3:3).**

*Pr. 334 or 570 or permission of instructor.*

Principles and methods of aural rehabilitation with the hearing impaired and deaf. Hearing aid; cochlear implants; speech reading; education techniques; and auditory training.

**568 Psychoacoustics (3:3).**

*Pr. permission of instructor.*

Principles underlying perception of pitch, loudness, and various other auditory phenomena. Focus on speech intelligibility and the relationships between acoustic elements and elicited responses.

**570 Diagnostic Audiology I (3:2:2).**

*Pr. 334 or permission of instructor.*

Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function.

**571 Beginning Clinical Practice in Speech-Language Pathology (1 to 3).**

*Pr. admission to the appropriate degree program or permission of instructor.*

- *Grade: Satisfactory/Unsatisfactory, S/U.*

Beginning clinical practice in diagnosis of and therapy for communication disorders.

**573 Advanced Clinical Practice in Speech-Language Pathology (1 to 3).**

*Pr. admission to the appropriate degree program and 571 or permission of instructor.*

- *May be repeated for credit.*

Advanced clinical practice in diagnosis of and therapy for communication disorders.

**574 Diagnostic Audiology II (3:2:2).**

*Pr. 570 or equivalent.*

Non-organic hearing loss; differential diagnosis; special problems in diagnosis.

**575 Instrumentation for Communication Disorders (3:3).**

*Pr. permission of instructor.*

Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.

**576 Clinical Practice in Audiology (1 to 3).**

*Pr. 570 or permission of instructor.*

Supervised clinical practice in evaluation of hearing and management of hearing impairment.

**588 Neurology of Speech, Language and Hearing (3:3).**

*Pr. 309 or permission of instructor.*

An overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

**589 Experimental Course: Minor Area Clinical Practicum (1).**

*Pr. completion of 25 observation hours; a course in Introduction to Audiology*

- *Graded Satisfactory/Unsatisfactory (S/U)*

Instruction for Speech-Language-Pathology majors in performing hearing screenings in order to fulfill the requirements of the American speech Language-Hearing Association (ASHA) for 20 clock hours in the minor area. (Offered SP00)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF COUNSELING AND EDUCATIONAL DEVELOPMENT (CED)

*School of Education*

228 Curry Building

(336) 334-3434

<http://www.uncg.edu/ced>

### FACULTY

*L. DiAnne Borders, Professor and Chair of the Department*

*Professors Myers, Purkey, Vacc; Associate Professors*

*Benshoff, Hinkle, Juhnke, Osborne; Assistant Professor*

*Shoffner; Adjunct Professors Bailey, Bleuer, Clawson,*

*Disque, Sweeney, Von Steen, Walz*

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.

Especially important to the program's faculty are the commitment to mental "health" (vs. pathology) and the value attached to understanding the common developmental themes throughout a person's life. Also, rather than receiving one theoretical orientation, students are exposed to a diverse base of experiences available from the faculty. This provides students with a number of different theoretical orientations from which they can formulate their own counseling style. The diversity also provides a variety of research opportunities for students as well as different applied settings for gaining field experience. Students are given strong encouragement to participate in research projects, professional organizations, and professional workshops.

In conjunction with core and specialized courses, students are able to engage in practicum experiences to obtain exposure to various counseling practices. This practice helps prepare students for subsequent internship experiences, in which student interns actually function as a counselor at an approved site. A characteristic unique to the program is the full-time status of students and consequent day-time course schedule. Full-time commitment facilitates the development of collegial relationships among students and faculty, and allows for intensive didactic and clinical experiences. By carrying a full course load, students are able to immerse themselves in the process of becoming a professional counselor. Furthermore, the sequential nature of the program allows each course to build systematically upon previous courses, concluding with a full-year half-time internship in the second year.

## Counseling and Educational Development Major for Graduate Students

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council of Post Secondary Accreditation (COPA), has conferred accreditation to the following program areas in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro: a master's degree (M.S.), a dual degree master's and educational specialist degree (M.S. and Ed.S.), and doctoral degrees (Ed.D. and Ph.D.) in counseling and counselor education.

Within the master's program, students may emphasize through their specialized coursework and internship the following areas within counseling: community counseling, community counseling with a specialization in gerontological counseling, school counseling, and student development in higher education.

Within the combined master's and educational specialist programs, students may emphasize through their specialized coursework and internship the following areas within counseling: group counseling, community counseling with a specialization in gerontological counseling, marriage and family counseling, school counseling, and student development in higher education. The doctoral program in Counseling and Counselor Education and Supervision prepares students for leadership roles in each of these areas.

### Counseling and Educational Development Degrees

Degrees offered—Master of Science (MS), Dual Degrees Master's and Educational Specialist (MS and EdS), Doctor of Education (EdD), Doctor of Philosophy (PhD)

There are no undergraduate areas of study offered by this department.

## COUNSELING AND EDUCATIONAL DEVELOPMENT COURSES (CED)

### For Undergraduates

#### 210 Career/Life Planning (3:3).

Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.

#### 310 Helping Skills (3:3).

*Pr. advanced undergraduates in appropriate major.*

Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills.

### For Advanced Undergraduates and Graduate Students

#### 506 Institutes in Education (1-3).

- Students may apply no more than 3 hours of this course to any degree program.
- Grade: Satisfactory/Unsatisfactory, S/U.

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

#### 574 Contemporary Topics in Counseling (3:3).

*Pr. advanced undergraduates in appropriate major*

- May be repeated for credit when topics vary.

Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF CURRICULUM AND INSTRUCTION (CUI)

School of Education

336 Curry Building

(336) 334-3437

<http://www.uncg.edu/cui>

### FACULTY

Gerald Ponder, Professor and Chair of Department

Professors Armstrong, Bright, Miller, Strahan, Upprichard, Van Hoose; Associate Professors Baber, Irwin, Levin, Matthews, Vacc; Assistant Professors Antonek, Duffy-Hester, Johnston; Adjunct Professors Camp, Cummings (SERVE), Fry (SERVE), Knight, Roberts (PAIDEIA); Visiting Associate Professors Atkinson, Cooper; Lecturer Meyer

Undergraduate majors in this department are prepared to receive North Carolina Class "A" licensure 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 25-30 students under the guidance of a faculty member 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 the same Professional Development Schools. Three internships are required prior to student teaching. New Inquiry Teams begin in the Fall semester and continue for four consecutive semesters.

### 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 Curriculum and Instruction.

The School of Education's Department of Curriculum and Instruction 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 clinical faculty 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.

In addition to admission to teacher education (see **Teacher Education**), a student who seeks admission to the Elementary or Middle Grades Education major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75;
2. A grade of C or better in CUI 250;
3. Completion of all courses needed to fulfill the "All-University Liberal Education Requirements;" and
4. Satisfactory scores on the Pre-Professional Skills Test (PPST).

#### Admission to Student Teaching

Eligibility to enter student teaching **requires** maintaining a grade point average of 2.75 or better after being admitted to the major, and achieving a grade of "C" or better in each professional course. After admission to the major, if a student fails to maintain a grade point average of 2.75, the student has one semester to improve his/her grade point average. If a student receives a "D" or "F" in a professional course, the student is eligible to retake the course at its next offering.

#### Second Major Requirement

All students majoring in Elementary or Middle Grades Education are required to complete another approved major or a second major or a concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement as well as the major or concentration.

### Elementary Education Major with K-6 Teacher Licensure

**Degree:** Bachelor of Science

**AOS Code:** U251

**Required:** 127 semester hours, to include at least 36 hours at or above the 300 course level

#### Requirements

##### All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must complete AULER requirements. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

##### Major Requirements (39 semester hours)

- CUI 250 (prerequisite for admission to the major)
- CUI 320, 346, 350, 360, 370, 375, 380, 400, 420
- CUI 461 (taken last semester of program)
- Two writing intensive courses

##### Licensure Requirements

1. 6 semester hours of mathematics
2. BIO 111 and 111L or BIO 105 and 105L, GEO 103 or 311, and CHE 106 and 110 or PHY 205-205L
3. One course in United States history
4. PSY 121
5. One literature course
6. ELC 381
7. HDF 302

8. ART 367; MUS 361; DCE 345 or BCT 396
9. HEA 341
10. ESS 341

#### Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Elementary Education:

Anthropology; Art; Biology; Chemistry; Classical Studies; Communication Studies; Dance; English; French; Geography; German; History; Mathematics; Music; Philosophy; Physics; Political Science; Psychology; Religious Studies; Sociology; Spanish; Special Prgms in Liberal Studies

#### Electives

Electives sufficient to complete the 127 hours required for the degree. Electives should increase students' knowledge in general education and in content field (such as psychology or multicultural education).

### Middle Grades Education Major with 6-9 Teacher Licensure

**Degree:** Bachelor of Science

**AOS Code:** U254

**Required:** 126 semester hours, to include at least 36 hours at or above the 300 course level

#### Requirements

##### All-University Liberal Education Requirements (AULER) (45 hours)

Same as for Elementary Education Major. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

##### Major Requirements (39 semester hours)

- CUI 250 (prerequisite for admission to the major)
- CUI 202, 335, 350, 375, 400, 442, 462
- Two methods courses to match concentrations (CUI 320, 360, 370, 380)
- Two writing intensive courses

##### Licensure Requirements

1. 6 semester hours of mathematics
2. BIO 111 or BIO 105 and 105L, GEO 103 or 311, and CHE 106 and 110 or PHY 205-205L
3. One course in United States history
4. PSY 121
5. One literature course
6. ELC 381
7. HEA 341

#### Second Major/Concentration Requirements (24-27 semester hours)

Students must complete a coherent course of study of 24-27 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second major may be counted toward the all-university liberal education requirements. The following second majors have been approved for Middle Grades Education:

Biology; Chemistry; Classical Studies; English; Geography; History; Mathematics; Physics; Political Science; Special Prgrams in Liberal Studies

Any student choosing a social science as a second major must take HIS 347: North Carolina History; an economics course; and a political science course.

Any student choosing a science as a second major must take a course from each of the other two sciences.

#### **Additional Concentration (minimum 15 semester hours)**

Students also must complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses will be approved by the student's advisor to fulfill North Carolina Licensure requirements.

Dual certification in elementary and middle grades education is available under advisement.

#### **Electives**

Electives sufficient to complete the 127 hours required for the degree. Electives should increase students' knowledge in general education and in content field (such as psychology or multicultural education).

## **CURRICULUM AND INSTRUCTION COURSES (CUI)**

### **For Undergraduates**

#### **120 Introduction to Instructional Technology for Educational Settings (1:1:1).**

- For students seeking initial North Carolina teaching licensure in any area.
- Students may not receive credit for both CUI 120 and LIS 120.

Provides an introduction to instructional technology, knowledge, and skills for classroom settings. (Same as LIS 120) (FA,SP,SU)

#### **202 Human Development (3:3).**

- Required for Middle Grades Education Majors.

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. (FA)

#### **250 Teaching as a Profession (3:3).**

- Pr. sophomore standing (minimum 30 hrs completed).

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. (FA,SP,SU)

#### **299A, B Seminar for NC Teaching Fellows: Introduction to Teaching (1).**

- Pr. Must be a North Carolina Teaching Fellow.
- Grade: Pass/Not Pass (P/NP).

This two semester course is designed to facilitate first-year Teaching Fellows' understanding of social, ethical, legal, cultural and personal issues associated with public school teaching. (FA,SP)

#### **320 Language Arts Education (3:3:3).**

- Pr. admission to Elementary Education.

Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking. (SP)

#### **335 Integrated Reading Instruction (3:3:3).**

- Pr. admission to Middle Grades Education.

A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students. (Odd FA)

#### **346 Children's Literature and Instructional Media (3:3:3).**

- Pr. admission to Elementary Education.

- Students may not receive credit for both CUI 346 and LIS 346

Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (Same as LIS 346) (FA)

#### **350 Internship I: Inquiry in Teaching and Learning (2:2:4).**

- Pr. admission to Elementary or Middle Grades Education.

Supervised in-school internship and seminar focused on children's ways of knowing. (FA)

#### **360 Elementary and Middle Grades Social Studies Education (3:3:3).**

- Pr. admission to Elementary or Middle Grades Education.

An examination of student competencies in K-8 social studies and teaching. Emphases include development of the social studies; curricular principles and components; and teaching strategies. (FA)

#### **370 Science Education in the Elementary School (3:3:3).**

- Pr. CHE 106, GEO 103, PHY 205, or equivalents.

Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K-6) with emphasis on problem solving and critical thinking abilities. (FA)

#### **375 Internship II: Inquiry in Teaching and Learning (2:2:4).**

- Pr. 350.

Supervised in-school internship and seminar focused on individual differences and integration across the curriculum. (SP)

#### **380 Mathematics Education (3:3:3).**

- Pr. successful completion of two courses in mathematics (MAT 112 or higher). Acceptance into Elementary/Middle Grades Education.

Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms. (SP)

#### **390 Issues in Secondary Education (1-4:1-3:3).**

- Pr. admittance to teacher education.

Introduction to and examination of secondary school environment, curricula, and structure, emphasizing multicultural teaching, exceptional populations, and educational technology. Includes internship in schools. (FA/SP)

#### **399A, B, C, D Seminar for NC Teaching Fellows: Becoming a Teacher (1).**

- Pr. Sophomore/Junior NC Teaching Fellow.
- Grade: Pass/Not Pass (P/NP).

This two semester course is designed to facilitate second and third year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching. (FA/SP)

#### **400 Internship III: Inquiry in Teaching and Learning (2:2:4).**

- Pr. 350 and 375.

Supervised in-school internship and seminar focused on the classroom as culture. (FA)

**420 Reading Education (3:3:3).**

*Pr. admission to Elementary Education.*

Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction. (FA)

**430 Psychological Foundations of Education (4:3:2).**

Designed to develop an understanding of classroom learning and instruction and the role of the teacher in the elementary classroom. Required field experience in school settings provides students with opportunity to observe classroom practice and to develop their own professional skills. Emphasizes organization and management of classroom, provision for individual differences, and evaluation of instruction. Provides introduction to working with exceptional children in regular classroom. (See CUI 450)

**442 Teaching and Learning in the Middle Grades (3:3:3).**

*Pr. 250.*

Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences. (Even FA)

**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. (FA/SP/SU)

**461 Student Teaching and Seminar: Elementary Grades (12).**

*Pr. permission of department chair*

• *Grade: Pass/Not Pass (P/NP).*

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. (SP)

**462 Student Teaching and Seminar: Middle Grades (12).**

*Pr. permission of department chair*

• *Grade: Pass/Not Pass (P/NP).*

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. (SP)

**465 Student Teaching and Seminar: Secondary School (12).**

*Pr. admission to Student Teaching.*

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. (SP)

**470 Reading Education for Secondary and Special Subject Teachers (2:2).**

*Pr. admission to teacher education or consent of instructor.*

Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding scope of public school reading endeavors as well as teaching practices that can be generalized to a

variety of instructional settings. Work with materials for student's major area required. (FA/SP/SU)

**491 Independent Study (1 to 4).**

*Pr. permission of instructor.*

Guided readings, research, or individual project work under direction of a staff member.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**499A, B Seminar for NC Teaching Fellows: Transition into Teaching (1).**

*Pr. Senior NC Teaching Fellow.*

• *Grade: Pass/Not Pass (P/NP).*

This two semester course is designed to facilitate fourth-year NC Teaching Fellows' understanding of social, ethical, legal, cultural, and personal issues associated with public school teaching.

**For Advanced Undergraduates and Graduate Students****506 Institutes in Education (1 to 3).**

• *Students may apply no more than three (3) hours of this course to any degree program.*

• *Grade: Satisfactory/Unsatisfactory, S/U.*

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

**516 Emergent Literacy and Mathematical Understanding (4:4).**

*Pr. permission of instructor.*

Exploration of emergent literacy development in language arts and mathematics in a preschool/kindergarten setting, particularly language and cognitive development theories and research as applied to home and classroom practices. (SP)

**518 Mathematics in the Elementary School (3:3).**

Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations. (FA,SP)

**519 Science in the Elementary and Middle Schools (3:3).**

Emphasis on helping teachers to assist children in developing experiences for working in the field of science. Consideration given to an understanding of nature of field of elementary school science, developing criteria for selecting appropriate materials, and role of children's interests in designing learning experiences. (SU,FA)

**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. (SU,FA)

**523 Legal, Historical, and Cultural Issues in ESL (3:3).**

*Pr. "A" licensure in another area or permission of instructor.*

Exploration of legal and historical bases of English as a Second Language. Analysis of differences among home and school cultures, especially related to language. (SP)

**526 Teaching English as a Second Language (3:3:3).**

*Pr. permission of instructor.*

Preparation for ESL teaching through study of trends, major theories, methodologies, and assessment in second language learning. (FA)

**527 Teaching Second Languages: Elementary/Middle Schools (3:3).**

*Pr. 390 and admission to teacher education program or permission of instructor.*

Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools. (FA)

**545 Diverse Learners (3:3:2).**

*Pr. admission to advanced master's program in teacher education and/or admission to teacher education, or permission of department.*

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. (FA,SP)

**551 Teaching Practices and Curriculum in English (3:3:2).**

*Pr. 390, 450, and admission to teacher education.*

*Coreq or pr. 470, or permission of instructor.*

- *Required of student teachers in English.*

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. (Formerly CUI 451) (FA)

**552 Teaching Practices and Curriculum in Foreign Languages (3:3:2).**

*Pr. 390, 450, and admission to teacher education.*

*Coreq. or pr. 470, or permission of instructor.*

Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials. (Formerly CUI 452) (FA)

**553 Teaching Practices and Curriculum in Social Studies (3:3:2).**

*Pr. 390, 450, and admission to teacher education.*

*Coreq. or pr. 470, or permission of instructor.*

- *Required of student teachers in social studies.*

Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. (Formerly CUI 453) (FA)

**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. (SP)

**557 Teaching Practices and Curriculum in Mathematics (3:3:2).**

*Pr. 390, 450, and admission to teacher education.*

*Coreq. or pr. 470, or permission of instructor.*

- *Required of student teachers in mathematics.*

Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. (Formerly CUI 457) (FA)

**559 Teaching Practices and Curriculum in Science (3:3:2).**

*Pr. 390, 450, and admission to teacher education.*

*Coreq or pr. 470, or permission of instructor.*

- *Required of student teachers in science.*

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. (Formerly CUI 459) (FA)

*Please refer to The Graduate School Bulletin for additional 500- level courses restricted to graduate students and other graduate level courses.*

---

**DEPARTMENT OF DANCE (DCE)**

*School of Health and Human Performance*

323 Health and Human Performance Building

(336) 334-5570

<http://www.unco.edu/dce>

**FACULTY**

*Sue Stinson, Professor and Head of Department*

*Professor Gamble; Associate Professor Van Dyke; Assistant*

*Professors Dils, Green, McCullough, Santos; Lecturers*

*Fore, Vulpi*

---

**Dance Major**

**Degree:** Bachelor of Arts

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

**AOS Code:** U406

The Dance major (BA) is designed to provide students with a general education in dance. Majors in Dance (BA) are required to complete the following program. All majors must earn a "C-" or better in all dance courses that are required for their major.

**All-University Liberal Education Requirements (AULER) (45 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

## DANCE

AULER Area/Required Courses	Sem Hrs
Fine Arts (FA)	3
Required: any FA course other than Dance	
AULER Electives (EL)	6
Required DCE 201 and 202	

### Major Requirements

#### A. Required Dance courses (in addition to DCE 201, 202)

- DCE 100, 3 sh
- Theory and practice of dance, 9 sh  
At least 2 sh from DCE 112, 212, 312, 324, 412, 424;  
at least 2 sh from DCE 114, 214, 314, 414; at least one sh from DCE 312, 314, 316, or 332  
Remaining credits may be chosen from any of the above or DCE 216, 231, 232, 233, 316, 332
- DCE 217, 1 sh
- DCE 251, 2 sh
- DCE 340, 3 sh
- DCE 255 and 355, 2 sh

#### B. Dance Electives

10 semester hours of advisor-approved Dance courses at the 300-500 level. Students must file a Program of Study form in the Dance Department, signed by the BA Advisor, for approval of these courses.

#### Electives

Sufficient electives to complete the 122 total semester hours required for the degree.

---

## Dance Major

**Degree:** Bachelor of Fine Arts

**Required:** 128 semester hours, to include at least 36 hours at or above the 300 course level

**AOS Code:** U401

The Dance major (BFA) is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Coursework in modern dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance.

#### Admission to Program

Admission to the program is by application only. Students applying for the BFA degree should have an overall GPA of 2.5 or higher with at least a B (3.0) average in all DCE courses. Admission to the BFA degree program is conditional upon faculty evaluation, approval, and acceptance, generally done at the end of the student's sophomore year. Continuation in the degree program is subject to faculty evaluation and approval.

All majors must earn a "C-" or better in all dance courses that are required for their major.

#### All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Fine Arts (FA)	3
Required: any FA course other than DCE	
AULER Electives (EL)	6
Required: DCE 201 and 202	

### Major Requirements

77 semester hours in dance (in addition to DCE 201, 202):

- Twenty-four semester hours of dance technique and theory in modern dance (16 s.h.) and ballet (6 s.h.) and jazz or ethnic (2 s.h.) selected from: DCE 112, 114, 212, 214, 216, 231, 232, 233, 312, 314, 316, 324, 332, 412, 414, 424.
- Grade of B or higher in DCE 251, 351, and 551
- Grade of B+ or higher in one semester of DCE 412 or 424.
- DCE 100, 217, 251, 340, 341, 351, 417, 455, 470, 551; 345 and 346, or 446.
- Eight semester hours in dance performance selected from DCE 250, 343, 443. At least 2 hours must be from DCE 343 or 443. At least 2 more hours must be from 243, 343, or 443.
- Four semester hours in dance production, DCE 255 twice and DCE 355 twice.
- Dance electives sufficient to complete 77 semester hours in dance.

#### Electives

Electives sufficient to complete 128 total semester hours required for degree.

---

## Dance Education Major with Teacher Licensure in Special Subject-Area

**Degree:** Bachelor of Science

**Required:** 128 semester hours, to include at least 36 hours at or above the 300 course level

**AOS Code:** U403

The Dance Education major (BS) is planned to develop an understanding of dance as an art form and as creative arts education. In addition to core courses in dance technique, choreography, performance, history, and scientific foundations, dance education students also study the teaching/learning process in dance. Extensive observation, participation, and laboratory experiences with a variety of age groups are included. The Dance Education major is designed to lead to North Carolina licensure for teaching in public schools.

All majors must earn a "C-" or better in all dance courses that are required for their major.

Dance Education majors are required to complete the following program:

I. AULER Requirements	45 hours
II. Major Requirements	64 hours
III. Teacher Licensure Requirements	12 hours
IV. Electives	7 hours
Total Semester Hours	128 hours

Specific course requirements for the B.S. degree with a major in Dance Education are detailed in the following sections.

## Requirements

### I. All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 44-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Fine Arts (FA)	3
Required: any FA course other than DCE Social and Behavioral Sciences (SB)	6
Required: PSY 121, and one other SB course	
AULER Electives (EL)	6
Required: DCE 201 and 202	6
Total AULER Requirements	45

### II. Major Requirements (64 semester hours) in addition to DCE 201 and 202

1. Grade of B or higher in DCE 312, 324, 412, or 424	
2. Dance Technique and Theory, as follows:	20
Modern Dance: select from 112, 212, 312, 324, 412, 424	11
Ballet: select from 114, 214, 314, 414	5
Jazz: select from 216, 316	1
Ethnic: 233 plus two different forms of 231	3
3. Improvisation and Choreography:	6
DCE 217, 251, 351, 417	
4. Dance Performance: select from DCE 243, 250, 343, or 443	1
5. Dance Production: DCE 255 twice and DCE 355 twice	4
6. Other Dance: DCE 100, 340 and 341, plus DCE elective(s)	11
7. Dance Education: DCE 345, 346, 446, 447, 448C, 461, 462, and 463	22
Total Major Requirements	64

### III. Teacher Licensure Requirements (12 semester hours)

Completion of University Teacher Education requirements (see Teacher Education Programs).

NOTE: The licensure requirement for PSY 121, General Psychology, is met under the AULER requirements.

1. ELC 381 The Institution of Education	3
2. CUI 450 Psychological Foundations of Education	3
3. CUI 470 Reading Education	2
4. HEA 201 or 310 or 338, or NFS 213	3
5. LIS/CUI 120	1
Total Licensure Requirements	12

### IV. Electives

Electives sufficient to complete 128 total semester hours required for degree.

## Dance As A Second Major

Students desiring to take Dance as a second major should follow the degree requirements for the BA degree in Dance.

## Dance Minor

AOS Code: U406

Required: minimum 18 semester hours

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. Students wishing the minor program must register with the head of the Dance Department. Coursework is individualized, with selections to be made in each of the following areas:

Technique: Ballet: select from DCE 113, 114, 214, 314, 414; Modern: select from DCE 111, 112, 212, 312, 324, 412, 424; Jazz: select from DCE 116, 216, 316; Other: DCE 231, 232, 233, 332

Creative Work: Improvisation, Choreography, Repertory, Performance, Creative Synthesis: select from DCE 100, 217, 250, 251, 343, 417

Historical/Cultural Aspects: Dance Appreciation, Dance History: select from DCE 200, 201, 202, 323, 523

Additional courses may be selected from other DCE offerings. The minor includes a minimum of 18 hours, with at least 3 but no more than 9 in any one of the above areas. Additional coursework may be chosen from any of the preceding areas or from any other DCE courses to total 18 hours.

Students seeking endorsement in dance from the N. C. Department of Public Instruction will have additional course requirements and must consult the Department of Dance.

## Community Dance Concentration

AOS Code: U428

Required: minimum 18 semester hours

The Community Dance Concentration is designed for dance majors who wish to work as dance artists responding to the needs of particular communities, such as individuals with disabilities, pregnant adolescents, prison inmates, recent immigrants, or senior adults.

This concentration is available to all Dance majors (BFA, BS, or BA) who wish to work as artists in a community dance setting.

Students must meet all requirements for a BA, BFA, or BS in Dance in addition to the following requirements.

### Requirements (20-21 hours)

- HHP 110
- DCE 216 or 316, 232 or 332, 345, 346, 351, 446, 447, 448, and 555; DCE 455 (2sh) or THE 257 (3 sh)

### Additional Requirements

- must achieve a B or higher in DCE 312, 324, 412 or 424
- must register for the Community Dance concentration in the Dance Department, 323 HHP Building

**Additional courses required to complete the Community Dance concentration for students in each Dance degree program are as follows:**

BFA Students (11 sh): HHP 110 (1 sh); DCE 345/346/446 (3 sh); DCE 447 (4 sh); DCE 350 (3 sh); DCE 215/216 (1 sh)

## DANCE

BA Students (9-10 sh): HHP 110 (1 sh); DCE 345/346 (3 sh); DCE 446 (3 sh); DCE 447 (4 sh); DCE 350 (3 sh); DCE 455 (2 sh) or THE 257 (3 sh); DCE 351 (2 sh)

BS Students (8-9 sh): HHP 110 (1 sh); DCE 447 (2 sh); DCE 350 (3 sh); DCE 455 (2 sh) or THE 257 (3 sh)

### Concentration in Dance

**Required:** minimum of 24 semester hours

**AOS Code:** 406

A 24-hour cohesive course of study for students majoring in education who need a second major or concentration in a basic academic discipline.

Work must be taken in each of the following four areas:

1. Historical/Cultural Content: 6 hours to be selected from: DCE 200, 201, 202, 323, 522, 523
2. Dance Technique: 9 hours, with at least 4 hours of credit higher than DCE 111 (modern), 113 (ballet), and 116 (jazz), including at least 1 hour in modern dance at the 212 level or higher.
3. Creative Study and Performance: 4 hours, including DCE 100 (3 hrs) and DCE 217 (1 hr).
4. Other: DCE 345 and 446

For further information on program details, contact the Dance Department (336/334-5570).

### DANCE COURSES (DCE)

#### For Undergraduates

##### 100 Introduction to Dance (3:3).

AULER/CLER: FA/CSA

Orientation to the art of dance and the principles governing it. Presentation of materials and experiences related to a realistic concept of the roles of dance in society. (FA,SP)

##### 111 Beginning Modern Dance (1:0:3).

- May be repeated for credit.

Introduction to the movement techniques of modern dance, with emphasis on aesthetic and expressive qualities. (FA,SP)

##### 112 Advanced Beginning Modern Dance (1:0:3).

Pr. Dance major or Departmental permission

- May be repeated for credit.

Development of technical skills in modern dance, including rhythmic perception and spatial awareness, with emphasis on aesthetic and expressive qualities that lead to performance. (FA,SP)

##### 113 Beginning Ballet (1:0:3).

- May be repeated for credit.

Introduction to basic ballet techniques. (FA,SP)

##### 114 Advanced Beginning Ballet (1:0:3).

Pr. Dance major or Departmental permission

- May be repeated for credit.

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. (FA,SP)

##### 116 Beginning Jazz Dance (1:0:3).

- May be repeated for credit.

Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. (FA,SP)

##### 200 Dance Appreciation (3:3).

AULER/CLER: FA/CSA

Dance as an art form: historical and aesthetic perspectives, basic dance elements, and the relationship to other arts. Lectures, films, demonstrations, and practical dance experience. (FA,SP)

##### 201 History of Dance I (3:3).

AULER/CLER: FA/CSA

Study of the history and philosophy of dance in selected geographical locations through the nineteenth century. (FA)

##### 202 History of Dance II (3:3).

AULER/CLER: FA/CSA

Study of the history and philosophy of dance in selected geographical locations in the twentieth century. (SP)

##### 212 Intermediate Modern Dance (1:0:3).

Pr. grade of B or higher in two semesters of DCE 112, or

Departmental permission

- May be repeated for credit.

Further development of technical skills in modern dance, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. (FA,SP)

##### 214 Intermediate Ballet (1:0:3).

Pr. grade of B or higher in two semesters of DCE 114, or

Departmental permission

- May be repeated for credit.

Development of technical skills in ballet, including safe and efficient alignment and clear articulation of movement vocabulary, with emphasis on increased vocabulary and musicality. (FA,SP)

##### 216 Intermediate Jazz Dance (1:0:3).

Pr. Dance major, or Departmental permission

- May be repeated for credit.

Continuation of 116. (FA,SP)

##### 217 Exploration and Improvisation in Dance (1:0:3).

Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic skills. (FA,SP)

##### 231 Ethnic Dance (1:0:3).

Pr. two semesters of dance technique or permission of instructor.

- May be repeated for credit.

Folk, ethnic and social dances from Europe, Asia and the Pacific, Africa, and the Americas as they relate to concert dance. (FA,SP)

##### 232 Beginning African Dance (1:0:3).

Pr. two semesters of dance technique or permission of instructor

- May be repeated for credit.

Introduction to history and vocabulary of West African dance, emphasizing performance techniques as well as the central role dance plays in the sociospiritual life of African people. (FA,SP)

##### 233 Tap Dance (1:0:3).

• Sections will be designated in semester course schedule

- May be repeated for credit.

Theory and technique of American Tap Dance forms with emphasis on basic listening, rhythmic and coordination skills and audition strategies. (FA,SP)

##### 243 Beginning Dance Repertory (1:0:3).

Pr. or coreq. 212 or higher

- May be repeated for credit.

Development of performance skills for low intermediate dancers through rehearsals and performances of a significant dance work

choreographed by dance faculty or approved dance artists in the field. (FA,SP)

**250 Dance Performance Practicum I (1:0:3).**

*Pr. open by audition or invitation.*

- May be repeated for credit.
- Grade: Pass/Not Pass (P/NP)

Extensive rehearsal culminating in performance of choreography created by students or other approved non-faculty choreographers. (FA,SP)

**251 Choreography I: Craft (2:1:2).**

*Pr. 217.*

Study of the elements of time, space, and design as they are artistically significant in dance. (FA)

**255 Dance Production Practicum I (1:0:3).**

- May be repeated for credit.

Supervised experience in introductory level technical production work supporting dance performances. (FA,SP)

**312 High Intermediate Modern Dance (1:0:3).**

*Pr. grade of B or higher in two semesters of DCE 212, or Departmental permission*

- May be repeated for credit.

Further development of technical skills in modern dance, including increased complexity of movement capabilities, rhythmic structure, and spatial designs, with emphasis on aesthetic and expressive qualities that lead to performance. (FA,SP)

**314 High Intermediate Ballet (1:0:3).**

*Pr. grade of B or higher in two semesters of DCE 214, or Departmental permission*

- May be repeated for credit.

Further development of technical skills in ballet, including dynamic alignment, body/mind connection, and proprioception, with emphasis on self expression through the ballet aesthetic. (FA,SP)

**316 Advanced Jazz Dance (1:0:3).**

*Pr. grade of B or higher in two semesters of 216 or Departmental permission.*

- May be repeated for credit.

Continuation of 216 for further development of skill, style, and understanding of the jazz form of dance.

**323 The Arts as Human Experience (3:3).**

AULER/CLER: FA/CFA

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. (Same as ART 323, BCT 323, MUS 323)

**324 Contemporary Dance: Theory and Upper-Intermediate Level Technique (2:1:3:5).**

*Pr. grade of B or higher in two semesters of 212 or Departmental permission.*

- May be repeated for credit.

Theory and practice of intermediate level modern dance technique and its relationship to the artistic and professional field. (FA,SP)

**332 Intermediate African Dance (1:0:3).**

*Pr. grade of B or better in 2 semesters of 232 or permission of instructor.*

- May be repeated for credit.

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. (SP)

**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.

**341 Music for Dance (2:1:2).**

Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings. (AltFA)

**343 Intermediate Dance Repertory (1:0:3).**

*Pr. or Coreq. 312 or higher*

- May be repeated for credit.

Development of performance skills for intermediate dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field. (FA,SP)

**345 Dance Education in Elementary Schools (2:4 for 10 1/2 weeks).**

Observation/participation of dance education with elementary schools, as well as some special education students of varying ages, with reflection on the nature of dance and its educational significance.

**346 Dance Education for Middle and High School (1:4 for 5 1/2 weeks).**

*Coreq. 345.*

Observation/participation of dance education in high school and with special populations, as the basis for examining the nature of dance, its personal/social significance, and the teaching/learning process. (FA)

**351 Choreography II: Process (2:1:2).**

*Pr. 251.*

Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. (SP)

**355 Dance Production Practicum II (1:0:3).**

*Pr. 1 credit of 255.*

- May be repeated for credit.

Supervised experience in advanced level technical production work supporting dance performances. (FA,SP)

**412 Advanced Modern Dance (1:0:3).**

*Pr. grade of B or higher in two semesters of DCE 312 or 324, or Departmental permission*

- May be repeated for credit.

Refinement of technical skills in modern dance at the advanced level, including complex movement capabilities, rhythmic structures, and spatial designs, with emphasis on aesthetic and expressive qualities that lead to performance. (FA,SP)

**414 Advanced Ballet (1:0:3).**

*Pr. grade of B or higher in two semesters of DCE 314, or Departmental permission*

- May be repeated for credit.

Mastery of kinesthetic, expressive, and aesthetic principles of contemporary ballet at an advanced/professional level. (FA,SP)

**417 Contact Improvisation (1:0:3).**

- Pr. 217 or permission of instructor
- May be repeated for credit.

Development of improvisational performance skills for advanced dancers through a thorough study of Contact Improvisation. (FA)

**424 Contemporary Dance: Theory and Advanced Level Technique (2:1:3.5).**

- Pr. grade of B or higher in two semesters of 312 or 324, or Departmental permission.
- May be repeated for credit.

Theory and practice of advanced level modern dance technique and its relationship to the artistic and professional field. (FA,SP)

**443 Advanced Dance Repertory (1-3).**

- Pr. 312, 324, 412, or 424, and permission of instructor.
- By audition or by invitation of the instructor
- May be repeated for credit.

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. (FA,SP)

**446 Perspectives on Dance Education (3:3).**

Theoretical foundations in dance education and their implications for curriculum and teaching. (SP)

**447 Pedagogy in Dance Education (2:2).**

- Pr. 345, 346, and 446
- For dance majors only.

Consideration of methodological issues related to teaching dance in public school and community settings. (FA)

**448 Field Experience in Dance Education (2:0:8).**

- Pr. 345, 346, 446
- Pr. or Coreq. 447
- For dance majors only:  
448C: restricted to students admitted to Teacher Education  
448D: restricted to students in the community dance concentration

Development of teaching skills in dance in public school and community settings. (FA/SP)

**455 Career Management for the Dance Artist (2:3).**

- Pr. dance majors only, or permission of instructor.
- May not be taken for credit by students who have taken DCE 450.

Overview of the professional dance world. Coursework involves viewing videos of today's touring companies and learning basic skills in auditioning, applying for jobs, grant writing, and organizing promotional materials. (Alt SP)

**456 Field Study: Dance in New York City (1).**

- Pr. dance major or permission of instructor

A one week trip to New York City over Spring Break; activities include attending dance concerts and selected classes, and meeting with dancers who live and work in the city. (Even SP)

**461, 462 Student Teaching in Dance Education (4), (5).**

- Pr. admission by application only.
- Grade: Pass/Not Pass (P/NP).

Supervised student teaching experience in dance education. Full-time teaching in a school setting.

**463 Seminar in Dance Education (3:3).**

- Pr. all dance education major requirements.

Summary and evaluation of student teaching experience, de-

signed to serve as a guide in coordination of interpretations, philosophy, and understanding in dance education. (SP)

**470 Creative Synthesis in Dance (3:3).**

- Pr. B in 551 or permission of instructor.

Culminating choreographic or performance experience for BFA in Dance majors. Full development and production of a significant dance work presented in concert either choreographed by or performed by the student. (SP)

**475 Independent Study (1 to 3).**

- Pr. demonstrated competency for independent work and permission of academic advisor and instructor.
- May be repeated for a maximum of 6 semester hours

Intensive work in area of special interest in dance. Available to exceptionally qualified students on recommendation of academic advisor and instructor. (FA,SP)

**476 Selected Topics in Dance (1 to 3).**

- Pr. permission of instructor.
- May be repeated twice for credit.

Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area.

**493 Honors Work (3-6).**

- Pr. see prerequisites under Honors Program, XXX 493 (p. 172).
- May be repeated for credit if the topic of study changes.

**For Advanced Undergraduates and Graduate Students****523 Dance of the Twentieth Century (3:3).**

- Pr. 202 or equivalent.

Development and trends of various types of dance; their relationship to older social forms and cultures, to developments in other arts today, and to present-day social pattern.

**550 Creative Process: Dance Perspective (3:3).**

- Pr. advanced standing in an arts program or permission of instructor.

Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter. (FA)

**551 Choreography III: Group Forms (3:2:2).**

- Pr. 251 and 351 or equivalent.

Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on the exploration of formal values and their integration with artistic intention. (FA)

**555 Dance Production Technology (3:2:2).**

- Pr. 355, or admission to graduate study in dance, or permission of instructor.

Theory and practice in technical production areas of dance performance. Topics include lighting, sound, video, costumes, scenery, and production management. Laboratory work with University dance concerts. (Alt Yrs) (Formerly DCE 350)

**560 The Dancer's Body (3:3).**

- Pr. two semesters of dance technique, and 340 or equivalent, or permission of instructor.

Exploration of selected approaches to body awareness, integration, release, and their implications for dance technique and performance.

Please refer to *The Graduate School Bulletin* for additional graduate level courses.

## DEPARTMENT OF ECONOMICS (ECO)

Bryan School of Business & Economics

462 Bryan Building  
(336) 334-5463

<http://www.uncg.edu/bae/econ/>

### FACULTY

Stuart D. Allen, Professor and Head of Department  
Professors Caldwell, Link, Neufeld, Ruhm; Associate  
Professors Layson, Leyden, McCrickard (Associate Dean),  
Snowden (Director of Graduate Studies); Assistant Profes-  
sors Bearse, Rosenbaum; Lecturers Brod (Director of Office  
of Business and Economics Research), Borkoski, Redmond,  
Sarbaum, Vaidyanathan

### Mission Statement

The mission of the Department of Economics supports the teaching, research and service mission of the University and the Bryan School of Business and Economics. We strive to offer professional business and liberal arts education that prepares students to enter the competitive global job market, to enhance their careers, and to earn graduate and professional degrees; to provide quality teaching in our mutually supportive undergraduate and graduate programs; to gain national recognition for our scholarship and our graduate programs; and to use our expertise and service to encourage economic understanding among North Carolina citizens and to foster economic development within the Triad and the state.

The Department of Economics provides students with an understanding of economic principles, concepts, and institutions and the ability to analyze economic problems and public policy issues. Economics is a social science concerned with public policy issues such as pollution and the environment, the health system, central bank policy and inflation, unemployment and the productivity of the labor force, economic growth, and international trade and finance.

The Economics Department offers two undergraduate degrees: a liberal arts Bachelor of Arts and a Bachelor of Science through the Bryan School of Business and Economics. Requirements for the BS degree include a core of courses common to all professional degree programs in the Bryan School: twelve hours of economics and thirty-three hours in accounting, finance, management, and information systems and operations management, plus additional courses in economics to complete one of the five concentrations: Business and Public Policy; Applied Economic Analysis (quantitative and statistical analysis); Global Economic Policy; Economic Studies; and Financial Economics.

The BA degree allows a student to earn a liberal arts degree and to have the flexibility to double major. A major in economics can be combined with a major in areas such as international business studies, geography, political science, history, English, mathematics, and the sciences. Interdisciplinary work in the areas of the environment, regional development, public policy, health or gerontology can be taken by the enterprising student who seeks out appropriate coursework in a variety of departments. A degree in economics provides the student with enhanced access to the job market and to graduate

and professional schools. Additional statistical and quantitative coursework allows a student to develop research skills and computer expertise that are very important for the job market and for entry into graduate programs.

The Economics Department offers a Master of Arts degree in Applied Economics that provides the student with the theoretical and statistical training to enter the job market as a professional economist employable by state and federal government agencies including the Bureau of Labor Statistics and the Federal Reserve System, and nationally-recognized companies in manufacturing, financial services, electric utilities, telecommunications, and health care.

The Economics Department also offers qualified students the opportunity to accelerate their study of economics by taking MA courses for graduate credit during their senior year. This accelerated program of study is especially attractive to students who enter the University with advanced placement credit or who earn additional credit hours during summer. The program enables students the opportunity to earn the MA degree in one additional year of study.

Teacher licensure is also available for economics majors (see Teacher Education Programs).

### Economics 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:**

Economics, U305

Economics with Teacher Licensure in Social Studies, U309

### General Requirements

- Formal admission to the Department of Economics, including the following:
  - Successful completion of ECO 101 or 201, 202, 250; ISM 110; and MAT 120\* or 191
  - A minimum GPA of 2.0 in ECO 101 or 201, 202, and 250
  - A cumulative GPA of at least 2.0
- 122 semester hours
- At least 50 percent of the major hours must be earned at UNCG

\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.

### All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT)	3
Required: MAT 120* (see note above) or 191	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101, and one other RD course	

Social and Behavioral Sciences (SB) 6

Required: two SB courses outside Bryan School

### Major and Related Area Requirements

- ECO 101 or 201, 202, 250, 301, 327, 346
- Economics electives: 12-15 hours

### Additional Requirements for Economics Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs** for additional licensure requirements. Licensure in social studies is available for economics majors. See especially p. 265.

### Electives

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

---

## Economics Major

**Degree:** Bachelor of Science

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

### AOS Codes for Economic Concentrations:

- Business & Public Policy, U333
- Applied Economic Analysis, U334
- Global Economics Policy, U335
- Economic Studies, U336
- Financial Economics, U329
- Economics with Teacher Licensure in Social Studies, U311

### General Requirements

- Formal admission to the Department of Economics, including the following:
  - Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, ENG 102B; ISM 110; and MAT 120\* or 191
  - A minimum GPA of 2.0 in ECO 201, 202, and 250
  - A cumulative GPA of at least 2.0
- 122 semester hours
- At least 50 percent of the business credit hours required for the degree must be earned at UNCG

\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.

### All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: MAT 120* (see note above) or 191	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and ENG 102B	6
Social and Behavioral Sciences (SB) Required: ECO 201, 202	6

### Major Requirements

- ECO 201, 202, 250, 300, 301
- Remaining courses selected from one of the concentrations listed below:

#### Business and Public Policy Concentration

Three of the following: ECO 311, 312, 323, 370, 375, 380, 390, 510

#### Applied Economic Analysis Concentration

Three of the following: ECO 319, 346, 351, 554 or approved advanced elective in statistics, data analysis or programming outside the department

#### Global Economic Policy Concentration

Three of the following: ECO 310, 327, 345, 360, 363, 540 or approved advanced elective in the international area outside the department

#### Economic Studies Concentration

12 hours of approved electives at the 300 level or above

#### Financial Economics Concentration

ECO 327 (or FIN 330), 346, 351, and three finance electives (not including FIN 300). A maximum of two additional economics and finance electives (not including ECO 101) may be taken.

#### Related Area Requirements

- ACC 201, 202; BUS 105\*; CST 105; FIN 315; ISM 110, 280, 360; MGT 301, 309, 312, 330, 491; MKT 320
- Nine (9) hours of a foreign language; see p. 57 for requirement details.

\*BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.

### Additional Requirements for Economics Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs** for additional licensure requirements. Licensure in social studies is available for economics majors. See especially p. 265.

### Electives

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

---

## Honors in Economics

### Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

---

## Economics as a Second Major

Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation are necessary. Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

## Economics Minor

Required: minimum of 18 semester hours  
AOS Code: U305

ECO 101 or 201 plus fifteen additional semester hours of economics are required to complete a minor.

An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology, or for students doing interdisciplinary study in the social sciences.

## Accelerated Master's Programs for Economics Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the BA/MA in Economics or BA in Economics/MPA in Public Affairs program requirements.

## ECONOMICS COURSES (ECO)

### For Undergraduates

#### 101 Introduction to Economics (3:3).

AULER/CLER: SB/CSB

- Open to freshmen.
- Students with credit for ECO 201, 202 or equivalent, cannot also receive credit for 101.

Introduction to basic economic concepts and public policy issues with application to the contemporary American economy.

#### 201 Principles of Microeconomics (3:3).

AULER/CLER: SB/CSB

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.

#### 202 Principles of Macroeconomics (3:3).

AULER/CLER: SB/CSB

Pr. 101 or 201, or permission of instructor.

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.

#### 250 Economic and Business Statistics I (3:3).

Pr. MAT 115 or 150, ECO 101 or 201, and ISM 110, or permission of instructor.

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.

#### 300 The International Economy (3:3).

Pr. 101 or 201, and 202, or permission of instructor.

• Students are required to take ECO 300 by the first semester of their junior year or as soon after admission to a degree program as possible.

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.

#### 301 Intermediate Microeconomic Theory (3:3).

Pr. 101 or 201, MAT 120 or 191.

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.

#### 310 The U.S. in the Global Economy: 1700-2000 (3:3).

Pr. 101, or 201 and 202, or permission of instructor.

Examination of the history of the United States in the international economy. Examines trade policy, technological and industrial leadership, immigration, the depression, and American post-WWII dominance.

#### 311 Managerial Economics (3:3).

Pr. 250.

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, R&D, and mergers.

#### 312 Economics of Technology (3:3).

Pr. 101 or 201.

Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment. (FA)

#### 319 Quantitative Analysis I (3:3).

Pr. MAT 120 or 191, and ECO 201.

Introduction to mathematical methods in economics. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization. (SP)

#### 323 Public Finance (3:3).

Pr. 101 or 201.

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). (FA)

#### 325 Current Issues in Economics (3:3).

Pr. 101 or 201, and 202, or permission of instructor.

Economic analysis of current issues. Topics vary. Issues include trade policy, macroeconomic policy, environment and energy, discrimination, Social Security, regulation, education, health care, tax policy, agriculture, stock market.

#### 327 Money and Economic Activity (3:3).

Pr. 202.

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. (FA/SP)

#### 346 Intermediate Macroeconomic Theory (3:3).

Pr. 301, 327, admission to Department of Economics or other approved program.

Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth. (SP)

**351 Economic and Business Statistics II (3:3).***Pr. 250.*

Continuation of 250. Multiple regression, time series analysis, simple forecasting, basic econometric models applied to case studies in business, economics, and finance. Use of statistical programs. (FA,SP)

**360 International Monetary Economics I (3:3).***Pr. 202.*

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. (SP)

**363 European Economic History (3:3).***Pr. 101 or 201.*

Study of evolution of European economics from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as HIS 363.)

**370 Labor Economics (3:3).***Pr. 201.*

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. (FA/SP)

**375 Government and Business (3:3).***Pr. 201.*

Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation. (SP)

**380 Environmental and Natural Resource Economics (3:3).***Pr. 101 or 201 or permission of the instructor.*

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. (SP)

**390 Health Economics (3:3).***Pr. 101 or 201 or equivalent, or permission of instructor.*

Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform. (FA)

**493 Honors Work (3-6).***Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**499 Problems in Economics (3:3).***Pr. 201 and consent of instructor.*

- *May be repeated for credit with approval of Department Head.*

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.

**For Advanced Undergraduates and Graduate Students****505 Economics for Educators (3:3).**

- *Not open to majors in economics and management.*
- *Does not count toward a graduate degree in economics or business administration.*

Principles of economics with application to selected problems such as economic growth, inflation, monetary and fiscal policy, international trade, and monopoly and competition. Designed for preservice and in-service teachers.

**510 Law and Economics (3:3).***Pr. 201.*

Applies economic theory in analysis of law. Presents framework for analysis, examines legal system and various fields of law, studies public regulation, reviews economic analyses of crime, and examines alternative views of legal process.

**513 Directed Studies in Economics I (1-3).***Pr. 21 s.h. of economics and permission of instructor.*

Individual study of economic problems of special interest to the student. Regular conferences with instructor required.

**517 American Economic History: Colonial Times to 1865 (3:3).***Pr. 201 or permission of instructor.*

Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and welfare. (Same as HIS 517)

**518 American Economic History: 1865 to Present (3:3).***Pr. 201 or permission of instructor.*

Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. (Same as HIS 518) (SP)

**523 Topics in Public Finance (3:3).***Pr. 301.*

Examination of market failure, public goods, economic efficiency, income distribution, and decision making in non-market sector. Economic analysis of major taxes and expenditures with emphasis on incidence and allocative effects.

**530 Urban and Regional Economics (3:3).***Pr. 301 or permission of instructor.*

Application of analytical tools of economics to explain economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation.

**540 Economic Development (3:3).***Pr. 201.*

Factors attending and determining economic growth of nations over long periods of time. Application of economic concepts to problems of less developed nations.

**550 Comparative Economic Systems (3:3).***Pr. 201.*

Capitalism, socialism, communism, and fascism as economic systems and as philosophies; strength and weakness in each system.

**553 Economic Forecasting (3:3).***Pr. 351, 554, or permission of the instructor.*

Forecasting economic trends and fluctuations. Applications for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels.

**554 Econometrics I (3:3).**

*Pr. 201, 250, or permission of the instructor.*

Basic econometrics: topics include the standard linear model, classical assumptions, violations of assumptions, test and corrective procedures application to economic data using SAS or other statistical software. (FA)

**555 History of Economic Thought (3:3).**

*Pr. 202.*

Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. (FA)

**560 Topics in International Economics (3:3).**

*Pr. 301 or permission of instructor.*

Mechanism and theory of international trade. Selected current problems in international economic and commercial policies.

**570 Topics in Labor Economics (3:3).**

*Pr. 301 or permission of instructor.*

Advanced theory and research related to labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, theories of discrimination, income distribution theory, and public policy.

**575 Industrial Organization and Public Policy (3:3).**

*Pr. 301 or permission of instructor.*

Theoretical and empirical study of firms relative to their rivals, suppliers, and customers. Use of theory and industry studies to understand the nature of competition and consequences of imperfect competition.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

---

**DEPARTMENT OF  
EDUCATIONAL LEADERSHIP  
AND CULTURAL FOUNDATIONS (ELC)**

*School of Education*

239A Curry Building  
(336) 334-3490

<http://www.uncg.edu/elc>

**FACULTY**

*Ulrich C. Reitzug, Professor and Chair of the Department  
Professors Brubaker, Purpel, Shapiro; Associate Professor  
Casey; Assistant Professors Lashley, Mayo, Riehl,  
Williamson; Adjunct Professor Stinson; Adjunct Associate  
Professors Ford; Adjunct Assistant Professors Coble, Jones,  
Maddox-Britt; Visiting Assistant Professor Hudson;  
Lecturers Teague, Jones, Kaiser, Medley, Worrell*

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.

**Educational Administration/Leadership Majors**

Degrees offered—Master of Education in Higher Education; Master of School Administration; Specialist in Education, EdS; Doctor of Education, EdD.

**Curriculum and Teaching Major**

Degree offered—Cultural Foundations (PhD)

There are no undergraduate areas of study offered by this department.

---

**EDUCATIONAL LEADERSHIP AND CULTURAL FOUNDATIONS COURSES (ELC)****For Undergraduates****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.

**381 The Institution of Education (3:3).**

- *Required of students seeking teacher licensure.*

Historical background, purposes, and concepts basic to public education; school as an expression of social and economic life, as a modifying influence on life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to teachers of the dominant American philosophy of education.

**For Advanced Undergraduates and Graduate Students****506 Institutes in Education (1-3).**

- *Students may apply no more than 3 hours of this course to any degree program.*
- *Grade: Satisfactory/Unsatisfactory, S/U.*

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

**581 Teaching in the Urban School (3:3).**

*Pr. admission to teacher education or permission of instructor.*

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.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF EDUCATIONAL RESEARCH METHODOLOGY (ERM)

*School of Education*  
206 Curry Building  
(336) 334-3471  
<http://www.uncg.edu/erm>

### FACULTY

*Richard M. Luecht, Professor and Interim Chair of the  
Department*

*Professors Ackerman, Bond; Adjunct Assistant Professors  
McColesey, Natkin, Penny*

### Educational Research, Measurement and Methodology Major

Degrees offered—Master of Education, MEd; Doctor of  
Philosophy, PhD

There are no undergraduate areas of study offered by this  
department.

*Please refer to The Graduate School Bulletin  
for graduate programs and courses.*

## DEPARTMENT OF ENGLISH (ENG)

*College of Arts & Sciences*  
132A McIver Building  
(336) 334-5311  
<http://www.uncg.edu/eng>

### FACULTY

*Denise Baker, Professor and Head of the Department*  
*Professors Beale, Chappell, Cushman, Evans, Kilcup, R.*  
*McDonald, Gibson, S. Yarbrough; Associate Professors*  
*Chiseri-Strater, Dischell, Ferguson, Griffith, C. Hodgkins,*  
*Kelly, Kirby-Smith, Langenfeld, May Lombardi, Parker,*  
*Roskelley, Tisdale, Zacharias; Assistant Professors Keith, G.*  
*McDonald, Moraru, Myers, Romine, Siddiqi, Summers,*  
*Weyler; Lecturers Arnold, Clark, Cline, H. Hodgkins,*  
*Meyers, Milde, Rosenblum, Swofford, Weber, Yardley*

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 MA, MEd, and PhD. The creative writing program offers courses both to undergraduates seeking the BA degree and to graduate students seeking the MFA degree.

### English Major

**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 Teacher Licensure in Secondary  
Subject-Area, 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.

### Requirements

#### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

#### Major Requirements

The department offers two major programs leading to the BA 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 30 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.

## Concentration Requirements

### English

1. ENG 211, 212, 251. These courses provide an overview of English and American literature that gives perspective and establishes a basis for choosing courses. Students should take these courses as early as possible, usually during the sophomore and junior years.
2. ENG 303W, Approaches to the Study of Literature.
3. One course in language (ENG 260, 261, 321, 513) or criticism (531, 549, 551) or creative writing (221, 222, 225, 226, 325, 326) or expository writing and journalism (219, 223, 319, 320, 322, 323, 327, 519, 520, 522, 523, 524), or internship (401, 402).
4. Four courses in literature:  
Two 300-500 level courses in literature before 1800, only one of which may be in Shakespeare (ENG 332, 336, 337, 338, 339 or 340, 342, 360, 381, 510, 536, 537, 539, 540, 541, 542, 555, 556, 561, 567).  
Two 300-500 level courses in literature after 1800 (ENG 331, 333, 344, 345, 346, 348, 349, 350, 351, 352, 353, 355, 358, 359, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582).
5. One or more courses in English at or above the 200 level.

### English with Teacher Licensure in High School Teaching (Secondary Subject Area)

1. English 211, 212, 251
2. English 303W
3. English 321
4. Four courses in literature:  
Two 300-500 level courses in literature before 1800, only one of which may be in Shakespeare (ENG 332, 336, 337, 338, 339 or 340, 342, 360, 381, 510, 536, 537, 539, 540, 541, 542, 555, 556, 561, 567).  
Two 300-500 level courses in literature after 1800 (ENG 331, 333, 344, 345, 346, 348, 349, 350, 351, 352, 353, 355, 358, 359, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582).
5. English 322

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 see **Teacher Education Programs** and 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.

### Electives

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

## Honors in English

### Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

## English as a Second Major

Required: minimum of 24 semester hours

The department also offers a 24-hour second major in English that meets the requirement of a second major/concentration for Elementary and Middle Grades 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 majoring in Elementary, Middle Grades, Health, Physical Education, and Deaf Education, who are required to complete another approved major or a concentration in a basic academic discipline, must complete the following requirements (24 semester hours) for a second major in English. Students with all other first majors must complete the requirements described above for the English concentration (30 semester hours).

1. English and American Literature (9 sh)—three courses from the following: ENG 211, 212, 251, 252
2. Language and Writing (6 sh): ENG 223 and 260. Majors in Middle Grades Education must take ENG 321 and 322 instead.
3. Literature before 1800 (3 sh), one course from the following: ENG 332, 336, 337, 338, 339 or 340, 342, 360, 381, 510, 536, 537, 539, 540, 541, 542, 555, 556, 561, 567
4. Literature after 1800 (3 sh), one course from the following: ENG 331, 333, 344, 345, 346, 348, 349, 350, 351, 352, 353, 355, 358, 359, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582
5. Elective (3 sh), chosen from literature courses before or after 1800 (listed above in 3 and 4).

## English Minor

Required: minimum 18 semester hours

AOS Code: U155

ENG 101 and 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the Director of Undergraduate Studies as early as possible for help in planning a program.

### Requirements

1. Any two courses, to be chosen by the student, from among the following: ENG 201, 202, 211, 212, 251, 252.
2. No more than six hours at the 100 level (but see head note, above); and at least six hours at the 300 level or above.

## ENGLISH COURSES (ENG)

## For Undergraduates

**100 Basic Writing (3:3).**

- Does not fulfill the University writing requirement.
- Credit does not toward graduation nor count in the student's GPA.

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.

**101 English Composition I (3:3).**

AULER/CLER: RD/CRD

- Equivalent credit to FMS 103/RCO 101. Students may not receive credit for both ENG 101 and either FMS 103 or RCO 101.

Students read and write in varied forms, styles, and lengths. Goals include developing ideas and revising writing, experimenting with aims and approaches in producing writing, and understanding appeals to various audiences. (FA,SP)

**102 English Composition II (3:3).**

AULER/CLER: RD/CRD

Pr. 101, or FMS 103 or RCO 101.

- Equivalent credit to FMS 111/RCO 102; students may not receive credit for ENG 102 and either FMS 111 or RCO 102.

Emphasizes developing ideas and supporting varied writing tasks. Goals include effective uses of evidence, control in style and voice, understanding varied forms and perspectives. (FA,SP)

**104 Approach to Literature (3:3).**

AULER/CLER: BL/CBL

Critical reading and analysis of fiction, poetry and drama with an emphasis on a variety of major themes and their relevance to contemporary life.

**105 Introduction to Narrative (3:3).**

AULER/CLER: BL/CBL

Critical reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate. (FA,SP)

**106 Introduction to Poetry (3:3).**

AULER/CLER: BL/CBL

Critical reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate. (FA,SP)

**107 Introduction to Drama (3:3).**

AULER/CLER: BL/CBL

Critical reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate. (FA,SP)

**201 European Literary Classics: Ancient to Renaissance (3:3).**

AULER/CLER: WL/CWL

Critical reading and analysis of works in translation: Homer, Dante, Cervantes, and others. (FA,SP)

**202 European Literary Classics: Enlightenment to Modern (3:3).**

AULER/CLER: WL/CWL

Critical reading and analysis of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. (FA,SP)

**203 Academic English for Speakers of Other Languages (3:3).**

- Restricted to students whose first language is not English.
- Does not satisfy the University composition requirement.

Emphasis on the active use of language skills: speaking, listening, reading, writing. (FA,SP)

**211 Major British Authors: Medieval to Neoclassical (3:3).**

AULER/CLER: BL/CBL

Pr. sophomore standing, or English major, or permission of instructor.

Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift, and others. (FA,SP)

**212 Major British Authors: Romantic to Modern (3:3).**

AULER/CLER: BL/CBL

Pr. sophomore standing, or English major, or permission of instructor.

Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others. (FA,SP)

**219 Journalism I: Fundamentals of News Writing (3:3).**

Introduction to newspaper journalism. Emphasis on basic news writing and reporting. Combines writing workshop and lecture. Swofford, Yardley. (FA,SP)

**221 Writing of Poetry (3:3).**

Pr. satisfaction of BL or CBL requirement.

Introductory workshop in writing poetry for students beyond the freshman year. Dischell (221-FA; 222-SP)

**223 Writing of Essays (3:3).**

AULER/CLER: RD/CRD

Pr. 101 or exemption.

Course in reading and writing the essay, with particular attention to style and voice. (FA,SP)

**225 Writing of Fiction (3:3).**

Pr. satisfaction of BL or CBL requirement.

Introductory workshop in writing fiction for students beyond the freshman year. Clark, Parker, Zacharias. (225-FA; 226-SP)

**235 Science Fiction (3:3).**

Historical and critical study of science fiction in the twentieth century. Chappell.

**236 Genre Fiction (3:3).**

Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary. Chappell.

**251 Major American Authors: Colonial to Romantic (3:3).**

AULER/CLER: BL/CBL

Pr. sophomore standing, or English major, or permission of instructor.

Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Douglass, Poe, Whitman, Dickinson, and others. (FA,SP)

**252 Major American Authors: Realist to Modern (3:3).**

AULER/CLER: BL/CBL

Pr. sophomore standing or permission of instructor.

Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Dickinson, Twain, Frost, Faulkner, Hemingway, and others. (FA,SP)

**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. (FA)

**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.

**303 Approaches to the Study of Literature (3:3).**

Introduction to critical approaches to literature. Guidelines for and practice in writing about literature. Griffith, Moraru, Yarbrough. (FA, SP)

**311, 312 Literary Studies Abroad (3:3), (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. (SU)

**314 World Literature (3:3).**

AULER/CLER: WL/CWL

*Pr. sophomore standing or higher.*

Reading, analysis, and discussion of literary works from cultures throughout the world, with emphasis on cultures other than Europe, England, and Anglo/America.

**315 Postcolonial Literatures (3:3).**

AULER/CLER: WL/CWL

*Pr. sophomore standing or higher.*

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. Siddiqi.

**319 Journalism II: Editing the Newspaper (3:3).**

*Pr. 219 or permission of instructor.*

Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design and writing editorials. Cline. (FA, SP)

**320 Journalism III: Feature Writing and Reviewing (3:3).**

*Pr. 219 or permission of instructor.*

Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts.

**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. Myers. (FA, SP)

**322 The Teaching of Writing (3:3).**

*Pr. University reasoning and discourse requirements met already have been met. For students seeking licensure in English, it is recommended that 321 be taken first.*

Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Chiseri-Strater, Roskelly. (FA, SP)

**323 Literary Nonfiction (3:3).**

*Pr. completion of Reasoning and Discourse requirement.*

Workshop in writing essays and other types of nonfiction with emphasis on audience and style.

**324 Practicum: Tutoring Writing (1:1:3).**

*Pr. 321, 322, or permission of instructor.*

• *May be repeated twice for a total of 3 semester hours.*

Training and experience in teaching writing in individualized or small-group tutorial sessions in the University Writing Center. Meyers. (FA, SP)

**325 Writing - Intermediate: Fiction (3:3).**

*Pr. permission of instructor.*

Student fiction discussed in class and individual conferences. Parallel reading and discussion of works by contemporary novelists and short-story writers. Parker, Zacharias. (FA/SP)

**326 Writing - Intermediate: Poetry (3:3).**

*Pr. permission of instructor.*

Student poetry discussed in class and individual conferences. Parallel reading and discussion of works by contemporary poets. Dischell. (FA/SP)

**327 Writing in the Professions (3:3).**

*Pr. University reasoning and discourse requirement met already have been met.*

Principles of clarity, precision, audience analysis, document design, collaboration, and usability applied to a variety of professional writing tasks. May include elements of visual design, web site design, or grant writing. Summers. (FA, SP)

**329 Literature and Film (3:3).**

Discuss short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

**331 Women in Literature (3:3).**

AULER/CLER: BL/CBL

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. Gibson, Lombardi. (FA/SP)

**332 English Women Writers before 1800 (3:3).**

*Pr. 211.*

Study of the literary and social significance of texts written in various genres by English women prior to 1800. Baker.

**333 Modern Southern Writers (3:3).**

Fiction, poetry, drama of the modern South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Tate, Ransom, O'Connor, Percy and others. Romine. (FA/SP)

**336 Introduction to Chaucer (3:3).**

*Pr. for advanced undergraduates.*

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. Tisdale. (FA/SP)

**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. Baker, Kelly, Tisdale. (FA/SP)

**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. C. Hodgkins, R. McDonald. (FA/SP)

**339 Shakespeare: Early Plays and Sonnets (3:3).**

AULER/CLER: BL/CBL

A selection of representative plays including *Romeo and Juliet*, *A Midsummer Night's Dream*, *I Henry IV*, *Much Ado about Nothing*, *Henry V*, and *Hamlet*. C. Hodgkins, Kelly, R. McDonald. (FA,SP)

**340 Shakespeare: Later Plays (3:3).**

AULER/CLER: BL/CBL

A selection of representative plays, including *Othello*, *King Lear*, *Macbeth*, *Anthony and Cleopatra*, *Measure for Measure*, and *The Tempest*. Kelly, R. McDonald. (FA,SP)

**341 Themes in Literature (3:3).**

AULER/CLER: BL/CBL

• *May be repeated for credit when theme varies.*

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. (FA/SP)

**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 meditative poetry. C. Hodgkins. (FA/SP)

**344 Romantic Poetry and Poetics (3:3).**

Intensive study of works by Wordsworth, Coleridge, the Shelleys, Keats, and Byron, with attention to development of Romantic movement. Keith, Lombardi. (FA/SP)

**345 Victorian Literature (3:3).**

Major Victorian writings: poems by the Brownings, Tennyson, and the Rossetts, and others; prose works by Carlyle, Arnold, Mill, and others. Gibson, Summers. (FA/SP)

**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. Cushman, Langenfeld. (FA/SP)

**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. Siddiqi. (FA/SP)

**349 English Novel from Defoe to Hardy (3:3).**

Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, the Brontës, Dickens, and others. Evans. (FA/SP)

**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. Cushman. (FA/SP)

**351 The American Novel through World War I (3:3).**

Historical and critical study of Hawthorne, Stowe, Twain, Alcott, Chesnut, James, Johnson, and others. Griffith, Kilcup. (FA/SP)

**352 The Twentieth-Century American Novel (3:3).**

Historical and critical study of Wharton, Cather, Fitzgerald, Hemingway, Hurston, Faulkner, Wright, Welty, and others. Romine, Griffith, G. McDonald. (FA,SP)

**353 The Contemporary Novel (3:3).**

Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others. Parker, Zacharias. (FA/SP)

**355 Between World Wars: American Literature 1920-1940 (3:3).**

An examination of American culture between World Wars I and II as reflected in the literature from 1920-1940. G. McDonald. (FA/SP)

**358 Modern Poetry (3:3).**

Poets and schools of poetry, British and American, from 1915 to the present, with emphasis on the great variety of styles and subjects. Chappell, Cushman, Dischell, Kirby-Smith, G. McDonald. (FA,SP)

**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. Chappell. (SP)

**360 The Eighteenth Century (3:3).**

Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Pope, Swift, Johnson, and others. Evans, Keith. (FA/SP)

**371 Literary Study of the Bible (3:3).**

AULER/CLER: WL/CWL

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. C. Hodgkins. (FA/SP)

**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. Ferguson. (FA/SP)

**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. Ferguson. (FA/SP)

**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. (FA/SP)

**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. Cushman. (FA/SP)

**401 Internship in Journalism and Editing (3:0-8).**

*Pr. English major; junior standing or higher; 3.0 cumulative GPA; recommendation of UNCC journalism instructor and permission of the Internship Coordinator*

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. (FA,SP,SU)

**402 Internship in English Studies (3:0:8).**

*Pr. English major; junior standing or higher; 3.0 cumulative GPA; recommendation of UINCG English faculty member and permission of the Internship Coordinator*

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. (FA,SP,SU)

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**494 Senior Honors Seminar (3:3).**

*Pr. English major with senior standing, and either enrollment in the University Honors Program or a minimum 3.3 overall GPA.*

Study of an important topic in Literature, Criticism, Theory, or Rhetoric. (FA)

**For Advanced Undergraduates and Graduate Students**

Prerequisite for credit in all courses in literature listed below: successful completion of at least six hours of approved courses in English and American literature at the 300-level or above.

**510 Old English (3:3).**

Language and literature of the Anglo-Saxon period (600-1100 A.D.). The language is studied primarily in conjunction with literary texts in the context of their history and culture. Tisdale.

**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. Myers.

**514 Electronic Research, Writing, and Editing (3:3).**

Theory and application of computer technology in the study of language, rhetoric and composition, and literature, including related ethical, social, and philosophical issues. (FA)

**515 Electronic Discourse and User Documentation (3:2:1).**

Study of such user documentation as reference manuals, tutorials, and operating procedures in its traditional, paper-based form and its transformation into electronic form. (FA)

**519 Contemporary Publishing (3:3).**

Current practices in the publishing industry from manuscript preparation to the printed book or magazine. Langenfeld. (FA)

**520 Research Writing (3:3).**

Analysis of situations requiring research-based reports; practice in using sources of information; practice in reporting research in appropriate formats.

**521 Women's Rhetoric and Feminist Pedagogy (3:3).**

- 522, 531 or 681 recommended

History and theory of women's rhetoric and feminist pedagogy. Examines women's writing in its cultural, social, racial, ethnic and historical frameworks and suggests implications for teaching that derive from the study of women's rhetoric.

**522 Teaching Composition: Theories and Applications (3:3).**

- 321 or 660 recommended

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. Chiseri-Strater, Roskelly.

**523 Writing - Advanced: Nonfiction (3:3).**

*Pr. for undergraduates: marked ability in writing, permission of instructor.*

Workshop in writing and publishing essay and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting). Chiseri-Strater, Zacharias.

**524 Writing - Advanced: Analytical and Technical (3:3).**

*Pr. permission of instructor.*

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. Summers.

**525, 526 Writing - Advanced: Fiction (3:3), (3:3).**

*Pr. open only to students in the MFA Writing Program.*

Chappell, Parker, Zacharias.

**527, 528 Writing - Advanced: Poetry (3:3), (3:3).**

*Pr. open only to students in the MFA Writing Program.*

Chappell, Dischell.

**529, 530 Writing - Advanced: Plays (3:3).**

*Pr. open only to students in the MFA Writing Program.*

**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. Gibson.

**532 American Romantic Writers (3:3).**

Selected major romantic writers: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from Brahmin and Transcendentalist groups. Authors and topics to vary.

**533 American Realistic Writers (3:3).**

Selected major realistic and naturalistic writers: Twain, James, Howells, Frederic, and authors from the Naturalistic school. Authors and topics to vary. Griffith, G. McDonald.

**534 The Modern American Novel (3:3).**

Major works by Faulkner, Hemingway, Fitzgerald, and others.

**536 Chaucer (3:3).**

Chaucer's major works, including *The Canterbury Tales* and *Troilus and Criseyde*. Baker, Kelly.

**537 Middle English Literature (3:3).**

Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England. Baker, Tisdale.

**540 Shakespeare (3:3).**

Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. R. McDonald.

**541 Milton (3:3).**

Milton's major poems and his most important prose works in their seventeenth-century setting. C. Hodgkins.

**542 Metaphysical Poets (3:3).**

The Metaphysicals from Donne to Traherne, with emphasis on Herrick, Herbert, Crashaw, Marvell, and Vaughan. C. Hodgkins.

**544 British Romantic Writers (3:3).**

Romantic poets, from Blake to Clare, including women poets. Attention to essays, letters, and novels. Keith, Lombardi.

**545 British Victorian Writers (3:3).**

Major Victorian writers, Tennyson through the Pre-Raphaelites. Gibson.

**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. Moraru, Yarbrough.

**550 Modern British Writers (3:3).**

Major novelists, poets, and playwrights of the modernist period. Cushman.

**551 Modern Literary Theory (3:3).**

Survey of literary theory from the linguistics of Saussure through recent developments such as poststructuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature. Moraru.

**552 Southern American Writers (3:3).**

Principal authors, literary movements related to development and influence of Southern tradition in American literature. Parker, Romine.

**553 Topics in English Studies (3:3).**

- *May be repeated once for credit when topic varies.*

Studies in selected topics in English or American literature or language.

**555 Elizabethan and Jacobean Drama (3:3).**

Representative plays of the early modern theatre, especially various comedies and tragedies staged between 1585 and 1625, from Marlowe to Ford. Textual and cultural analysis. R. McDonald.

**556 Restoration and Eighteenth Century Drama (3:3).**

Critical and historical study of comic and serious plays from the period 1660-1800. Evans.

**557 Contemporary American and British Poetry (3:3).**

Critical and historical study of American and British poetry from World War II to the present. Chappell, Cushman.

**558 Twentieth-Century American Poets (3:3).**

Critical and historical study of major twentieth-century American poets to World War II. Lombardi.

**559 Twentieth-Century British Poetry (3:3).**

Critical and historical study of twentieth-century British poetry to World War II. Cushman, Kirby-Smith.

**561 Eighteenth-Century British Writers (3:3).**

Selected major writers, 1660-1800, from among Dryden, Swift, Pope, Johnson, and others. Evans.

**563 American Poetry from the Beginnings to the Late Nineteenth Century (3:3).**

American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson. Kilcup.

**567 The Eighteenth Century British Novel (3:3).**

Historical and critical study of such novelists as Defoe, Richardson, Fielding or Burney. Evans.

**568 The Nineteenth Century British Novel (3:3).**

Historical and critical study of such novelists as Austen, Dickens, Eliot, and Hardy. Langendorf.

**570 The Structure of Verse (3:3).**

Verse forms and sound patterns in English and American poetry. Chappell, Kirby-Smith.

**571 The Structure of Fiction (3:3).**

*Pr. admission to the MFA Program or permission of instructor.*  
The elements of prose fiction, with an emphasis on the theory and art of narrative structure. Parker, Zacharias.

**582 Modern Drama (3:3).**

Drama of late nineteenth century and twentieth century, continental, English, and American. Cushman.

**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. Chiseri-Strater.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## ENVIRONMENTAL STUDIES PROGRAM (ENV)

*College of Arts & Sciences—  
Special Programs in Liberal Studies*

219 Graham Building  
(336) 334-5989

<http://biology.uncg.edu/es.html>

**COMMITTEE MEMBERS**

*Susan Buck, Director, Environmental Studies Program*  
*Susan Andreatta, Department of Anthropology*  
*Bruce Banks, Department of Chemistry and Biochemistry*  
*Keith Howell, Department of Public Health Education*  
*Bruce Kirchoff, Department of Biology*  
*Scott Lawrence, Department of Psychology*  
*Mike Lewis, Department of Geography*  
*Bill Markham, Department of Sociology*  
*Bob O'Hara, Department of Biology*

Environmental studies is an interdisciplinary field fostering understanding of the natural physical and biological setting in which life on Earth exists. It integrates scientific study of ecosystems, pollution, climate, energy, and other environmental and natural resource matters on a global, regional or local scale with cultural and policy-related study of politics, economics, sociology, history, and law.

The Environmental Studies minor is designed to provide students with a broad exposure to topics related to the environment and to provide knowledge and skills to address major environmental issues. Students interested in the minor should work closely with their advisors to ensure that they meet prerequisites for upper division courses. In particular, students planning to take upper division biology courses should register for BIO 111/112 (which does not count toward the minor) rather than for BIO 105/105L.

## Special Programs in Liberal Studies— Environmental Studies Minor

AOS Code: U825

Required: minimum of 18 semester hours

### Required courses

- A. ENV 100
- B. A minimum of 15 hours outside the student's major department, with no more than 8 hours at the 100 level:
- 6-9 hours from the following: BIO 105 (environmental focus section), 105L, 301, 302, 361, 420, 431, 526; CHE 252; FMS 104 (Campus Natural History or Endangered Species); GEO 103, 305, 311, 312, 314/314L, 323, 330; RCO 252
  - 6-9 hours from the following: ATY 526; ECO 380; GEO 205; HEA 316; PSC 312, 313; REL 250; RPT 202; SOC 370

## ENVIRONMENTAL STUDIES COURSES (ENV)

### For Undergraduates

100 Introduction to Environmental Studies (3:3).

Survey of current environmental issues from ecological, social, cultural, political, and economic perspectives. (FA/SP)

## DEPARTMENT OF EXERCISE AND SPORT SCIENCE (ESS)

*School of Health & Human Performance*

250 Health and Human Performance Building  
(336) 334-5308

<http://www.uncg.edu/ess>

### FACULTY

*Diane L. Gill, Professor and Head of Department*

*Professors Christina, Gill, Goldfarb, Gould, Hoffman, Martinek, Swanson, Williams; Associate Professors Karper, Morgan, Veal; Assistant Professors Jamieson, Katula, Schmitz, Sperry; Lecturers Poole, Richards, Stoudemire, Watson, Wieser*

## Exercise and Sport Science Major

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:

- Exercise Science and Sport Studies:  
ESSS Fitness Leadership, U412
- Exercise Science and Sport Studies:  
ESSS Aquatic Instructor Leadership, U423
- Exercise Science and Sport Studies:  
ESSS Aquatics for Therapy/Rehabilitation, U424
- Exercise Science and Sport Studies:  
ESSS Sports Medicine, U421

Required: 125-128 semester hours, to include at least 36 hours at or above the 300 course level

Physical Education Teacher Education with K-12  
Licensure, U409

### Concentrations

The Exercise Science and Sport Studies **Fitness Leadership** concentration is designed for students preparing for fitness leadership as a career and those preparing for graduate and professional programs related to exercise science, including occupational or physical therapy. A 6 semester hour internship, designed to provide practical experience in community settings appropriate for each student's career goals, is required.

The Exercise Science and Sport Studies **Aquatics Leadership** concentration is designed to provide entry-level professional preparation for students who will be competent to design, deliver and improve effective aquatics programs for a wide-range of community settings. There are two options in this program, Aquatic Instructional Leadership and Aquatics for Therapy/Rehabilitation. An internship placement, appropriate to each student's career goals, of either 3 or 6 semester hours, is required. There is a minimum overall GPA standard for entry into the aquatics internships.

The Exercise Science and Sport Studies **Sports Medicine** concentration provides a preprofessional program of study with a focus on exercise and sport science that also encompasses other fields of science (biology, chemistry, physics, health, nutrition, and pharmacology). This concentration is a first step toward a career in the field of sports medicine. After completing this program students will have the necessary academic and clinical experience to allow 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.

The **Physical Education Teacher Education** concentration leads to licensure for teaching in North Carolina and most other states. The licensure program prepares a student to teach grades K-12. Throughout the program there are opportunities for observation, participation, assisting and "mini-teaching", and coaching experiences with public school students, including those with special needs. Also see **Teacher Education Programs**.

### Second Academic Concentration Requirement for Teacher Education Concentration

All students majoring in Physical Education Teacher Education are required to complete another approved major or a second academic concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal education requirement and the second major requirement. All students who entered any college in Fall 1989 or later as freshmen are subject to this requirement.

**Requirements****Requirements for the Exercise and Sport Science****Major**

1. All-University Liberal Education Requirements (AULER) - listed separately for the ESSS and Aquatics concentrations, and for the Teacher Education concentration according to the Second Major chosen
2. Related Area Requirements - for the Teacher Education Concentration only, according to the Second Major chosen
3. Additional Second Major Requirements - for the Teacher Education Concentration only, according to the "Second Major" chosen
4. Major Requirements - for all concentrations
5. Electives - for all concentrations

**All-University Liberal Education Requirements (AULER) for Exercise Science and Sport Studies Fitness and Aquatics Leadership concentrations**

All students in this program must complete AULER requirements. Areas with specific requirements for these concentrations are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) 3 Required: STA 108	
Natural Science (NS) Required: BIO 111, and one additional NS course	7-8
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101; and CST 105 or 341	6
Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
AULER Additional Courses Required: CHE 103, 104, and 110 or CHE 111, 112, 114 and 115	7 - 8

**All-University Liberal Education Requirements (AULER) for Exercise Science and Sport Studies Sports Medicine concentration**

All students in this program must complete AULER requirements. Areas with specific requirements for these concentrations are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: STA 108	3
Natural Science (NS) Required: BIO 111 and CHE 111 and 112	8
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101; and CST 105 or 341	6
Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
AULER Additional Courses Required: PHY 211 and 251, or PHY 291 and 251; and HEA 201	7

**All-University Liberal Education Requirements (AULER) for Physical Education Teacher Education concentration**

Specific AULER area requirements for Physical Education Teacher Education VARY according to the Second Major chosen. Please see second major requirements outlined below for details.

**Anthropology Second Major (128 total semester hours)**
**All-University Liberal Education Requirements (AULER) (40-41 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: STA 108	3
Natural Science (NS) Required: BIO 111 and ATY 253	7
Non-Western Studies (NW) Required: ATY 325, 333, 335, or 337*	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
AULER Electives Required: HEA 201	3

Waivers have been approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Electives, 3 hours.

**Related Area Requirements (8 semester hours)**

BIO 271 and 277 or approved transfer courses

**Additional Second Major Requirements (18 semester hours plus 6 hours in AULER)**

1. Required Core: ATY 213, 253 (from AULER), 360, 387, and 411
2. \*Choose one from the group ATY 325, 333, 335, 337 in addition to the course selected for the NW Area in AULER
3. One from the following: ATY 201, 212, or 258

**Biology Second Major (128 total semester hours)**
**All-University Liberal Education Requirements (AULER) (38 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: STA 108	3
Natural Science (NS) Required: BIO 111 and 112	8
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101	3
Social and Behavioral Sciences (SB) Required: PSY 121 and ESS 330	6
AULER Electives Required: HEA 201	3

Waivers have been approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Electives, 3 hours.

**Related Area Requirements (8 semester hours)**

BIO 271 and 277 or approved transfer courses

**Additional Second Major Requirements (9 semester hours plus 6 hours in AULER)**

One course from three of the following:

1. Ecology: BIO 301
2. Cell biology: BIO 355
3. Genetics: BIO 392
4. Diversity: BIO 322, 341, 354, or 370

**English Second Major (128 total semester hours)**

**All-University Liberal Education Requirements (AULER) (40-41 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

**AULER Area/Required Courses Sem Hrs**

British or American Literature (BL) or World Literature (WL)	3
Required: One from ENG 211, 212, 251, 252*	
Mathematics (MT)	3
Required: STA 108	
Natural Science (NS)	7-8
Required: BIO 111, and one additional NS course	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101 and ENG 223**	
Social and Behavioral Sciences (SB)	6
Required: PSY 121 and ESS 330	

Waivers have been approved for this program in the areas of Literature (BL/WL), 3 hours, and AULER Electives, 3 hours.

**Related Area Requirements (8 semester hours)**

BIO 271 and 277 or approved transfer courses

**Additional Second Major Requirements (18 semester hours plus 6 hours in AULER)**

1. Required Core: Two additional courses from ENG 211, 212, 251, 252\* (one course was chosen above in AULER)
2. Language and Writing: ENG 260 in addition to ENG 223 \*\* chosen for AULER
3. Literature before 1800: One course from ENG 336, 337, 338, 339, 340, 342, 360, 381, 537, 539, 540, 541, 542, 555, 556, 561, 567
4. Literature After 1800: One course from ENG 331, 333, 344, 345, 346, 349, 350, 351, 352, 353, 355, 358, 374, 376, 382, 532, 533, 534, 544, 545, 548, 550, 552, 557, 558, 559, 563, 568, 582
5. One additional course from last two categories

**Geography Second Major (128 total semester hours)**

**All-University Liberal Education Requirements (AULER) (37-38 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

**AULER Area/Required Courses Sem Hrs**

Mathematics (MT)	3
Required: STA 108	
Natural Science (NS)	7-8
Required: BIO 111, and GEO 103 or 111	
Reasoning and Discourse (RD)	3
Required: ENG 101 or FMS 103 or RCO 101	
Social and Behavioral Sciences (SB)	6
Required: PSY 121 and ESS 330	
AULER Electives 3	
Required: GEO 202 or GEO 301	

Waivers have been approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Electives, 3 hours.

**Related Area Requirements (8 semester hours)**

BIO 271 and 277 or approved transfer courses

**Additional Second Major Requirements (18 semester hours plus 6 hours in Geography from AULER)**

One course from each of the following:

- GEO 321, 322, 323
- GEO 103 or 111 (from AULER)
- GEO 202 or 301 (from AULER)
- GEO 102, 104, 313, 344
- GEO 105
- Three additional GEO courses

**History Second Major (125 total semester hours)**

**All-University Liberal Education Requirements (AULER) (34-35 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

**AULER Area/Required Courses Sem Hrs**

Analytic and Evaluative Studies (AE)	3
Required: One course from HIS 311, 360, or 366*	
Historical Perspectives on Western Culture (HP)	3
Required: One course from HIS 221, 251, 252, 357, 369, or 374**	
Mathematics (MT)	3
Required: STA 108	
Natural Science (NS)	7-8
Required: BIO 111, and one additional NS course	
Reasoning and Discourse (RD)	3
Required: ENG 101 or FMS 103 or RCO 101	
Social and Behavioral Sciences (SB)	6
Required: PSY 121 and ESS 330	

Waivers have been approved for this program in the areas of Literature (BL/WL), 3 hours, Reasoning and Discourse (RD), 3 hours, and AULER Electives, 6 hours.

**Related Area Requirements (8 semester hours)**

BIO 271 and 277 or approved transfer courses

**Additional Second Major Requirements (18 semester hours plus 6 hours in AULER)**

The History Department divides courses into three groups: Western European History, U.S. History, and the history of remainder of the world. These are the fields given below:

## Field 1

- A. \*One course from HIS 311, 360, or 366 (chosen from the AE Area of AULER)
- B. \*\*One course from HIS 221, 251, 252, 357, 369, or 374 (chosen from the HP Area of AULER)

## Field 2

- A. One course from HIS 211, 212, 301, 302, 330, 336, 347, or 359
- B. One course from HIS 335, 339, 340, 343, 344, 502, 511, 515, 517, 518, 526, 545, 549, 550

## Field 3

- A. One course from HIS 203, 204, 215, 216, 240, 361, 377, or 381
- B. One course from HIS 217, 218, 304, 307, 308, 320, 321, 339, 370, 378, 383, 384, 385, 386

Two additional HIS courses. At least two courses in the 24-hour concentration must be at the 500-level.

**Philosophy Second Major (128 total semester hours)****All-University Liberal Education Requirements (AULER) (34-35 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

**AULER Area/Required Courses**

	<b>Sem Hrs</b>
Historical Perspectives on Western Culture (HP)	3
Required: PHI 252*	
Mathematics (MT)	3
Required: STA 108	
Natural Science (NS)	7-8
Required: BIO 111, and one additional NS course	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101 and PHI 211**	
Social and Behavioral Sciences (SB)	6
Required: PSY 121 and ESS 330	
Waivers have been approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, Literature (BL/WL), 3 hours, and AULER Electives, 6 hours.	
<b>Related Area Requirements (8 semester hours)</b>	
BIO 271 and 277 or approved transfer courses	
<b>Additional Second Major Requirements (18 semester hours plus 6 hours in AULER)</b>	
1. PHI 211* and PHI 252** (taken in AULER) and PHI 251 and 111	
2. Four additional PHI courses at the 200 level or higher	

- SOC 300\* (selected in AULER as NW Area course)
- One additional approved SOC course

### Major Requirements— for all concentrations

All Exercise and Sport Science majors must take the following 30 semester hours of Core Courses:

- ESS 280, 285, 330, 351, 375, 376, 385, and 388 must be completed with a grade of "C" (2.0) or higher.  
NOTE: No course from the ESS Theory Core may be taken more than twice.
- Six additional activity courses as follows; no activity course may be repeated for credit in the ESSS concentration:
  - for ESSS Aquatic Leadership concentration, include 258, 259
  - for ESSS Fitness Leadership concentration, minimum 6 hours
  - for ESSS Sports Medicine concentration, minimum 6 hours which must include ESS 120, 130, 202, and 258
  - for Teacher Education concentration, 6 hours to include 207, 208, 213, 214, 315, and 316.
- All majors in all concentrations are required to complete training in first aid and adult and child CPR and must be current for ESS 391, 441, 461-462, 477, 594, 595. Report to ESS Department with documentation.

Minimum requirements are:

- for Teacher Education K-12 and ESS Fitness Leadership, ARC Sport Safety Training with Adult and Child CPR.
  - for Aquatics and Sports Medicine, ARC First Aid and CPR for the Professional Rescuer
  - Specific courses may have additional requirements
- A minimum GPA of 2.3 at UNCG is required for an undergraduate to enroll in 500-level courses in the Department of Exercise and Sport Science.
  - To qualify for graduation, all majors in all concentrations must achieve a grade of "C" (2.0) in each required course with an ESS prefix.

### ESSS Aquatics Leadership Concentration

#### Aquatic Instructional Leadership Option:

- Additional ESS courses: 202, 220, 390, 410, 458, 459, 594
- Related areas: LES 111; MGT 200; \*BIO 111, BIO 271 and 277 or approved transfer courses; \*CHE 103, 104, and \*CHE 110L or CHE 111, 112, 114, and 115; \*CST 105 or 341; NFS elective; HEA elective; \*PSY 121; \*STA 108.
- A minimum overall GPA of 2.5 is required for enrollment in ESS 594 (internship)  
\* Students should take these courses as part of the fulfillment of AULER.

#### Aquatics for Therapy/Rehabilitation Option:

- Additional ESS courses: 220, 381, 410, 459, 568, 594
- Related areas: \*BIO 111, BIO 271 and 277 or approved transfer courses; \*CHE 103, 104, and \*CHE 110L, or CHE 111, 112, 114, and 115; \*CST 105 or \*341; NFS elective; HEA elective; \*PSY 121; RPT 231 or 314; \*STA 108.
- A minimum overall GPA of 2.5 is required for enrollment in ESS 594 (internship)  
\* Students should take these courses as part of the fulfillment of AULER.

### ESSS Fitness Leadership Concentration:

- Additional ESS courses: 220, 410, 568, 569, 570, 595 (a minimum GPA over 2.3 is required for enrollment in any ESS 500-level course)
- Related areas: \*BIO 111, BIO 271, and 277 or approved transfer courses; \*CHE 103 and 104 and CHE 110 lab, or \*CHE 111 and 112 lab and \*CHE 114 and 115 lab; \*CST 105 or \*341; \*STA 108; HEA elective; NFS elective
- A minimum GPA over 2.3 is required for enrollment in any ESS 500-level course.  
\* Students should take these courses as part of the fulfillment of AULER.

### ESSS Sports Medicine Concentration:

- Additional ESS courses: 220, 390, 391, 441
- Related areas: \*BIO 111, BIO 271 and 277; CHE 111\* and 112\*; CST 105\* or 341\*; HEA 201\* and 314; NFS 213; NUR 405; PHY 211\* or 291\* and 251\* and PHY 212 or 292 and 252; PSY 121\*; STA 108\*;
- Electives (17-23 hours): At least 9 hours of electives must be chosen from the following: CHE 114 and 115, 205 and 206, 351, 352 and 354, 556, 557 and 558; CSC 101; ESS 459, 543, 568, 569, 570, 575, 576, 595; MAT 191; NFS 313, 531, 550, 560; PSY 250, 341
- Formal admission to Sports Medicine concentration:
  - Successful completion of BIO 111, 271, and 277; CHE 111 and 112; PHY 211 or 291, plus PHY 251 lab; ESS 220
  - Completion or current enrollment in ESS 390 and 391
  - Cumulative GPA of at least 3.0 for admittance to program
  - Completion of application in ESS Department office prior to enrollment in ESS 390. Students should obtain detailed information early in their program of study to identify themselves as potential ESSS Sports Medicine concentration students.
- Students must be formally admitted to the concentration prior to enrolling in ESS 441.  
\* Students should take these courses as part of the fulfillment of AULER.

### Additional Requirements for entry into the ESSS or Aquatics Leadership internship courses, ESS 594 or 595

Students should begin early by getting written, detailed instructions from ESS Department, 237 HHP.

At the time of application for placement in ESS 594 or 595, students must present evidence of the following:

- Health and immunization clearances:
  - a tuberculin Mantoux skin test (or chest x-ray if skin test is positive)
  - a tetanus toxoid immunization
  - Rubella and Measles evidence as required by the University
  - history of Mumps or Mumps immunization
  - Chicken Pox titre or Chicken Pox vaccination
  - completion of Hepatitis B immunization series (begin the inoculation series at least one year before the semester of internship placement)
 If immunization requirements change on short notice, students will be notified.
- Students must purchase professional liability insurance to begin the courses 594 or 595. Students should obtain a

written, detailed explanation of this requirement in the ESS Departmental Office.

#### Teacher Education Concentration:

1. Additional ESS courses: 217, 299, 354, 381, 454, 461-462, 464
2. ARC Certification in Community First Aid and CPR is required
3. Teacher Licensure Requirements: HEA 201, ELC 381, CUI 450, 470, and satisfactory teaching and technology portfolios.
4. Students who have not been admitted to the Teacher Education Program may not enroll in ESS 354, 454, 461, 462, 464.

Additional information may be found in the ESS Undergraduate Handbook and in Teacher Education Programs.

#### Electives

Sufficient to complete total semester hours required for degree.

#### Transfer Students

Students who enter the UNCG Exercise and Sport Science major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background in science (BIO 111, 271, 277) and physical education activities. For those students seeking Teacher Licensure who are also required to complete a Second Academic concentration, the time commitment may be further extended.

### Honors in Exercise and Sport Science

#### Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

### Minor in Sport Coaching

**Required:** minimum of 21 semester hours

**AOS Code:** U410

The Sport Coaching Minor may be chosen by any degree-seeking UNCG student. To assure practicum placements, students must apply to the Department for approval of their Sport Coaching Minor Plan before completing 15 semester hours of the program. Approved plans for courses and qualifications will reflect the eight domains of sport coaching competence recognized by the National Association for Sport and Physical Education in the publication National Standards for Athletic Coaches, 1995.

Minimum requirements for an acceptable program plan include:

1. Injuries—Prevention, Care and Management: ESS 390,
2. Risk Management: ESS 477, and a current appropriate student professional membership
3. Growth, Development, and Learning: ESS 285, or other approved course, ESS 381 or LES 314
4. Training, Conditioning and Learning: ESS 220 (ESS majors may substitute FNS or HEA elective)
5. Social/Psychological Aspects of Coaching: ESS 388
6. Skills, Tactics and Strategies: ESS intermediate course or certification in the sport of coaching focus

7. Teaching and Administration: ESS 213 or 214 or 301 or specialized credential (e.g. WSI, USTTA, USFA)
8. Professional Preparation and Development: ESS 477 placement. LES 213 or ESS 464 recommended.

At the time of placement for ESS 477 Coaching Principles and Practicum, each student must hold current American Red Cross Certificates for Community First Aid and Adult/Child CPR.

### EXERCISE AND SPORT SCIENCE COURSES (ESS)

#### For Undergraduates

Any University student may take up to eight (8) hours of elective credit in physical education activity courses to apply toward graduation.

#### 101 Beginning Volleyball (1:0:3).

Development of fundamental skills, strategic elements and knowledge of volleyball with opportunity for team play.

#### 102 Team Handball (1:0:3).

Olympic sport activity which uses basketball playing skills in a soccer format.

#### 103 Softball (1:0:3).

Introduction to basic techniques, knowledge, and strategies of slow pitch softball.

#### 104 Beginning Basketball (1:0:3).

Development of fundamental skills, strategic elements and knowledge of basketball.

#### 106 Beginning Soccer (1:0:3).

Development of fundamental skill, strategies and knowledge of soccer.

#### 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. (FA)

#### 119 Physical Activity for Individuals with Special Needs (1:0:3).

*Pr. permission of a faculty supervisor and medical approval.*

- May be repeated for credit.

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.

#### 120 Conditioning (1:0:3).

- May be repeated for credit once.
- Students may not take both ESS 299 and 120.

Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardio-respiratory fitness.

#### 121 Beginning Archery (1:0:3).

Introduction to basic techniques, knowledge, rules, and equipment of archery.

#### 122 Bicycling (1:0:3).

Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

**123 Beginning Snow Skiing (1:0:3).**

Introduction to basic techniques, safety, and equipment of snow skiing. Fee: approximately \$180, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.

**124 Backpacking (1:0:3).**

Introduction to backpacking including 20 hours of class sessions plus 1 overnight weekend trip to relatively secluded area. Fee: approximately \$20 for food and travel.

**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. Fee: approximately \$20 for food, travel, and campground fees.

**126 Modern Rhythmical Gymnastics (1:0:3).**

Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

**127 Beginning Golf (1:0:3).**

- Fee approximately \$30

Development of fundamental skills, strategic elements and knowledge of golf. Opportunity to practice at both on and off campus facilities.

**128 Beginning Bowling (1:0:3).**

- Fee approximately \$30 for use of off-campus facility

Development of fundamental skills, strategic elements and knowledge of bowling with opportunity for match play.

**129 Beginning Olympic Gymnastics (1:0:3).**

Fundamental skills and mechanics in tumbling, trampoline, and Olympic apparatus and events.

**130 Weight Training (1:0:3).**

- May be repeated once for credit.

Weight training with emphasis on principles, techniques, and development of individualized programs.

**131 Jogging (1:0:3).**

- May be repeated once for credit.

Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures.

**132 Ice Skating (1:0:3).**

Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps, and free skating skills. Fee: approximately \$40, includes skate rental and rink fee.

**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.

**147 Square Dance (1:0:3).**

Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

**150 Swimming for Non-Swimmers (1:0:3).**

Designed for students with a fear of the water who cannot swim.

**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.

**170 Beginning Fencing (1:0:3).**

Development of fundamental skills, tactics, and knowledge of foil fencing with opportunity for competitive bouts.

**171 Beginning Badminton (1:0:3).**

Development of fundamental skills, strategic elements and knowledge of badminton with opportunity for match play.

**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.

**173 Beginning Racquetball (1:0:3).**

Development of fundamental skills, strategic elements and knowledge of racquetball with opportunity for match play.

**174 Wrestling (1:0:3).**

Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.

**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.

**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.

**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.

**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.

**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.

**205 Rhythmic Aerobics (1:0:3).**

- May be repeated once for credit.

Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility.

**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.

**207 Selected Physical Activities I - Core Program (1:0:3).**

*Pr. ESS majors only.*

Survey of selected physical activities with special emphasis on personal performance experience. (FA)

**208 Selected Physical Activities II - Core Program (1:0:3).**

*Pr. ESS majors only.*

Continued experience in selected physical activities, with special emphasis on personal performance. (SP)

**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. (FA,SP)

**210 Rhythmic Aerobics Instructor (2:2:1).**

*Pr. 209 or permission of instructor.*

Examination and application of principles from exercise science, muscle structure and group management for teaching rhythmic aerobics. Assists in preparation for ACSM Exercise Leader, AFAA and ACE Aerobics Instructor certifications. (FA,SP)

**213 Sports Performance & Analysis I (1:3).**

Skill development and analysis of soccer and basketball skills. Learning and application of physical education content in a developmental model. (SP)

**214 Sports Performance & Analysis II (1:3).**

Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model. (FA)

**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. (FA)

**220 Physical Fitness for Life (3:3).**

Lecture course with selected activity experiences regarding principles and methods for developing and maintaining fitness. Development and implementation of a personal physical fitness program designed for continuing participation throughout life.

**221 Intermediate Archery (1:0:3).**

Introduction to advanced techniques and knowledge of archery.

**223 Intermediate Snow Skiing (1:0:3).**

*\*Fee: approximately \$180, includes equipment rental, fees, and accident insurance for 5 days at French-Swiss Ski School, Blowing Rock, North Carolina.*

Intermediate techniques of skiing including parallel turns, mogul skiing, wedlin, and introduction to free-style skiing.

**227 Intermediate Golf (1:0:3).**

*\*Fee: approximately \$30*

Extension and refinement of beginning level skills, strategies and knowledge of golf. Opportunity to practice at both on and off campus facilities.

**228 Intermediate Bowling (1:0:3).**

*\*Fee: approximately \$30 for use of off campus facility*

Extension and refinement of beginning level skills, strategies and knowledge of bowling with opportunity for match play.

**229 Intermediate Olympic Gymnastics (1:0:3).**

Refinement of beginning techniques and individual mastery and progress.

**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.

**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.

**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.

**243 Intermediate Folk Dance (1:0:3).**

*Pr. 240 or permission of instructor*

Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations.

**252 Low Intermediate Swimming (1:0:3).**

Extension of basic swimming and safety skills; must be comfortable in deep water.

**254 High Intermediate Swimming (1:0:3).**

Refinement of swimming and safety skills; development of swimming endurance.

**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.

**256 Advanced Swimming (1:0:3).**

Continued refinement of swimming strokes and stroke variation; focus on distance swimming and competitive skills.

**257 Synchronized Swimming (1:0:3).**

Development of fundamental skills in synchronized swimming, and individual and group routines. Must be comfortable in deep water.

**258 Lifeguard Training (3:2:2).**

*Pr. CPR/First Aid certification; swimming entrance tests*

Skills, knowledge and techniques for lifeguarding with possibility of certification in CPR for the Professional Rescuer, First Aid and Pool Lifeguarding. (FA/SP)

**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.

**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.

**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.

**263 Basic SCUBA (2:1:2).**

*\* Additional fees for equipment rental and certification; must provide own mask, fins, snorkel and booties.*

Development of fundamental skills, knowledge and techniques of skin and SCUBA diving. Opportunity provided for open water training and final certification.

**264 Advanced SCUBA (2:1:2).**

*Pr.* 263 or equivalent and permission of instructor.

- Additional fees for equipment rental, quarry use and certification; must provide own mask, fins, snorkel and booties.

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.

**268 Canoeing (1:0:3).**

- Additional fees for equipment and field trips.

Development of fundamental canoeing skills; day and overnight camping/canoing trips possible. Must have ability to swim in deep water for 15 minutes without aid.

**269 Sailing (1:0:3).**

- Additional fees for equipment and field trips.

Development of fundamental sailing skills and racing strategies. Must have ability to swim in deep water for 15 minutes without aid.

**270 Intermediate Fencing (1:0:3).**

Refinement of beginning skills, high- and low-line attacks and defenses; advanced footwork; and electrical foil fencing.

**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.

**272 Taekwondo (1:0:3).**

Acquisition and development of the basic techniques and knowledge of taekwondo. Presented in the culturally correct form.

**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.

**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.

**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.

**277 Advanced Golf (1:0:3).**

- Fee approximately \$20.00.

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.

**280 Research and Evaluation in Physical Education and Sport (3:3).**

*Pr.* sophomore standing; STA 108 or 271.

Surveys the scope of literature and sources of knowledge in physical education and sport science. Measurement, evaluation, and research methods applied to selected problems of professional practice.

**285 Motor Development (3:3).**

Lifespan analysis of motor skill development as a function of chronological age.

**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.

**299 Physical Conditioning for Children (1:0:3).**

*Pr.* ESS majors only.

Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of conditioning programs for children.

**301 Advanced Sport Technique (1:0:3).**

*Pr.* permission of Activity Instructor Program Coordinator

- May be taken once for each sport studied.

Advanced tutorial in individual sports. Meets concurrently with intermediate-level class. May not be taken in lieu of existing advanced course.

**315 Children's Educational Games (1:0:3).**

*Pr.* ESS majors; open to elementary education majors with permission of instructor.

Performance and analysis of game skills and offensive/defensive strategies appropriate for children. (FA)

**316 Children's Educational Gymnastics (1:0:3).**

*Pr.* ESS majors; open to elementary education majors with permission of instructor.

Performance and analysis of gymnastic skills appropriate for children. (FA)

**330 Sociocultural Analyses of Sports and Exercise (3:3).**

AULER/CLER: SB, CSB

Analyses of sports and exercise in sociocultural contexts. Topics include professional sports, intercollegiate sports, youth sports, violence in sports, gender and sports, ethnicity and sports, and media and sports.

**341 Teaching Elementary School Physical Education I (3:3).**

*Pr.* junior or senior standing, or permission of instructor.

Introduction to teaching physical education in grades K-6. Designed especially for the preservice classroom teacher. May include some field experiences.

**342 Teaching Motor Skills to Preschool Children (3:2:3).**

*Pr.* junior or senior standing, or permission of instructor

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.

**350 History of American Sport (3:3).**

Examination of the development and significance of sport in American society.

**351 History and Philosophy of Sport and Physical Education (3:3).**

Study of significant people, events and institutions affecting the development of sport and exercise in North America. Analysis of major philosophic issues relating to sport and exercise.

**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.

**354 Curriculum and Teaching: Children's Physical Education (3:1:6).**

*Pr. 315, 316, or permission of instructor.*

- Admission to Teacher Education is required.

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. (FA)

**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. (Formerly ESS 259)

**360 SCUBA Rescue (2:1:2).**

*Pr. 264 (may be taken concurrently) or equivalent with permission of instructor.*

- Additional fees for equipment rental, quarry use and certifications.
- Students must provide own mask, fins, snorkel, and booties.

Develop fundamental skills and knowledge needed to evaluate and take action in SCUBA rescue situations. Certification in CPR, First Aid, and administration of O<sub>2</sub> possible.

**365 SCUBA Divemaster (2:1:2).**

*Pr. permission of instructor*

- Additional fees for equipment rental, quarry use and certifications.
- Students must provide own mask, fins, snorkel, and booties.

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.

**375 Physiology of Sport and Physical Activity (4:3:3).**

*Pr. BIO 271 and 277, or permission of the instructor.*

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. (FA/SP/SU)

**376 Biomechanics of Sport and Physical Activity (3:2:3).**

*Pr. BIO 271 or permission of instructor; one course in calculus or algebra recommended.*

Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.

**381 Physical Education for Individuals with Special Needs (3:3).**

Survey of all aspects of developmental, adapted, and corrective physical education for populations of children and adults with disabilities. Field experiences may be required.

**385 Motor Learning and Control (3:3).**

*Pr. PSY 121.*

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.

**388 Psychology of Sport and Exercise (3:3).**

*Pr. PSY 121.*

An examination of the psychological theories and research related to sport and exercise behavior.

**390 Prevention and Emergency Care of Athletic Injuries (2:2).**

*Coreq. 391*

- Supplies cost approximately \$12.

Introduction to the field of athletic training emphasizing principles of prevention of athletic injuries and management of life-threatening and catastrophic injuries.

**391 Athletic Training Clinical Education I (1:0:5).**

*Coreq. 390 or permission of instructor*

Laboratory sessions and supervised field experience. Introduction to athletic training with focus on development of skills in prevention of athletic injuries and management of catastrophic and life-threatening injuries. (FA)

**410 Process of Skill Acquisition (1:0:3).**

*Pr. ESS Majors only. ESS 285, 288 and 388; 375 and 376 are approved corequisites.*

Development of basic skills and strategies in two novel activities. Emphasis on the integration of theoretical knowledge with applied experience in skill acquisition.

**425 Assistant Instructor of SCUBA (3:1:4).**

*Pr. permission of instructor*

- Additional fees for equipment rental, quarry use and certifications.
- Students must provide own mask, fins, snorkel, and booties.

Refine skills and theoretical knowledge to instructor level; develop instructional skills, understand administration and certification procedures.

**441 Athletic Training Clinical Education II (3:0:12).**

*Pr. acceptance in the Athletic Training Education Program, BIO 271, ESS 390 or 391, or permission of instructor.*

Laboratory sessions and supervised field experience to develop clinical skills in selected athletic training tasks as required by the National Athletic Trainers Association. (SP)

**454 Curriculum and Teaching: Secondary School Physical Education (3:1:6).**

*Pr. 213, 214 or permission of instructor.*

- Admission to Teacher Education is required.

Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content. (SP)

**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.

**459 Aquatics Instruction for Individuals with Special Needs (3:2:2).**

*• Liability insurance required (available in class).*

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.

**461-462 Student Teaching and Seminar in Physical Education (6)-(6).**

*Pr. program requirements leading to student teaching. Methods courses (ESS 354 and 454) must be taken at UNGC. Admission by application only.*

- Admission to Teacher Education is required.
- ARC FA and CPR must be current.
- Grade: Pass/Not Pass (P/NP).

Block courses in professional semester for teacher education majors. Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars. (SP)

**464 Administration of Physical Education and Athletics (3:3).**

*Pr. senior standing.*

- Admission to Teacher Education is required.

Administrative considerations of conducting modern physical education and/or athletic programs in secondary schools and colleges. (SP)

**475 Independent Study (1 to 3).**

*Pr. demonstrated competency for independent work and permission of academic adviser, instructor, and undergraduate program coordinator.*

Intensive work in area of special interest in physical education. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator.

**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.

**477 Coaching Practicum in a Selected Sport (3:6).**

*Pr. HEA 236/338, demonstrated knowledge/skill in sport selected.*

- Open only to upper division students seeking minor in sport coaching.

Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach. Opportunities provided at public school and university levels.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- May be repeated for credit if the topic of study changes.

**For Advanced Undergraduates and Graduate Students**

A minimum GPA of 2.3 at UNGC is required for an undergraduate to enroll in 500-level courses in the Department of Exercise and Sport Science.

**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. (SP)

**521 Evaluation of Physical Activity Programs in Youth Development (3:3).**

*Pr. 520*

Examination of traditional and nontraditional strategies for effective youth program evaluation; attention to analysis and interpretation of data used in conducting such evaluations. (SP)

**530 Play, Games, and Sport (3:3).**

Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

**531 Issues in Competitive Sports for Children and Youth (3:3).**

*Pr. permission of instructor.*

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.

**532 Women in Sport and Physical Activity (3:3).**

*Pr. Junior standing or higher in Exercise and Sport Science or Women's Studies, or permission of instructor.*

Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological and socio-cultural perspectives.

**535 Exercise Science/Fitness Internship (3:0:8).**

*Pr. 575 and 568 or instructor's approval. Permission of instructor required.*

Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

**541 Athletic Training Clinical Education III (3:2:10).**

*Pr. 376, 443, acceptance in the Athletic Training Education Program, or permission of instructor.*

Laboratory sessions and supervised field experience to develop clinical skills in the evaluation of athletic injuries. (FA)

**542 Athletic Injury Evaluation (3:3).**

*Pr. 376, 390, or permission of instructor.*

Course focuses on recognizing and evaluating orthopedic injuries commonly sustained in the athletic environment. Additional topics include the body's pathological response to injury and methods of documentation. (FA)

**544 Therapeutic Modalities (3:3).**

*Pr. BIO 271, BIO 277, or permission of instructor.*

Course provides students with the theoretical foundation of therapeutic modalities as a component of athletic injury reconditioning programs. Theory and clinical aspects of delivery of therapeutic modalities are examined. (SP)

**545 Psychology of Coaching (3:3).**

*Pr. PSY 121 or permission of instructor.*

Overview of sport psychology principles applied to the teaching and coaching of sport activities.

**546 Rehabilitation Techniques for Athletic Injuries (3:3).**

*Pr. BIO 271, BIO 277, or permission of instructor.*

Goals for course include awareness, understanding, and application of principles and skills pertaining to rehabilitation of injuries in physically active populations. (SP)

**550 Sports Clinic (1).**

Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

**559 Water Exercise for Therapy and Rehabilitation (3:2:2).**

*Pr. 375 or 376 (may be taken concurrently)*

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. (SP)

**560 Aquatic Therapeutic Modalities (3:2:2).**

*Pr. 459 or 550 recommended*

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. (FA)

**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.

**564 History of American Physical Education (3:3).**

Study of development of physical education in the United States with special emphasis on the evolving institutional involvement of schools and colleges.

**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. (SP)

**567 Measurement and Evaluation in Physical Education (3:3).**

Survey of tests and application of measurement in physical education. Elementary testing procedures.

**568 Health/Fitness: Assessment and Prescription (3:3).**

*Pr. 375 or 575, and 376, or permission of instructor; CPR must be current throughout the course.*

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.

**569 Exercise Instruction (3:3).**

*Pr. 375 or 575, and 568, or permission of instructor.*

An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels.

**570 Development and Implementation of Fitness Programs (3:3).**

*Pr. 568 or permission of instructor.*

Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs.

**571 Physical Education for Individuals with Special Needs (Advanced) (3:3).**

*Pr. 381 or permission of instructor.*

Advanced study of physical education for persons with mental and physical disabilities. Clinical experience is provided.

**575 Physiology of Exercise (3:3).**

*Pr. 375, BIO 271, 277, or permission of instructor.*

An in-depth study of the physiological basis of human physical performance with emphasis on the acute response and chronic adaptations of the body to exercise.

**576 Nutrition and Physical Fitness (3:3).**

*Pr. BIO 277 and NFS 213 or equivalent required. ESS 375 or 575 recommended.*

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. (Same as NFS 576)

**578 Needs Assessment of Persons with Disabling Conditions (3:3).**

*Pr. permission of instructor.*

Determination of gross motor and perceptual/gross motor performance needs of persons with disabilities. Analysis of published and teacher-made instruments. Construction of new tests for physical education for persons with special needs in physical activities.

**579 Exercise and Older Adults (3:3).**

*Pr. junior admission only by permission of instructor.*

Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.

**589C Experimental Course: Pediatric Exercise Physiology (3:3).**

*Pr. 375 or 575, or permission of instructor*

Comprehensive review of current knowledge regarding children's physiological responses to exercise. Relationship between physical activity and children's health will also be discussed. (Offered SP'00)

**589D Experimental Course: Athletic Training Clinical Education IV (3:0:12).**

*Pr. permission of instructor*

Laboratory sessions and supervised field experience to develop clinical skills in applying therapeutic modalities and instruction of therapeutic exercise. (Offered SP'00)

**594 Internship in Aquatic Leadership (3:1:10 or 6:1:20).**

*Pr. permission of instructor required, in addition to the following: cumulative GPA of 2.50 or better; completion of all ESS core courses; grades of C or better in all required ESS courses; ESS 459.*

- Grade: Satisfactory/Unsatisfactory, S/U.

A supervised field experience in aquatic leadership in qualified agencies.

**595 Exercise Science/Fitness Internship (3:1:10 or 6:1:20).**

*Pr. permission of instructor required, in addition to the following: cumulative GPA of 2.30 or better; completion of all ESS core courses; grades of C or better in all required ESS courses; ESS 568, 569 and 570; 569 and 570 may be taken concurrently with 595.*

- Application process must be completed prior to registration
- Grade: Satisfactory/Unsatisfactory, S/U.

A supervised field experience in qualified agencies. Application process is required for permission to register. Course involves specific assignments, projects, supervision, and evaluation of student's performance.

*Please refer to the Graduate School Bulletin for additional graduate level courses.*

## FRESHMAN SEMINARS PROGRAM

*The College of Arts & Sciences*

100 Foust Building  
(336) 334-3186

<http://www.uncg.edu/aas/fms.html>

Freshman Seminars are small discussion classes that introduce students to various areas of study in the All-University Liberal Education Requirements (AULER). Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the College of Arts and Sciences, 100 Foust Building (336/334-3186).

### FRESHMAN SEMINAR COURSES (FMS)

Freshman Seminars are open ONLY to freshmen.

Except for FMS 103 (which is equivalent to ENG 101/RCO 101, English Composition I) and FMS 111 (which is equivalent to ENG 102/RCO102, English Composition II), all seminars are offered as writing-intensive courses (see p. 51).

Students may not receive credit for more than one seminar under the same course number, even if the contents of the seminars are different.

**101 Freshman Seminar in Historical Perspectives on Western Culture - I (3:3).**

*AULER/CLER: HP, CHP-CPM*

Introduction to the historical study of western culture from ancient times through the Reformation.

**102 Freshman Seminar in Historical Perspectives on Western Culture - II (3:3).**

*AULER/CLER: HP, CHP-CMO*

Introduction to the historical study of western culture from the 17th century through modern times.

**103 Freshman Seminar in Reasoning and Discourse I (3:3).**

*AULER/CLER: RD, CRD*

- Equivalent credit to ENG 101/RCO 101; students may not receive credit for both FMS 103 and either ENG 101/RCO 101.

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.

**104 Freshman Seminar in Natural Science (3:3).**

*AULER/CLER: NS, CLS or CPS*

Introduction to the scientific study of the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses.

**104L Laboratory for Freshman Seminar in Natural Science (1:0:3).**

*AULER/CLER: NS, CPS or CLS*

*Coreq: FMS 104.*

Laboratory work to accompany FMS 104.

**105 Freshman Seminar in Fine Arts (3:3).**

*AULER/CLER: FA, CFA*

An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

**106 Freshman Seminar in Analytic and Evaluative Studies (3:3).**

*AULER/CLER: AE, CAE*

An introduction to the abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values. Topics may be drawn from ethics, metaphysics, epistemology, historiography, religion, and cultural anthropology.

**107 Freshman Seminar in World Literature (3:3).**

*AULER/CLER: WL, CWL*

A study of major works in the literature of countries other than Britain and the United States.

**108 Freshman Seminar in Social and Behavioral Studies (3:3).**

*AULER/CLER: SB, CSB*

Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.

**109 Freshman Seminar in Non-Western Studies (3:3).**

*AULER/CLER: NW, CNW*

Studies of cultural forms of expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.

**110 Freshman Seminar in British or American Literature (3:3).**

*AULER/CLER: BL, CBL*

A study of selected major works in the literature of Britain or the United States.

**111 Freshman Seminar in Reasoning and Discourse II (3:3).**

*AULER/CLER: RD, CRD*

*Pr. ENG 101, FMS 103 or RCO 101.*

- Equivalent credit to ENG 102/RCO 102; students may not receive credit for FMS 111 and either ENG 102/RCO 102.

Writing, reasoning, and rhetoric about the works of Western culture.

**DEPARTMENT OF GEOGRAPHY (GEO)***College of Arts & Sciences*

129 Graham Building

(336) 334-5388

<http://www.uncg.edu/geog>**FACULTY***Gordon Bennett, Professor and Head of Department**Professors Hidore, Rees; Associate Professors Debbage,**Lewis, Patton; Assistant Professors Lennartson, E. Nelson,**Stine; Lecturer/Spatial Analysis Lab Director, J. Nelson*

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 with a variety of other specialized locational analysis programs for both instruction and research.

**Geography Major****Degree:** Bachelor of Arts**Required:** 122 semester hours, to include at least 36 hours at or above the 300 course level**AOS Codes:**

Geography (general), U163

Urban Planning, U165

Earth Science/Environmental Studies, U167

Geography with Teacher Licensure in Social Studies, U169

The Geography Major requires four courses from a selection of fourteen and requires a minimum of 24 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 or Earth Science/Environmental Studies. Students may also complete a major in Geography with Teacher Licensure in Social Studies.

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements**

A minimum of 24 hours in geography above the 100-level. Only grades of "C-" or higher will count toward completion of the major and concentrations.

**Core Courses for Geography Major and Concentrations**

1. One geographic techniques course from GEO 121, 321, 322, 323
2. One earth science course: GEO 103
3. One human geography course from GEO 105, 114, 202, 301, 302, 303
4. One regional geography course from GEO 102, 104, 313, 344

**Urban Planning Concentration**

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeast, geographers with a planning background are in increasing demand.

In addition to the core courses in geography listed above, students choosing this concentration are required to take:

1. GEO 202, 301 and 105 or 303
2. Five courses from the following: GEO 302, 320, 321, 322, 344, 502, 522, 533.

**Earth Science/Environmental Studies Concentration**

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

In addition to the core courses in geography listed above, students choosing this concentration must take:

1. GEO 311, 311L, 314, 314L
2. Five courses selected from the following: GEO 205, 305, 312, 321, 323, 330, 521, 523.

### Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department, depending on the interest of the student.

#### Electives

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

### Geography As A Second Major

**Required:** minimum of 24 semester hours

A student may obtain a second major in geography along with any other major. The student should take 24 hours, including four core courses listed above for the Geography Major. Students considering this option should consult a faculty member in the department.

### Geography Minor

**Required:** minimum of 18 semester hours

Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business:

1. General Geography Minor - 1 physical, 1 human, 1 regional, 1 techniques course; and any other two geography courses.
2. Minor emphasizing Urban Planning - any six courses from: 105, 202, 301, 302, 303, 344, 502, 522, 533.
3. Minor emphasizing Environmental Studies - any six courses from: 103, 105, 121, 205, 303, 305, 311, 312, 314, 321, 323, 330, 521, 523.
4. Minor emphasizing Geographic Information Science and Techniques - for the student desiring to acquire geographic research, writing, and cartographic techniques, any six courses from 105, 121, 321, 322, 323, 521, 522, 523, 533.
5. Geography Minor for majors in the School of Business and Economics - for the major who wishes to acquire knowledge of industrial location, international trade, demographic change and environmental impact—any six courses from: 102, 103, 104, 105, 121, 202, 301, 302, 303, 344, 522, 533.

### Geography Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs**. Licensure in social studies is available for geography majors — see p. 265. Additional hours may be required for completion of the degree.

Majors planning to teach geography/social studies in the secondary schools should plan their programs to include one of the following: GEO 102, 104, or 344 and one of the following courses: GEO 105, 114, or 202.

## GEOGRAPHY COURSES (GEO)

### For Undergraduates

#### 102 The Historical Geography of the Western World (3:3) AULER/CLER: HP, CHP-CMO

A study of the geographical factors which combine to form the major cultural regions of North America, Europe, and Australia-New Zealand.

#### 103 Introduction to Earth Science (3:3).

AULER/CLER: NS, CPS

Survey of basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather.

#### 104 The Geography of the Nonwestern World (3:3).

AULER/CLER: NW, CNW

A study of the geographical factors which combine to form the major culture regions of Africa, Asia, and countries of the former Soviet Union.

#### 105 Cultural Geography (3:3).

AULER/CLER: SB, CSB

Introductory project-oriented course concerned with the geographical characteristics of population, political systems, settlement patterns and livelihoods.

#### 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.

#### 111 Physical Geography (3:3).

AULER/CLER: NS, CPS

*Pr. concurrent registration in GEO 111L.*

Survey of tectonic and erosional processes, mountain building, rivers, glaciers, deserts, and coastal landform development.

#### 111L Physical Geography Laboratory (1:0:3).

AULER/CLER: NS, CPS

*Pr. concurrent registration in GEO 111.*

Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently.

#### 114 The Geography of World Affairs (3:3).

AULER/CLER: NW, CNW

Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings.

#### 121 Introduction to Geographic Information Science (3:3).

Introduction to the fundamental concepts of geographical information science (geographic data acquisition, representation, analysis, and interpretation). Technologies reviewed include topographic mapping, global positioning systems, aerial photography, and satellite remote sensing. (FA,SP)

#### 202 World Production and Marketing Systems (3:3).

AULER/CLER: SB, CSB

Characteristics and location of the world's resources, theory of industrial location, world patterns of industry.

#### 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.

**301 Urban Geography: Global Patterns (3:3).**

AULER/CLER: SB, CSB

Urbanization processes and the development of mega-cities and urban hierarchies emphasizing the differences between cities from across the world.

**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.

**303 World Population Problems (3:3).**

AULER/CLER: NW, CNW

Major world population problems, trends, and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends.

**305 Environmental Hazards Assessment (3:3).**

Pr. 103 or equivalent.

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.

**311 Weather and Climate (3:3).**

AULER/CLER: NS, CPS

Pr. 103 or equivalent, and concurrent registration in GEO 311L.

Introduction to the nature, origin, processes, and dynamics of the atmosphere. Consideration also of human modification of the atmosphere and of climatic change.

**311L Climatology Laboratory (1:0:3).**

AULER/CLER: NS, CPS

Pr. concurrent registration in 311.

Laboratory work to accompany 311.

**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.

**313 Natural Resource Regions of North America (3:1:6).**

Pr. 103 or 314 and permission of instructor.

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.

**314 Physical Geography: Landscape Processes (3:3).**

AULER/CLER: NS, CPS

Pr. 103 or equivalent, and concurrent registration in GEO 314.

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.

**314L Physical Geography Laboratory (1:0:3).**

AULER/CLER: NS, CPS

Pr. concurrent registration in GEO 314.

Laboratory demonstrations and map interpretation exercises to accompany GEO 314, which must be taken concurrently.

**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. (Same as RPT 320.)

**321 Cartography (3:2:3).**

Pr. 121

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.

**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.

**323 Remote Sensing (3:2:3).**

Pr. 121

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.

**330 Elements of Hydrology (3:3).**

Pr. 103 or 311 or 314, or permission of instructor.

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.

**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.

**344 Geography of the United States and Canada (3:3).**

AULER/CLER: SB, SB

Study of the human and physical characteristics of the United States and Canada, with emphasis on the former.

**490 Special Problems in Geography (3).**

Pr. permission of faculty member with whom student wishes to work and at least 3 hours of previous work in geography.

Opportunity for advanced students to undertake independent study of field research of special interest.

**491 Current Topics in Population (3:3).**

• May be repeated for credit when topic varies.

Multidisciplinary seminar dealing with major topics concerned with national and international issues. (Not offered every year.)

**493 Honors Work (3-6).**

Pr. see prerequisites under Honors Program, XXX 493 (p. 172).

• May be repeated for credit if the topic of study changes.

**495 Internship in Geography (3:0:9).**

Pr. written permission required before registering for the internship.

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. (FA,SP,SU)

**For Advanced Undergraduates and Graduate Students**

Freshmen and sophomores cannot register for 500 level courses without written permission from the instructor.

**502 Urban Planning (3:3).**

Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment.

**521 Advanced Cartography (3:3).**

*Pr. 321 or permission of instructor.*

Introduction to computer cartography and advanced photographic methods for map production. Design, production, and evaluation of computer and photographically generated maps.

**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.

**523 Geographic Information Systems (3:3).**

*Pr. 321 or permission of instructor.*

Development and application of geographic information systems. Emphasis on spatial data structures and their relationship to the analytic processes of geography and planning.

**533 Industrial Development: State and Local (3:3).**

Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

**560 Seminar in Regional Geography (3:3).**

Smaller regions within Latin America, the United States, and Europe as case studies of regionalism and the regional method in geography. (Not offered every year.)

**570 Applied Physical Geography (3:1:6).**

*• May be repeated as area of world visited changes.*

Applications in physical geography. Topics include field experience in hydrology, dendrochronology, geomorphology, climatology, and mapping. Extended field trip required. (SU)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF GERMAN, RUSSIAN, AND JAPANESE STUDIES

*College of Arts & Sciences*

337-A McIver Building

(336) 334-5427

<http://www.uncg.edu/gar/>

**FACULTY**

*Andreas Lixl, Professor and Head of Department*

*Associate Professor Adams, Baumgartner; Lecturers Ahern, Campitelli, Pynes*

The aim of the Department of German, Russian, and Japanese Studies is to impart a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

The following courses are intended both to advance language proficiency skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide the students with speaking skills and with a reading knowledge that will enable them to inform themselves independently about the life and literature of German, Russian, and Japanese speaking cultures. More advanced courses emphasize literary study and culture, which are the primary goals of the major in German.

The language laboratory provides students with web facilities for aural and oral exercises. Cultural material such as films, records, and tapes is coordinated with classroom work. Students may also elect to live in UNCG's International House.

For all interested students, a German coffee hour (Kaffeestunde) is held once a week, where students and faculty meet socially to speak German. The UNCG film program provides German, Russian, and Japanese films each month.

From time to time a UNCG Summer Study Abroad travel program in German-speaking countries is offered. Information on other summer programs abroad is available.

Students who wish to spend their junior year studying any subject at the Universities of Bamberg, Mannheim, Osnabrück, The Higher School of Commerce at Worms (UNCG partner institutions), or with other programs, must have completed intermediate German. Similar exchanges are available with Slavic and Japanese universities.

A major in German works in tandem with an **International Business Studies major** (first or second major). Students are strongly advised to familiarize themselves with this program's offerings on pp. 183-184 in this Bulletin.

Majors in UNCG's **International Studies major** with a concentration in Russian Studies may spend a semester or academic year at Joensuu University (Finland) and/or at Petrozavodsk University (Russia). UNCG also offers a minor in East Asian Studies. See pp. 185-186.

**German Major**

Degree: Bachelor of Arts

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

German, U171

German with Secondary-Subject Area Teacher Licensure, U173

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government and international trade. The specialized study of German aims to improve language skills and to convey understanding of German culture, through the study of literature, film and works of German thought.

Students seeking teacher licensure should see Teacher Education Programs.

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements**

All majors must maintain a GPA of at least 2.0 in German courses for a degree in German.

Minimum of 24 semester hours in German above the 204 level, including at least:

1. Two courses from GER 301W, 302W, 307, 311, 407. (At least one course must be from 301W, 302W.)
2. Any two of the following: GER 215, 216, 305, 306, 403, 404, 405, or 406
3. At least SIX total courses at the 300 level or above
4. At least FOUR total courses involving literature or cultural studies.

NOTE: Courses in German literature or culture in English translation (215, 216, 217, 218, 221) can only be used for Major credit if an appropriate amount of reading is done in German.

**Related Area Requirements**

Suggested but not required: ART 305; ATY 385, 387, 587; ENG 201, 202, 339, 340; HIS 375, 376, 391, 392; RUS 201, 202, 313, 314, 315, 316; PHI 252, 330.

**Electives**

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

**German Major with Secondary-Subject Area Teacher Licensure**

Students seeking teacher licensure must include GER 301 and all other courses required for German majors. Additional hours are required for completion of the degree. Please see teacher licensure requirements in Teacher Education Programs.

**German as a Second Major****Required:** minimum of 24 semester hours above the 204 level

The requirements for a second major in German are the same as for the German major described above.

**German Minor****Required:** minimum of 15 semester hours

15 hours above German 102, including at least 6 hours at the 300-level. NOTE: Courses in German literature or culture in English translation (215, 216, 217, 218, 221) can only be used for minor credit if an appropriate amount of reading is done in German.

**Accelerated Master's Program for German Majors**

Interested students should see Accelerated Master's Programs for Undergraduates for details about the BA in German/MBA program requirements.

**Russian Minor****Required:** minimum of 15 semester hours

AOS Code: U160

15 hours above the 100-level of which the following six are compulsory: RUS 203, 204

**GERMAN COURSES (GER)**

Courses Read in English

German literature courses read in English translation are as follows:

215, 216 German Civilization. Readings in English (3:3), (3:3).  
217, 218 Masterworks of German Literature Read in English (3:3), (3:3).

221 Germanic Mythology. Readings in English (3:3).

A full description of the above courses will be found in numerical order in the German courses listed below.

**For Undergraduates**

101, 102 Elementary German (3:3), (3:3).

Essentials of speaking, listening, reading, writing, vocabulary, and grammar. Supplementary work in the Multimedia Language Laboratory.

101B Elementary Business German (3:3).

Essentials of grammar, graded reading, vocabulary building. Business language emphasis in laboratory work required.

101L Elementary German Laboratory (1:1).

*Coreq. concurrent registration in 101.*

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.

**102L Elementary German Laboratory (1:1).**

*Coreq. concurrent registration in 102 or permission of instructor.*

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.

**203 Intermediate German (3:3).**

CLER: CFL

- *Proficiency level: GER 102 or equivalent.*

Continuation and further study of basic German structures with emphasis on spoken and written language skills.

**204W Intermediate German Topics (3:3).**

CLER: CFL

- *Proficiency level: GER 203 or equivalent.*

Reading, composition and discussion, at an intermediate level, based on German texts on various topics. Course taught as writing intensive.

**215, 216 German Civilization. Readings in English (3:3), (3:3).**

AULER/CLER: 215: HP, CPM; 216: HP, CMO

Cultural, political, and social development of Germany from its origin to the present. 215 - Middle Ages (Romanesque, Gothic) through the fifteenth century. 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.

**217, 218 Masterworks of German Literature Read in English (3:3), (3:3).**

AULER/CLER: WL, CWL

Reading and discussion in English translation of some of the best works of German literature. 217 - the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218 - Selected major works of 20th century prose fiction. Authors include Kafka, Hesse, T. Mann, Handke, M. Walser, and Süskind.

**221 Germanic Mythology. Readings in English (3:3).**

AULER/CLER: WL, CWL

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.

**301W 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 taught as writing intensive.)

**302W 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 taught as writing intensive.)

**305 German Literature: Advanced Intermediate Topics (3:3).**

- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent.*

Course aims at improving students' language proficiency and familiarity with German literature. Taught in English or German.

**306 German Culture: Advanced Intermediate Topics (3:3).**

- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent.*

Course aims at improving students' language proficiency and familiarity with German civilization. Taught in German or English.

**307 Advanced German Grammar (3:3).**

- *Proficiency level: GER 204 or equivalent.*

Intensive study of grammar (including features not covered in lower levels of instruction) and of contrasting structures of German and English. Introduction to reference tools.

**311 Business German (3:3).**

CLER: CFL

- *Proficiency level: GER 203 or equivalent.*

Introduction to the special vocabulary and syntax as used in business contacts, correspondence and articles. Practice in reading and writing for business purposes and travel.

**403 German Literary Studies: An Introduction (3:3).**

- *Proficiency level: GER 301 or equivalent.*

Readings from various genres by representative authors from the Age of Goethe to Symbolism, Expressionism, and contemporary literature. Introduction to methodologies of literary analysis.

**404 German Civilization: Research and/or Internet Projects (3:3).**

- *Proficiency level: GER 204 or equivalent.*

Research and Internet projects focusing on cultural, social, historical, and interdisciplinary studies. Projects can be conducted in German and/or English.

**405 Advanced Topics in German Literature (3:3).**

- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 301 or equivalent.*

Topics will be of a literary nature. Reading and discussion of texts with attention to interpretation and analysis.

**406 Advanced Topics in German Culture (3:3).**

- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent.*

Focus on culture and civilization. Studying texts and multimedia materials with attention to interpretation and analysis.

**407 Advanced Topics in German Language (3:3).**

- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 301 or equivalent.*

Linguistic or pedagogical topics include: history of the language; Indo-European to modern German. Reading Old High and Middle High texts. Taught in German or English.

**491, 492 Tutorial (1 to 3), (1 to 3).**

*Pr. permission of instructor.*

- *May be repeated for credit when topic varies.*

Directed program of reading, research, and individual instruction in Germanic literatures and languages.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

---

**RUSSIAN COURSES (RUS)**

Courses in English Translation

Russian Literature and Culture in English translation courses are as follows:

201, 202 **Russian Literature in Translation (3:3), (3:3).**

313 **Tolstoy in Translation (3:3).**

314 **Dostoevsky in Translation (3:3).**

315 **Soviet-Russian Literature in Translation (3:3).**

316 **Modern Polish Literature in Translation (3:3).**

511 **The Russian Novel in Translation (3:3).**

A full description of these courses will be found in numerical order in the Russian courses listed below.

**For Undergraduates**

101 **Elementary Russian I (3:3).**

Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

101L **Elementary Russian Lab (1:0:1)**

- *Grade: Pass/Not Pass (P/NP)*

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.

102 **Elementary Russian II (3:3).**

Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

102L **Elementary Russian Lab (1:0:1)**

- *Grade: Pass/Not Pass (P/NP)*

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.

201, 202 **Russian Literature in Translation (3:3), (3:3).**

*AULER/CLER: WL, CWL*

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, Turgenyev, Leskov, Garshin, Kuprin, Chekhov, Bunin, Belyj, Sologub. No knowledge of Russian required.

203, 204 **Intermediate Russian (3:3), (3:3).**

*CLER: CFL*

Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature.

301 **Conversation, Composition, and Grammar Topics (3:3), (3:3).**

- *Proficiency level: RUS 204 or equivalent.*

Reading and discussion of unedited Russian texts. Formal and informal writing. Study of grammar and idiom. (Formerly RUS 305)

306 **Slavic Life and Letters: Topics (3:3), (3:3).**

- *Proficiency level: RUS 204 or equivalent.*

Introduction to Slavic civilization. Emphasis on selected periods, themes or genres such as films, memoirs, folklore, mythology, women's lives, etc. Taught in English or Russian.

313 **Major Authors in Russian Literature (3:3).**

*AULER/CLER: WL, CWL*

- *Proficiency level: RUS 204 or equivalent.*

Selected Russian authors read and discussed with attention to literary interpretation and analysis. Selection of authors and periods vary. Taught in English or Russian.

314 **Major Movements in Russian Literature and Culture (3:3).**

- *Proficiency level: RUS 204 or equivalent.*

Topics vary, each taking a broad perspective on an important movement, social trend, literary development, or cultural period. Taught in English or Russian.

315 **Twentieth-Century Russian Literature in Translation (3:3).**

*AULER/CLER: WL, CWL*

Intensive study of the artistic writing in Russia from 1917 to the present. Readings cover poetry and prose of Sholokhov, Iif and Petrov, Pasternak, Evtushenko, Solzhenitsyn, and others.

316 **Modern Polish Literature in Translation (3:3).**

*AULER/CLER: WL, CWL*

Intensive study of the artistic writing in Poland from 1918 to present. Readings cover poetry and prose of Zeromski, Witlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert.

491, 492 **Tutorial (1 to 3), (1 to 3).**

Directed program of reading, research, and individual instruction in Russian and Polish language and literature.

493 **Honors Work (3-6).**

- *Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students**

511 **The Russian Novel in Translation (3:3).**

Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenyev, 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.

---

**JAPANESE COURSES (JNS)**

**For Undergraduates**

101, 102 **Elementary Japanese (3:3), (3:3).**

Introduction to communicative Japanese and its writing systems: Hiragana, Katakana, Kanji. Students study fundamental words, phrases and expressions, and are introduced to basic grammar.

203, 204 **Intermediate Japanese (3:3), (3:3).**

*CLER: CFL*

- *Proficiency level: JNS 101, 102*

Focus on four language skills (listening, reading, speaking, writing), and vocabulary building. Acquisition of Kanji characters. Verb conjugations and tenses. Simple texts from Japanese literature.

220 **Experiential Course: Modern Japan (3:3).**

- *Taught in English*

Introduction to Japanese culture and society. Emphasis on selected periods, themes or topics such as modern media, folklore, mythology, memoirs, women's lives, cultural movements.

**GERONTOLOGY****Post-Baccalaureate Certificate Program***The Graduate School*

Program Location: 119 McIver Street  
(336) 334-5596

<http://www.uncg.edu/gro>

**COMMITTEE MEMBERS**

Virginia Hinton, *Department of Communication Sciences and Disorders*

Eileen Jackson, *Office of the Provost*

Laurie Kennedy-Malone, *School of Nursing*

Jane Myers, *Department of Counseling and Educational Development*

Syble Solomon, *The Graduate School*

Kathleen Williams, *Department of Exercise and Sport Science*

A Post-Baccalaureate Certificate in gerontology is offered through The Graduate School. Fifteen credit hours are required. Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who need no more than 12 semester hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. See "Dual Registration" in *The Graduate School Bulletin*.

**GERONTOLOGY COURSES (GRO)****For Advanced Undergraduates and Graduate Students****501 Seminar: Critical Issues of the Aged (3:3).**

Intensive review and analysis of the literature and research on issues and unresolved problems of aging.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**GROGAN COLLEGE**

Office: 113 Grogan Hall  
(336) 334-5898

Eileen M. Jackson, *Director, Department of Public Health Education*

**Faculty Fellows**

Georgiann Bogdan, *Department of Anthropology*

Mollie Brown, *School of Education*

Dorothy Bruner, *Department of Anthropology*

Greg Carroll, *School of Music*

Elizabeth Chiseri-Strater, *Department of English*

Ellen Essick, *Department of Public Health Education*

Michael Frierson, *Department of Broadcasting and Cinema*

John Gamble, *Department of Dance*

Charles Headington, *Department of Religious Studies*

Doryl Jensen, *Department of German, Russian, and Japanese Studies*

Paul Kelter, *Department of Chemistry and Biochemistry*

Toni Knight, *School of Education*

Karen "Pea" Poole, *Department of Exercise and Sport Science*

Mary Shepherd, *Department of Accounting*

John Sopper, *Department of Religious Studies*

Ione Grogan College is one of three residential colleges at the University of North Carolina at Greensboro. Grogan College and Grogan Residence Hall are named after Ione Grogan, an alumna of UNCG who returned to the University to teach mathematics and serve as a dormitory counselor. Grogan College, which was established in 1997, is limited to freshmen; it serves 300 students each year.

Grogan College is designed to enhance students' academic success and satisfaction with their college experience by providing a supportive community of students and faculty with common interests. Grogan College is divided into approximately fifteen Learning Communities (LCs), each focused on a specific theme and headed by a Faculty Fellow. Some of the LC's are designed for students who have already selected a major; others are for students from any major who share an interest in the topic. The approximately 22 students in each LC take several courses together in the fall and spring semesters of their freshmen year. The Faculty Fellow teaches one of the courses, serves as a mentor to students, and meets with them for extracurricular activities. The Director works with all Faculty Fellows and students to provide program-wide activities and opportunities for leadership and service.

Grogan College is a University-wide program. Faculty Fellows represent the College of Arts and Sciences and all six professional Schools. The Division of Student Affairs is a joint

sponsor of the program, and Residence Life staff make an important contribution to the residence hall community. Enrollment Services provides scheduling and course registration support.

Grogan Residence Hall is an eight story high rise with air conditioning and a co-ed residency. Internet and email access is available in each room by a personal modem. A computer room, classroom/study area is located on the first floor, and study rooms are available on each floor. A kitchen and dining area on the ground floor opens to a covered patio and offers space for parties and picnics to Grogan College students.

## DEPARTMENT OF HISTORY (HIS)

*The College of Arts & Sciences*

219 McIver Building

(336) 334-5992

<http://www.uncg.edu/his>

### FACULTY

*William A. Link, Professor and Head of Department*

*Professors Calhoun, Caneva, MacKenzie, Melton, Schleunes, Schweninger; Associate Professors Bilinkoff, Cassell, Enstad, Floyd, Kriger, Mazgaj, Ruzicka; Assistant Professors Barton, Hunter; Lecturers Anthony, Sharp, Stephens, Underwood*

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 degree of Master of Education with a concentration in history or social studies.

All 200-level courses are open to freshmen; all 300-level courses are open to sophomores; 400- and 500-level courses are open to juniors and seniors.

### History Major

**Degree:** Bachelor of Arts

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

#### AOS Codes:

History (general), U175

Public History, U176

History with Teacher Licensure in Social Studies,

U177

### Requirements

#### College of Arts and Sciences Liberal Education

#### Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

#### Major Requirements

Minimum 30 semester hours above the 100-level, where History is the primary major.

All majors must maintain a 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. For the primary major, the minimum of 30 semester hours must include

- 12 semester hours at the 200-level with no more than 6 hours in the Western European field
- 12 semester hours at the 300-level, which must include one "Research Intensive" course, designated in the course schedule with an "R" following the course number
- 6 semester hours at the 500-level, which must include HIS 511A, B, or C (Seminar in Historical Research and Writing); one 300-level "R" designated course will serve as a prerequisite for HIS 511A, B, C.

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).

#### Field I: Europe

220, 221, 222, 223, 251, 252, 309, 310, 311, 315, 349, 351, 353, 354, 355, 357, 358, 360, 363, 364, 365, 366, 368, 369, 371, 373, 374, 375, 376, 380, 391, 392, 393, 397, 398, 510, 511b, 541, 542, 544, 560, 562, 563, 564, 567, 571, 574.

#### Field II: United States

211, 212, 301, 302, 328, 329, 330, 335, 336, 337, 338, 339, 340, 343, 344, 347, 359, 502, 505, 511a, 512, 515, 517, 518, 520, 522, 524, 526, 530, 545a, b, 546, 549, 551.

**Field III: Wider World**

203, 204, 214, 215, 216, 217, 218, 239, 240, 303, 304, 306, 307, 308, 320, 321, 361, 370, 377, 378, 379, 381, 383, 384, 385, 386, 389, 508, 511c, 538, 540, 575, 577, 581, 587, 588.

**Other**

Individual study courses for the most part; will vary according to subject taught each time: 305, 390, 401, 402, 493

**Public History Concentration**

Historians work in a variety of settings including museums, historic sites, national parks, archives, and historical societies. This concentration is designed to introduce students to the wide range of professional opportunities in history beyond traditional teaching and research. Students will receive training in the methods and materials public historians employ to interpret history for a popular audience. The concentration offers practical experience in professional settings. Courses in the concentration may also count toward completion of the major.

**Required Courses (6 hrs)**

HIS 390 and 512

**Electives (6 hrs)**

Choose two of the following: HIS 306, 327, 347, 392, 511a, b, or c, ATY 378

**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 cognate 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 Teacher Licensure in Social Studies**

Students seeking teacher licensure should see Teacher Education. Licensure in social studies is available for history majors—see p. 265. Additional hours are required for completion of the degree. Please see teacher licensure requirements in Teacher Education Programs.

**History As A Second Major****Required:** minimum of 24 semester hours

A student may obtain a second major in history along with any other major. A minimum of 24 hours is required. For the second major, a student must take at least 6 hours from each of the three fields described under the major. Furthermore, at least 6 hours of the 24-semester hours minimum must be taken at the 500-level.

**History Minor****Required:** minimum of 15 semester hours

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 expand and extend their individual interests as expressed in their majors. The minor shall comprise 15-21 semester hours in history; it may include two courses at the 100-level. If six hours of Western Civilization are taken with a team or panel which includes a member of the History Department, three hours may be counted toward the History Minor. Students should register for the History Minor in the History Department Office, 219 McIver Building.

**HISTORY COURSES (HIS)****For Undergraduates****203 History of Africa to 1870 (3:3).**

AULER/CLER: NW, CNW

Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa.

**204 History of Africa since 1870 (3:3).**

AULER/CLER: NW, CNW

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.

**211, 212 The United States: A General Survey (3:3), (3:3).**

AULER/CLER: HP, CHP-CMO

First semester: to 1865. Second semester: since 1865.

**214 Foreign Affairs in World History (3:3).**

An intercultural study of the development of foreign affairs from the rise of civilization to the contemporary period.

**215 The Civilizations of Asia (3:3).**

AULER/CLER: NW, CNW

History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea.

**216 The Civilizations of Asia (3:3).**

AULER/CLER: NW, CNW

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.

**217, 218 The World in the Twentieth Century (3:3), (3:3).**

Major developments which shaped contemporary world, with emphasis on two world wars, Russian and Chinese revolutions, emergence of a third world of new nations, and impact of modernization and mass culture. First semester: 1900 to 1939. Second semester: since 1939.

**220 The Ancient World (3:3).**

AULER/CLER: HP, CHP-CPM

Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as CCI 220)

**221 Medieval Legacy (3:3).**AULER/CLER: *HP, CHP-CPM*

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.

**222 Europe 1400-1789 (3:3).**AULER/CLER: *HP, CHP-CPM*

Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution.

**223 Modern Europe (3:3).**AULER/CLER: *HP, CHP-CMO*

Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present.

**239 Latin America: Colonial Period (3:3).**AULER/CLER: *NW, CNW*

Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire.

**240 Latin America: National Period (3:3).**

Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics. [NW, CNW].

**251, 252 The History of Western Science: A Survey (3:3), (3:3).**AULER/CLER: *HIS 251: HP, CHP-CPM; HIS 252: HP, CHP-CMO*

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.

**301 Race and Slavery (3:3).**AULER/CLER: *HP, CHP-CMO*

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.

**302 Race and Segregation (3:3).**AULER/CLER: *HP, CHP-CMO*

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.

**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.

**304 Women in African History (3:3).**

The contributions of African women to society, politics, and economic growth from the pre-colonial era to the present; how Islam, slavery, colonialism, and modern developments have affected African women.

**305 Special Topics (3:3).**

• *May be repeated for credit when topic varies.*

Special Topics in history not otherwise covered at the undergraduate level.

**306 Islam and Popular Culture in Africa (3:3).**

• *Not open to freshmen.*

Examines opportunities, challenges, and threats presented by Islam, and varying ways individual Africans and their communities have responded to it since the 7th century.

**307, 308 The World in Our Time (3:3), (3:3).**

World developments since 1945. First semester: through 1960. Second semester: since 1960.

**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. (Occ)

**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. (Alt years)

**311 Darwin and the Theory of Evolution (3:3).**AULER/CLER: *AE, CAE*

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.

**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.

**320 Central American History (3:3).**

The political structure and economies of the Central American republics from 1821 to 1979. Emphasis on political competition under the strain of forced expansion and the dynamics of agrarian relations.

**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.

**327 American Cultural History (3:3).**AULER/CLER: *HP, CHP-CMO*

• *Not open to freshmen.*

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.

**328 Women in American History, Part I (3:3).**

A history of women in the U.S. from colonial times through the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience.

**329 Women in American History, Part II (3:3).**

A history of women in the U.S. since the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience.

**330 The Family in American History (3:3).**

Relating the family to other major elements of American society and culture - households and communities, the market economy, the democratic ethos, and urbanization. Introduction of students

to genealogical, oral, and traditional historical research into the history of particular families, including their own.

**335 The American Colonial Period, 1607-1763 (3:3).**

*AULER/CLER: HP, CHP-CMO*

Selected topics pertaining to development of colonies to eve of American Revolution.

**336 The Age of the Democratic Revolution, 1764-1789 (3:3).**

*AULER/CLER: HP, CHP-CMO*

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.

**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.

**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.

**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.

**340 The United States since World War II (3:3).**

Recent American society, focusing on such critical issues as McCarthyism, rise of radical right, civil rights struggle, new feminism, and student radicalism.

**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.

**344 The New South (3:3).**

Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

**345 Experimental Course: Culture and Society in Early Modern Europe (3:3).**

European social and cultural history in the period 1500-1800, using primary sources and modern studies to explore topics such as popular culture, women's history, witchcraft, and the family. (Offered SP'00)

**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.

**349 The World at War, 1914-1945 (3:3).**

Study of the two world wars of this century. Emphasis upon socio/political systems responsible for the wars; military systems which fought them; and impact of the wars on the world.

**351 History of Greece, 2000 B.C.-31 B.C. (3:3).**

Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as CCI 351)

**353 Athens in the Fifth Century B.C. (3:3).**

Study of the social and political history of Athens in the fifth century B.C. Pr. 209 or 351 or permission of instructor. Ruzicka. (Same as CCI 353)

**354 The Roman Republic, 754 B.C.-44 B.C. (3:3).**

Study of the social and political forces that led to Rome's conquest of the Mediterranean World - and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as CCI 354)

**355 The Roman Empire, 44 B.C.-337 A.D. (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. (Same as CCI 355)

**357 Renaissance and Reformation in Europe (3:3).**

*AULER/CLER: HP, CHP-CPM*

History of the period 1350-1600 in which profound social, intellectual, and religious change transformed European society. Examination in depth of great writers and thinkers of the period, such as Petrarch, Machiavelli, Luther, Calvin, and Loyola, as well as the political and socio-economic context in which they flourished.

**358 Medieval Universities (3:3).**

Background, origin, and contributions of the medieval schools and universities to western intellectual history from 1110-1400.

**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."

**360 The Structure of Scientific Change: Topics in the History of Science (3:3).**

*AULER/CLER: AE, CAE*

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.

**361 The Ottoman Empire and Republic of Turkey (3:3).**

*AULER/CLER: NW, CNW*

Study of the rise, fall, and rebirth of Turkish power in the eastern Mediterranean from the thirteenth century to the present.

**363 European Economic History (3:3).**

*Pr. ECO 201.*

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. (Same as ECO 363)

**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.

**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.

**366 The Origins of Modern Political Thought (3:3).**

AULER/CLER: AE, CAE

The development of the major Western political traditions (republicanism, liberalism, conservatism) from the Renaissance to the American and French Revolutions with emphasis on the historical context.

**368 Medieval Thought and Learning from 300 to 1500 (3:3).**

AULER/CLER: HP, CHP-CPM

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.

**369 History of Spain (3:3).**

AULER/CLER: HP, CHP-CPM

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).

**370 Revolutions in 20th Century Latin America (3:3).**

Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.

**371 Europe since 1920 (3:3).**

Domestic developments, internal policies, and international relations of major countries of Europe, from Treaty of Versailles to present, with special attention to origins of World War II.

**373 English History to 1660 (3:3).**

AULER/CLER: HP, CHP-CPM

Origins and evolution of English culture and English constitution.

**374 English History since 1660 (3:3).**

AULER/CLER: HP, CHP-CMO

Continuation of 373. May be taken separately.

**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.

**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.

**377 Russian History to 1900 (3:3).**

AULER/CLER: NW, CNW

Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries.

**378 Russian History since 1900 (3:3).**

End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments.

**379 Russia in World Politics Since 1815 (3:3).**

Major problems in Russian and Soviet foreign relations since Crimean War.

**380 Terrorism, Nationalism and Revolution in Modern Europe (3:3).**

Development of terrorism, secret societies and revolutionary movements related to nationalism in Europe, from 1789 to the 1950s. Special emphasis on Russia and Serbia.

**381 The Near and Middle East (3:3).**

AULER/CLER: NW, CNW

Emphasizes developments since World War I.

**383 Chinese History to 1800 (3:3).**

AULER/CLER: NW, CNW

Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China.

**384 The Modern Transformation of China: 1800 to Present Day (3:3).**

AULER/CLER: NW, CNW

Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870-1945; contemporary China.

**385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3).**

AULER/CLER: NW, CNW

Creation myths - archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war.

**386 Creating Modern Japan, 1867 to the Present (3:3).**

AULER/CLER: NW, CNW

Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan.

**389 History of Politics and Society in West Africa (3:3).**

AULER/CLER: NW, CNW

Civilizations and empires before 1500; the Atlantic slave trade and its effects; stateless societies; kingdoms, politics, and society, 1500-1900; Islam and Christianity; European colonialism; African resistance; independence movements.

**390 History Internship (3).**

*Pr. minimum of twelve (12) credit hours with a 3.0 GPA in history and permission of Director of Undergraduate Studies.*

• *May be repeated for credit.*

Field learning experience in public or applied history. Academic supervision provided by job supervisor. Assigned reading and written reports.

**391 The Holy Roman Empire (3:3).**

The Holy Roman Empire, later known as Germany, from its origin to its destruction by Napoleon. Focus on Christianization of Germany, medieval monarchy, Reformation, Thirty Years War, rise of Prussia.

**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.

**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.

**397 Modern European Thought (3:3).**

AULER/CLER: HP, CHP-CMO

Intellectual and cultural history from the Enlightenment through Modernism. Emphasizes origins and maturation of Western ideological traditions with extended treatment of selected figures and themes (e.g., Marx and Nietzsche).

**398 Contemporary European Thought (3:3).**

Intellectual and cultural history from Modernism to the present. Emphasizes relation between culture and politics with extended treatment of selected figures and themes (e.g., Camus and Sartre).

**401, 402 Individual Study (1 to 3), (1 to 3).**

Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- May be repeated for credit if the topic of study changes.

**For Advanced Undergraduates and Graduate Students**

Prerequisite for ALL 500-level courses: either the completion of six hours of 300-level History courses or the permission of the instructor.

**502 African American History: Selected Topics (3).**

- May be repeated once for credit.

Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights.

**505 Introduction to Archival Management (3:3).**

*Pr. permission of instructor.*

Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as LIS 505)

**508 Latin America: Selected Topics (3:3).**

*Pr. one course in Latin American history or permission of instructor.*

- May be repeated once for credit when topic varies.

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.

**510 Historiography (3:3).**

History of historical writing from Old Testament times to 19th century, with some attention to the philosophy of history and the development of the historical profession. Readings in major historians from Herodotus to Ranke.

**511A, B, C Seminar in Historical Research and Writing (3:3), (3:3), (3:3).**

*Pr. one 300-level Research Intensive ("R") history course and permission of instructor*

- Required of history majors.
- May be repeated once for credit when topic varies.

Locating and using historical source materials, written and oral, published and unpublished. 511A: American; 511B: European; and 511C: Wider World.

**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.

**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.

**517 American Economic History: Colonial Times to 1865 (3:3).**

*Pr. ECO 201 or permission of instructor.*

Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as ECO 517)

**518 American Economic History: 1865 to Present (3:3).**

*Pr. ECO 201 or permission of instructor.*

Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. (Same as ECO 518)

**520 Southern History: Selected Topics (3:3).**

- May be repeated once for credit when topic varies.

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.

**522 Early American History: Selected Topics (3:3).**

- May be repeated once for credit when topic varies.

Varying topics in early American history including settlement, economic development, Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics.

**524 Twentieth Century U.S. History: Selected Topics (3:3).**

- May be repeated once for credit when topic varies.

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.

**526 The Civil War and Reconstruction: Selected Topics (3:3).**

- May be repeated once for credit when topic varies.

Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South.

**530 History of Sexuality: Selected Topics (3:3).**

*Pr. for undergraduates, HIS 359 or the permission of the instructor.*

- May be repeated once for credit when topic varies.

Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics.

**536 History of Decorative Arts (3:3).**

Study of stylistic and cultural developments in the decorative arts with special concentration on America. (Same as HID 536)

**538 South America (3:3).**

*Pr. one course in Latin American history or permission of instructor.*

A comparative study of the political and economic history of select countries. Emphasis on the variety of the Latin American experience; similarities and differences among the republics. Concentration on late nineteenth century to 1974. Seminar format.

**540 Middle America (3:3).**

*Pr. one course in Latin American history or permission of instructor.*

An investigation into the history of Mexico and Central America. Emphasis on the political and economic developments in Mexico, 1876-1976, with special attention to the Revolution, and on the late nineteenth century to 1979 in Central America. Seminar format.

**541 Ancient World: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as CCI 541)

**542 Middle Ages: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history.

**543 Historic Preservation: Principles and Practice (3:3).**

*Pr. HID 221, 222, or permission of instructor.*

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. (Same as HID 543)

**544 Early Modern Europe: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

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.

**545 Southern History and Southern Material Culture in a Museum Context (3).**

*Pr. permission of instructor; students must submit written application.*

• *May be repeated for credit when topic varies, with permission of instructor*

Combined southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. (SU) (Same as HID 545)

**546 American Cultural History: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

Varying topics in the creation and development of American culture including the role of technology, environment, ethnic diversity, and the history of ideas. (SP)

**547 History Museum Curatorship: Collections Management (3:3).**

*Pr. admission to a graduate program in history or interior design, or permission of instructor.*

Professional practices in the care and management of historic site and history museum collections, including principles of collection

development, object registration, cataloging, and preservation. (Alt SP) (Same as HID 547)

**548 Architectural Conservation (3:3).**

*Pr. HID 332, 301, or permission of instructor.*

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. (Same as HID 548)

**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.

**550 History of American Landscapes and Architecture (3:3).**

*Pr. admission to a graduate program in history or interior design, or permission of instructor.*

Examination of the social and cultural forces affecting the design and use of landscapes and buildings in North America from the colonial period through the mid-twentieth century. (SP) (Same as HID 550)

**551 Gender and History: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

Varying topics in Gender and History including Gender and Popular Culture; Gender, Labor, Race, and Class; History of Masculinity.

**552 History and Theories of Material Culture (3:3).**

*Pr. admission to a graduate program in history or interior design, or permission of instructor.*

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. (SP) (Same as HID 552)

**555 Field Methods in Preservation Technology (3:1:6).**

*Pr. admission to a graduate program in history or interior design, or permission of instructor.*

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. (SU) (Same as HID 555)

**560 Nineteenth-Century Europe: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

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.

**562 Twentieth Century Europe: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

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.

**563 Early Modern England: Selected Topics (3:3).**

• *May be repeated once for credit when topic varies.*

Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change.

**564 Modern Britain: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

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.

**567 French History: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Study of specific themes and/or problem areas in French History.

**571 Modern European Thought: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Study of selected themes and/or problems in European intellectual and cultural history.

**574 Modern Germany: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany.

**575 Modern Russian History: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

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.

**577 Eastern Europe: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Varying topics in modern east European history including partitioned Poland and national reawakening, the Czechs, Balkan nationalism, modern Serbian nationalist groups such as "The Black Hand."

**581 African History: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa.

**587 Southern African Kingdoms, 1780-1897 (3:3).**

The rise and decline of African nations in nineteenth-century southern Africa: state formation, economics and social change; historical methodology and the use of oral sources.

**588 East Asian History: Selected Topics (3:3).**

- *May be repeated once for credit when topic varies.*

Varying history in East Asian history: a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**HONORS PROGRAM (HSS)**

*The College of Arts & Sciences*

112 Foust Building

(336) 334-5538

<http://www.uncg.edu/hss>

*The Mission of the University Honors Program is to enrich the intellectual life of able and highly motivated undergraduate students, to create a community of students and faculty who love learning, and to celebrate the outstanding achievements of students. To accomplish these goals, the Honors Program provides opportunities and challenges that enhance students' education at UNCG.*

**Honors Courses**

The Honors Program sponsors a variety of courses that meet University and departmental requirements. Most Honors courses are seminar in style and are small (20-22 students). All Honors courses foster discussion, collaboration, and mutual discovery among students and faculty. The range of Honors courses includes special sections of liberal education courses (that meet AULER/CLER requirements), interdisciplinary courses, seminars on special topics, tutorials (in which 1-5 students work with a professor on a topic), independent study (in which one student works on a project with a professor), and the Senior Honors Project (in which a student, under the guidance of a professor, produces a research project). The advanced Honors courses, such as the Senior Honors Project, allow students to do original and sophisticated work. They are an excellent preparation for graduate school, professional training, and other post-graduation endeavors.

**Honors Events**

The Honors Program holds numerous extracurricular events, such as picnics, lectures, field trips, discussions, plays, debates, community service projects, and special presentations. Honors students help create these events and participate actively in them.

**Honors Advising**

The directors of the Honors Program are available to advise students about how each of them can take advantage of the Honors Program and other rewarding opportunities at UNCG. The Program also provides guidance about post-graduate fellowships. These prestigious fellowships—the Fullbright, Rhodes, Marshall, Goldwater, Mellow, Truman, and Udall—require early and diligent attention from students who aspire to win them. The Honors Program shepherds students through the application process.

**Honors Awards**

The Honors Program administers awards that recognize high achievement. At an Honors Convocation every spring, the Program bestows the Student Excellence award, the University's highest undergraduate honor, on 25 outstanding juniors and seniors. The Program also puts on an annual banquet to honor those students who, at the end of their undergraduate career, complete the Honors Program.

**Honors Teachers**

Teachers of Honors courses are among the best teachers in the University. They are deeply engaged with their disciplines and dedicated to helping students achieve their greatest potential.

## Honors Abroad

UNCG's excellent exchange program with foreign universities allows students to study abroad for little more than the cost of attending UNCG. In support of this program, the Honors Program grants three hours of Honors credit to students who study abroad for one semester. The Honors Program furthermore, will commence a special arrangement with the University of Hull in England in the spring semester of 2001. Eight Honors students will live together in campus housing. They will take a 3-hour Honors enrichment course that includes readings and meetings during the fall semester at UNCG, at least a week of activities in London in January, and cultural activities and discussion at Hull during the spring semester. In addition to this course, students will take regular courses at Hull that meet UNCG's liberal education requirements. Upon finishing the program, students will receive credit for 6 hours of Honors work: 3 for the course and 3 for studying abroad.

## Eligibility to Take Honors Courses and Join the Honors Program

### Requirements for New Freshmen

A weighted high school GPA of at least 3.8 OR a SAT of 1200 or higher (ACT composite score of 27 or higher)  
All Merit Award Program finalists, Deans' Scholars, and Teaching Fellows are invited to take Honors courses and join the Program.

### Requirements for Transfer Students:

GPA of 3.0 or higher from their former school(s)

### Requirements for Current UNCG Students:

GPA of 3.0 or higher

Students who do not meet these requirements but who want to take Honors courses may do so with permission of the instructors who teach them.

## Joining the Honors Program

Student can join the Honors Program by filling out an Honors application form and by taking Honors courses. To remain active in the Program, students take take at least one Honors course per year.

## Leadership of the Honors Program

The program is under the general supervision of an Honors Council composed of faculty from throughout the University. One Honors student serves on the Council as representative of all Honors students. A Student Honors Board plans and carries out various activities and advised the director of the Program. Member of the Board are drawn from all four undergraduate classes. The Director of the Program is Kelley Griffith, a member of the English Department. The Assistant Director are Laurie White and Pam McRae. Kim Greer is the secretary.

## Program Requirements

Students can complete the Honors Program by choosing one of two options, General Honors or Departmental Honors.

## General Honors

This option is for student who want to take Honors courses in a wide range of subjects and who are interested in connections among disciplines. Most of their work is in Honors courses that meet liberal education requirements.

Requirements to complete General Honors include:

1. UNCG GPA of 3.3 or higher at graduation
2. 18 semester hours of Honors courses with grades of A or B as follows:  
15 hours of honors courses, including at least 3 hours of upper division courses (300 level or above)  
HSS 490 Senior Honors Project (3 hours)

## Departmental Honors

This option allows student to concentrate much of their honors work in their major. At least half of their course work (nine hours) consists of Honors courses, advanced courses, or contract courses offered by their departments. This option concludes with the Senior Honors Project, a work of independent scholarship that allows students to do high-level work in their major under the guidance of a faculty member.

Requirements to complete Departmental Honors include:

1. UNCG GPA of 3.3 or higher at graduation
2. 18 semester hours of Honors and advanced courses with grades of A or B as follows:  
6 hours in the major (Honors courses, advanced courses, and/or contract courses)  
HSS 490 Senior Honors Project (3 hours)  
9 hours of other courses (advanced and contract courses in the major and/or any Honors courses, whether in the major or not)

Each department specifies what courses students must take to complete Honors in the major.

## Contract Courses

Contract courses allow students to turn a regular undergraduate course into an Honors course. To do this, a student and a professor agree on the extra or different work the student must do in the course. They both sign a form, provided by the Honors Program, that states the terms of the contract. Upon completion of the course and the contract work and upon earning an A or B, the student receives Honors credit for the course.

## Transfer Honors Credit

Transfer student may use up to 6 hours credit from other colleges and universities to fulfill the requirements of General Honors and if the students' departments so allow, Departmental Honors.

## Recognition for Completing the Honors Program

Students who complete the Honors Program are recognized at a banquet held near the end of the spring semester. They have the following words inscribed on their official transcript: Either "Completed General Honors" plus the title of their Senior Honors Project or "Completed Department Honors in [major]" plus the title of their Senior Honors Project.

## HONORS PROGRAM COURSES (HSS)

### Honors Seminars

Honors Core Seminars may be used to meet liberal education 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. The courses may be repeated for credit as topic changes.

#### 201 Seminar in Historical Perspectives on Western Culture I (3:3).

AULER/CLER: HP, CHP-CPM

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Historical study of western culture from ancient times to the Reformation. (FA/SP)

#### 202 Seminar in Historical Perspectives on Western Culture II (3:3).

AULER/CLER: HP, CHP-CMO

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Historical study of western culture from the 17th century through modern times. (FA/SP)

#### 203 Seminar in the Physical Sciences (3:3).

AULER/CLER: NS, CPS

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of physical sciences with attention to the methods of scientific investigation. (FA/SP)

#### 204 Seminar in the Biological Sciences (3:3).

AULER/CLER: NS, CLS

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of biological sciences with attention to the methods of scientific investigation. (FA/SP)

#### 205 Seminar in the Fine Arts (3:3).

AULER/CLER: FA, CFA

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music and theatre. (FA/SP)

#### 206 Seminar in Analytical and Evaluative Studies (3:3).

AULER/CLER: AE, CAE

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values. Topics may be drawn from ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology. (FA/SP)

#### 207 Seminar in World Literature (3:3).

AULER/CLER: WL, CWL

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of major works in the literature of countries other than Britain and the United States. (FA/SP)

#### 208 Seminar in Social and Behavioral Studies (3:3).

AULER/CLER: SB, CSB

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies. (FA/SP)

#### 209 Seminar in Non-Western Studies (3:3).

AULER/CLER: NW, CNW

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Studies of cultural forms of expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions. (FA/SP)

#### 210 Seminar in British or American Literature (3:3).

AULER/CLER: BL, CBL

Pr. 3.0 GPA or permission of instructor

- May be repeated for credit when topic varies.

Study of selected major works in the literature of Britain or the United States. (FA/SP)

### Honors Electives

#### 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.

#### 300 Interdisciplinary Honors Seminar (3:3).

- May be repeated for credit as topic changes.

Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester.

#### 400, 401 Senior Honors Seminar (3), (3).

Provides qualified students the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level.

### Honors Directed Study

#### 320 Honors Tutorial (1 - 3).

- May be repeated once for credit if the topic of study changes.

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. (FA/SP)

#### 330 Honors Independent Study (1 - 3).

- May be repeated once for credit if the topic of study changes.

Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline.

#### 490 Senior Honors Project (3 - 6).

Independent original scholarship in the student's primary area of interest 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, depending upon the area of specialization. While completing the Honors Project, the student may not enroll in more than thirteen additional hours in either semester.

**Departmental Honors Sections**

Departments may offer special Honors sections of regularly-scheduled courses such as Introduction to Biology (BIO 111), Mythology (CCI 205), Introduction to Earth Science (GEO 103), etc. Qualified students may enroll in Honors sections (designated by an "H" after the course number), even if they do not expect to complete the Honors Program. However, Honors sections may be used by students in the Program to complete the 18-hour minimum requirement.

**xxx493 Honors Work (3-6).**

*Pr. 3.3 GPA in the major, 12 hours in the major.*

• *May be repeated for credit if the topic of study changes.*

(See individual Departmental listings). Disciplinary Honors work providing students with advanced study of the primary literature in their area of specialization.

---

## HOSPITALITY MANAGEMENT PROGRAM (HMT)

*Office of the Provost*

201 Mossman Building

(336) 334-5393

<http://www.uncg.edu/hmt>

**PARTICIPATING FACULTY**

*Bonnie Canziani, Director, Hospitality Management Program, and Associate Professor*

*Nancy Gladwell, Associate Professor, Recreation, Parks, and Tourism*

*Marian Harrison, AP Associate Professor, Nutrition and Foodservice Systems*

The Hospitality Management major prepares students to pursue graduate study or to assume career opportunities in foodservice management, lodging management, and tourism management. The program is committed to an academically challenging curriculum of undergraduate professional education coupled with a solid foundation of liberal arts education.

**Hospitality Management 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:**

Foodservice Management, U450

Lodging Management, U451

Tourism Management, U452

**All University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics	3
Required: STA 108	
Natural Science (NS)	6
Required for Foodservice concentration: NFS 213	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101, and CST 105 or 111 or 341	
Social and Behavioral Sciences (SB)	6
Required: ECO 201 and one other course	

**Major Requirements**

Minimum 24 hours above the 100-level.

**Core and Related Area Requirements for All Concentrations**

HMT 111 is the entry course for all HMT majors. Additional courses for core and related area requirements are currently under development. Detailed information about major requirements should be available by late summer (September 2000). See advisor for more information and a list of program requirements.

**Additional Concentration Requirements**

Additional courses will be required for the completion of each of the three HMT concentrations. Detailed information about these requirements should be available by late summer (September 2000).

**Electives**

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

---

## HOSPITALITY MANAGEMENT COURSES (HMT)

**For Undergraduates****111 Introduction to the Hospitality Industry (3:3).**

Overview of the history, careers, opportunities, professional organizations, credentials, impact, and future trends in the foodservice, lodging, and tourism industries, including leaders and pioneers in each sector. (FA,SP)

**231 The Lodging Industry (3:3).**

*Pr. 111*

Historical foundations, trends, and issues in the international and domestic hotel industry with a focus on effective strategies of leadership, management, planning, organizations, and achieving quality in lodging organizations. (FA/SP)

**241 The Foodservice Industry (3:3).**

*Pr. 111*

Commercial, noncommercial, contract, and self-operating foodservices are explored. Comparison of foodservice segments and trends with a focus on menu planning, purchasing, receiving, storage, food production, and foodservice. (FA/SP)

**350 Management of Hospitality Organizations (3:3).**

*Pr. HMT/RPT 221, HMT 231 and 241; or permission of instructor.*

Motivation, leadership, communication, diversity, training, conflict management, and organizational effectiveness in hospitality service organizations will be addressed. (FA/SP)

**365 Hospitality Facilities Management (3:3).***Pr. 231 and 241*

Principles of facility planning, layout and design for hospitality operations. Concepts of space utilization, furniture and equipment layout and maintenance, and accessibility are included. (FA/SP)

**375 Lodging Operations Management (3:3).***Pr. 350 and 365*

Short and long range operational challenges of providing quality service to guests in lodging environments with an emphasis on front office, property management, reservations, yield management, and security. (FA/SP)

## DEPARTMENT OF HOUSING AND INTERIOR DESIGN (HID)

*School of Human Environmental Sciences*

259 Stone Building

(336) 334-5320

<http://www.uncg.edu/hid>

**FACULTY**

*Tom Lambeth, Associate Professor and Chair of Department  
Professors Leimenstoll, Mason; Assistant Professors  
Kaukas; Lecturer Ventura; Adjunct Assistant Professors  
Hammett, Kirby*

**Interior Design Major****Degree:** Bachelor of Science

**Required:** 142 semester hours, to include at least 36 hours at or above the 300 course level; 5 years of study

**AOS Code:** U523

The Interior Design program is structured around a continuing sequence of studio courses which 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.

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, and adaptive reuse. Attention is also directed toward the environmental needs of special populations.

Fifth-year design studios focus on advanced interior design issues and comprehensive design development of specialized interior environments. Support courses enable the student to develop skills and concepts that can be tested in the design studio.

The Interior Design Internship option provides opportunities for experiential learning in design practice through private design firms, government agencies, or health care facilities.

**Accreditation**

The Interior Design program is accredited by the Foundation for Interior Design Education Research (FIDER) for a six-year period ending July 31, 1999.

**Departmental Admission**

Enrollment in the Interior Design program is limited. Students who indicate interest in the Interior Design major on their University application will receive information on departmental admission. Students are admitted on evidence of scholastic and design potential, motivation, and self-direction. A personal interview or group orientation is required. Students will not be allowed to take interior design courses unless they have been formally admitted to the Interior Design program.

Transfer students applying for advanced studio placement must present to the Interior Design screening committee portfolio and transcript evidence of relevant achievement through prior course work or experiences. Transfer students seeking entry into the program must have at least an overall 2.5 grade point average in completed coursework.

In order to remain in the Interior Design major, students must maintain a minimum overall 2.0 grade point average in the University and in interior design studio courses. Students are responsible for purchase of equipment and studio supplies.

**Requirements****All-University Liberal Education Requirements (AULER) (45 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Fine Arts (FA)	3
Required: ART 100 or 101	
Natural Science (NS)	6
Required: TDM 211 for 3 of the 6 credits	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	

**Major Requirements**

- Studio courses: HID 101, 102, 201, 202, 301, 302, 411, 412, 501
- Support courses: HID 111, 112, 121, 122, 211, 212, 221, 222, 311, 331, 332, 333, 431, 451; TDM elective
- Eleven semester hours from among the following: HID 432, 452, 502, 527, 531, 536, 543, 548, 550, 552, 555; ART 150, 220, 221, 226, 228, 241, 252, 281, 285, 340, 341, 344, 348, 442, 446, 529; CST 341; GEO 301, 302, 502; PHI 322, 348, 361; THE 122, 375, 376, 525.

**Related Area Requirements**

Art 341 Color Theory

**Electives**

Twelve semester hours of electives, nine of which may be taken in one focused area of study that supports a special Interior Design interest.

**Honors in Interior Design****Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**Study Abroad Opportunities**

Interior Design students are encouraged to take advantage of various study abroad opportunities in their third, fourth, and fifth year of the program. Students have the option of studying semester-long group exchange programs in Oulu, Finland or Cardiff, Wales. Other opportunities are available for individuals in a variety of settings, including Australia, Italy, Germany, Sweden, Denmark, Scotland, England, etc. International travel grants are available through the University International Programs Center.

**HOUSING AND INTERIOR DESIGN COURSES (HID)****For Undergraduates****101, 102 Basic Environmental Design I, II (3:0:6), (3:0:6).**

*Pr. admission to the Interior Design Program*

*Coreq. to be taken concurrently with 111, 112.*

Investigation of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.

**111, 112 Perception and Communication I, II (2:0:4), (2:0:4).**

*Pr. admission to the Interior Design Program*

*Coreq. to be taken concurrently with 101, 102.*

Studies designed to increase perceptual awareness and communication skills through exercises in various design and communication media and by investigation of pertinent theoretical concepts and established procedures.

**121 Design Graphics I (2:0:4).**

*Pr. admission to the Interior Design Program*

*Coreq. to be taken concurrently with 101 and 111.*

Basic technical drawing processes and skills using parallel bars, triangles, templates, and scales to produce measured drawings as applied to architectural, interior and furniture design. (FA)

**122 Design Graphics II (2:0:4).**

*Pr. 121*

*Coreq. to be taken concurrently with 102 and 112.*

A continuation of HID 121. (SP)

**201, 202 Basic Environmental Design III, IV (4:8), (4:8).**

*Pr. 102.*

Design investigations of spaces as articulated by the interaction of individual and place. Introduction to light and color with ongoing study of materials. Emphasis placed on cognitive understanding of design process.

**205 The House and Its Furnishings (3:3).**

• *Open to non-majors.*

Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality.

**211, 212 Visual Communication I, II (2:0:4), (2:0:4).**

*Pr. 112.*

Visual communication processes as they support design activities. Two- and three-dimensional studies as related to conceptual and definitive aspects of the design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.

**221, 222 History of Design I, II (3:3), (3:3).**

Survey of design forms evolved in response to man's needs for community, architecture, furnishings, and artifacts from pre-historic periods through the modern era with reference to cultural, political, and technological movements which affected their development.

**301 Interior Design I (4:8).**

*Pr. 202, 212.*

Design investigations of increasingly complex spaces as articulated by the interaction of individual and place. Ongoing emphasis on light, color, materials and structure as aspects of space design.

**302 Interior Design II (4:8).**

*Pr. 301.*

Design investigations of spaces of increasing scale and complexity as articulated by the interaction of individual and place. Special emphasis on social and behavioral aspects of interior design and the responsibilities of the designer to society.

**311 Computer-Aided Design for Interior Architecture (3:3:0).**

*Pr. 102, 112.*

• *Required of all majors.*

Introduction to computer-aided design technology, historical context, and professional use in interior design. Student use of CAD equipment and production of design drawings.

**331 Social and Behavioral Aspects of Interior Design (3:3).**

*Pr. 201.*

Introduction to literature and methods of environmental design research as it applies to interior environments.

**332 Materials, Methods, and Technologies of Interior Design I (3:3).**

*Pr. 101, 102, 201.*

Investigation of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis placed on historical precedents and contemporary applications.

**333 Materials, Methods, and Technologies of Interior Design II (3:1:4).**

*Pr. 202, 212, 332.*

Variables in climate, mechanical, electrical, plumbing, detection, and conveyance systems and their effects upon interior spaces. Lecture and laboratory investigation of design with environmental control components and systems.

**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.

**411 Interior Design III (4:8).**

*Pr. 301, 302.*

Design investigations of multi-function environments incorporating understanding of light, color, materials, structure and technology.

**412 Interior Design IV (4:8).***Pr. 411.*

Design explorations encompassing the full range of interior design scale and complexity. Emphasis on individual competence with respect to design process.

**431 Interior Lighting Design (3:1:4).***Pr. 101, 102, 301.*

Exploration of light as a design element in interior architecture: uses and control of light, lighting fixtures, and lighting installation for desired effect. Emphasis placed on experimentation with light in relation to other elements.

**432 Special Problems in Interior Design (1 to 4).***Pr. permission of instructor with whom student wishes to work.*

Independent study of topics of special interest. Conference hours to be arranged.

**451 Professional Practice in Interior Design (3:3).***Pr. open to third-, fourth- and fifth-year students in interior design.*

Investigation of business, legal, ethical aspects of professional practice in interior design by students, staff, and guest speakers.

**452 Internship in Interior Design (4 to 6).***Pr. 252 and permission of instructor.*

- May be taken twice for total of 10 semester hours credit.

Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience; enrollment in 453 in semester following.

**493 Honors Work (3-6).***Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- May be repeated for credit if the topic of study changes.

**499 Studio Problems in Interior Design (4 to 6).***Pr. open only to students accepted in the Accelerated Option in Interior Design.*

Investigation of design problems formulated in collaboration with faculty and that develop competencies equivalent to those covered in interior design studio courses.

**For Advanced Undergraduates and Graduate Students****500 Supervised Professional Experience (1-4:0:3-12).**

Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

**501, 502 Advanced Interior Design I, II (6:0:12), (6:0:12).**

Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development.

**527 Problems in Interior Design (2 to 6).**

Individual study.

**531 Design Seminar (2:2).***Pr. permission of instructor.*

- May be repeated for a total of 4 hours credit.

Investigation of current research and subjects of topical interest in environmental design.

**535 Lighting Design (2:2).**

Study of environmental lighting.

**536 History of Decorative Arts (3:3).**

Study of stylistic and cultural developments in the decorative arts with special concentration on America. (Same as HIS 536)

**543 Historic Preservation: Principles and Practice (3:3).***Pr. HID 221, 222, or permission of instructor.*

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. (Same as HIS 543)

**545 Southern History and Southern Material Culture in a Museum Context (3).***Pr. permission of instructor; students must submit written application.*

- may be repeated for credit when topic varies, with permission of instructor

Combined southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. (SU) (Same as HIS 545)

**547 History Museum Curatorship: Collections Management (3:3).***Pr. admission to a graduate program in history or interior design, or permission of instructor.*

Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation. (Alt SP) (Same as HIS 547)

**548 Architectural Conservation (3:3).***Pr. HID 301, 332, or permission of instructor.*

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. (Same as HIS 548)

**550 History of American Landscapes and Architecture (3:3).***Pr. admission to a graduate program in history or interior design, or permission of instructor.*

Examination of the social and cultural forces affecting the design and use of landscapes and buildings in North America from the colonial period through the mid-twentieth century. (SP) (Same as HIS 550)

**552 History and Theories of Material Culture (3:3).***Pr. admission to a graduate program in history or interior design, or permission of instructor.*

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. (SP) (Same as HIS 552)

**555 Field Methods in Preservation Technology (3:1:6).***Pr. admission to a graduate program in history or interior design, or permission of instructor.*

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. (SU) (Same as HIS 555)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**DEPARTMENT OF  
HUMAN DEVELOPMENT  
AND FAMILY STUDIES (HDF)**

*School of Human Environmental Sciences*

228 Stone Building

(336) 334-5307

<http://www.uncg.edu/hdf>

**FACULTY**

*David H. Demo, Professor and Chair of Department  
Elizabeth Rosenthal Excellence Professor Dilworth-Anderson; Professors Lange, MacKinnon-Lewis, Pasley;  
Associate Professors Boutle, Cassidy, Morgan, Tudge;  
Assistant Professors Fletcher, Hestenes, Hunter, Shoffner;  
Emeritus Faculty Canaday, Clawson, Kivett, White,  
Watson; Lecturers Mims, Taylor*

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 Human Development and Family Studies Department is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, aging and family care services; in business and community consumer services for families; teaching at the preschool level; and in cooperative extension and state agencies.

The Human Development major offers students the choice of four concentrations. The Birth through Kindergarten Education concentration prepares students for careers in child care centers and agencies, private kindergartens, and hospitals. Teacher licensure in Birth through Kindergarten education is available as a concentration. The Child and Adolescent Development in the Family concentration prepares students for careers in community agencies that serve children, adolescents, and their families. The Adult Development and Aging in the Family concentration prepares students for careers in community agencies that serve adults, the elderly, and their families. The Family Studies concentration prepares students for family related careers in business, industry, and governmental and community service agencies.

The internship program within the Department as well as student organizations provide students with opportunities for professional experiences in the career field of their choice. The Department also administers the Child Care Education Programs at three sites with an enrollment of 80 children in all-day care. All serve as laboratories for the study of children and their families. The Family Research Center conducts research and policy studies that are aimed at improving life for children and families.

**Admission to the Human Development Major**

Any student may declare Human Development as a major upon entering the university. Students must meet the department requirements of the current catalog at the time they declare Human Development as their major.

Declaring Human Development as a major does not assure admission to the program. A student must be formally admitted to the Department of Human Development and Family Studies to register for advanced courses and complete work for the degree.

**Criteria for Admission:**

1. Completion of the following group of foundation courses with a C or better: HDF 211, 212, and 302 or 303 or 304
2. 51 semester hours (junior standing) with a minimum overall GPA of 2.2
3. Transfer students with 51 semester hours may apply for admission after completing 12 semester hours at UNCC.

Students will not be permitted to take upper division courses in the department (HDF 412, 421, 425, 435, 441, 450, 452, 460, 477, 482, 500, 512, 525, 528, 532, 542, 552, 562) unless they have been formally admitted by the department (or in the case of non-majors, have the permission of the instructor).

Admission forms are available in the department office in Stone Building. Admission should normally be sought during the second semester of the sophomore year.

**Human Development and Family Studies Major**

**Degree:** Bachelor of Science

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

**Available Concentrations & AOS Codes:**

Birth through Kindergarten, U525

Birth through Kindergarten Teacher Licensure, U526

Child and Adolescent Development in the Family, U508

Adult Development and Aging in the Family, U510  
Family Studies, U530

**Requirements**

**All-University Liberal Education Requirements (AULER) (45-46 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

<b>AULER Area/Required Courses</b>	<b>Sem Hrs</b>
Natural Science (NS) (Please see specific requirements listed under each concentration)	6 or 7
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
Social and Behavioral Sciences (SB) Required: PSY 121 and one other course (Please see specific requirements listed under each concentration)	6
AULER Electives from any area listed above or foreign language (Please see specific requirements listed under each concentration)	6

**Major Requirements, by Concentration****Birth through Kindergarten (B-K) Concentration**

- Foundation Courses: HDF 211\*, 212\*, 302\*, 410, 411  
\* taken as AULER courses
- Skills and Professional Courses: 421, 425, 435, 441, 450 (6 sh), 452, 482, 532, 552
- AULER Requirements as outlined above, to include these specific required course(s):  
Natural Science Area (NS) 7 sem hrs  
Required: BIO 105 and 105L or BIO 111, and NFS 213  
Social and Behavioral Sciences Area (SB)  
Required: PSY 121 and HDF 302 6 sem hrs  
AULER Electives (EL)  
Required: HDF 211 and HDF 212 6 sem hrs
- Additional requirements outside HDF:  
CUI 516; SES 240, 242; HEA 236 or NUR 345; MUS 361 or ART 367

**Birth Through Kindergarten (B-K) Teacher Licensure Concentration**

- HDF Major Requirements: 21 sem hrs  
HDF 211\*, 212\*, 302, 410, 411, 452, 482, 532, 552  
\* taken as AULER courses
- AULER Requirements to include these specific required course(s):  
Mathematics Area (MT) 3 sem hrs  
Required: MAT 112  
Natural Science Area (NS) 7 sem hrs  
Required: BIO 105 and 105L or BIO 111, or CHE 106-110, and GEO 103 or 311  
Social and Behavioral Sciences Area (SB): Required: HDF 212 and PSY 121  
AULER Electives (EL) 6 sem hrs  
Required: HDF 211 and NFS 213
- Integrated Methods Courses 11 sem hrs  
HDF/SES 425, 435, 441
- Teacher Education Requirements\* 30-31 sem hrs  
SES 242, 516; ELC 381; ESS 342; HDF 460 (12 sem hrs); NUR 345 or HEA 369  
One course to be selected from the following: ART 367, MUS 361, SES 135

- Interdisciplinary Course Requirements 12 sem hrs  
CED 310; SES 240; SWK 584

\*NOTE: To be admitted to Teacher Education, students must achieve a 2.5 overall GPA and a passing score on PRAXIS. Students are also required to be certified in First Aid and CPR prior to student teaching.

**Child and Adolescent Development in the Family Concentration**

- Foundation Courses: HDF 211\*, 212\*, 302, 303, 410, 411, 421, 552  
\* taken as AULER courses
- Skills and Professional Courses: 12 sem hrs  
HDF 475, 477, 500
- AULER Requirements as outlined on p. 339, to include these specific required course(s):  
Natural Science Area (NS)  
Required: BIO 105 and NFS 213 6 sem hrs  
Social and Behavioral Sciences Area (SB)  
Required: PSY 121 and HEA 260 6 sem hrs  
AULER Electives (EL)  
Required: HDF 211 and HDF 212 6 sem hrs
- Additional requirements: Choose three from: HEA 260, 369; PSY 346; SOC 222, 342, 521; SWK 584. Choose three from the following: CED 310; CSC 101 or ISM 110; CST 200; ENG 327; HDF 401, 452, 557; MGT 309; STA 108

**Adult Development and Aging in the Family Concentration**

- Foundation Courses: HDF 211\*, 212\*, 304, 407, 410, 512, 528 or 562  
\* taken as AULER courses
- Skills and Professional Courses: 12 sem hrs  
HDF 475, 477, 500
- AULER Requirements as outlined on p. 339, to include these specific required course(s):  
Natural Science Area (NS)  
Required: BIO 105 and NFS 213 6 sem hrs  
Social and Behavioral Sciences Area (SB)  
Required: PSY 121 and SOC 101 6 sem hrs  
AULER Electives (EL)  
Required: HDF 211 and HDF 212 6 sem hrs
- Additional requirements: Choose three from the following: HDF 528 or 562; HEA 260; NUR 563; PSY 506; RPT 231, 241; SOC 586; SWK 570, 580. Choose three from the following: CED 310; CSC 101 or ISM 110; CST 200 ENG 327; HDF 401, 557; MGT 309; STA 108.

**Family Studies Concentration**

- Foundation Courses: HDF 211, 212, 302 or 303, 304, 410, 421 or 525, 512
- Skills and Professional Courses: HDF 475, 477, 500 9 sem hrs
- AULER Requirements to include these specific required course(s):  
Natural Science Area (NS)  
Required: NFS 213 plus one other 6 sem hrs  
NS course  
Reasoning and Discourse Area (RD)  
Required: ENG 101 and CST 105 or 341 6 sem hrs

Social and Behavioral Sciences Area (SB)  
 Required: PSY 121 and SOC 101 6 sem hrs  
 AULER Electives (EL)  
 Required: HDF 211 6 sem hrs

4. Additional requirements: choose three from the following: HDF 407; HEA 260 or 347; HIS 330; PSY 346; SOC 329; SWK 585. Choose three from the following: CED 310; CSC 101 or ISM 110; CST 200; ENG 327; HDF 401, 557; MGT 309; STA 108

#### Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be human environmental sciences courses.

### Human Development and Family Studies Minor

Required: minimum of 18 semester hours

Completion of 18 hours in HDF courses: HDF 211, 212, 302 or 303 or 304, and 410 or 411; 6 additional hours from HDF 412, 421, 512, 552.

### HUMAN DEVELOPMENT AND FAMILY STUDIES COURSES (HDF)

#### For Undergraduates

- 211 Life Span Development in the Human Environment (3:3).**

AULER/CLER: SB, CSB

Development of human beings prenatally through death. Emphasis on environmental interactions across the life span. This is a foundation course for Human Development majors.

- 212 Families and Close Relationships (3:3).**

AULER/CLER: SB, CSB

Intrapersonal and interpersonal processes in the development and maintenance of families and close relationships over time.

- 302 Infant and Child Development in the Family (3:3).**

AULER/CLER: SB, CSB

Examination of contemporary theories, methods and research findings in the study of development from conception through middle childhood. The role of the family, peers, and school will be emphasized.

- 303 Adolescent Development in the Family (3:3).**

Examination of theories, methods, and research findings in the study of development from pre-adolescence through post-adolescence. Ecological perspectives associated with the role of family, peer group, and school on individual development.

- 304 Adult Development in the Family (3:3).**

Examination of growth and development from early to late adulthood in the context of family life. Emphasis on the major stages of adulthood as they relate to family functioning.

- 401 Special Problems in Human Development and Family Studies (1 to 6).**

Individual study. Conference hours to be arranged.

- 405 Family Resource Management (3:2:3).**

Management of human, economic, and environmental resources, examination of managerial behaviors of individuals and families including: valuing, goal setting, problem solving, and decision-making, planning and implementation.

- 407 Current Issues Affecting Women and Families (3:3).**

Contemporary and changing issues affecting individuals and families and their environment. Multidisciplinary approach to decision making and problem-solving.

- 410 Cultural Variations in Families and Children (3:3).**

Pr. 211, 212, 302 or 303, or permission of instructor

The study of children and families that vary as a function of differing cultural family backgrounds (nation of origin, religious orientation, ethnicity) and social stratification.

- 411 Individual Variations in Families and Children (3:3).**

Pr. 211, 212, 302 or 303, or permission of instructor

The study of children and child-family relationships that vary as a function of atypical development and behavior in the children or variant family forms (single parent families, stepparent and extended families).

- 412 Family Observation and Assessment (3:3).**

Pr. Formal admission to Human Development major or permission of instructor required.

Examination of fundamentals of observing and assessing family functioning. Review of self-report measures and observational techniques for assessing family functioning. Experience in administration, data reduction, and reporting will be included.

- 421 Theories and Principles of Parenting (3:3).**

Pr. 410 or 411. Formal admission to Human Development major or permission of instructor required.

Overview of parent education with special emphasis on parent-child relationships; problems and procedures of teachers working with children and/or families; problem areas and implications of research with parents and their children.

- 422 Interrelationships between Families and the Community (3:3).**

Pr. 211, 212, 302 or 303.

Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families.

- 425 Infant and Toddler Programs: Foundations and Methods (4:3:3).**

Pr. SES 242; 2.5 GPA. Formal admission to Human Development major required.

Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as SES 425)

**435 Preschool/Kindergarten Curriculum (4:3:3).**

*Pr. HDF/SES 425, SES 242; 2.5 GPA. Formal admission to Human Development major required.*

Provides information on principles and components of preschool/ kindergarten curricula, and strategies of learning for young children. Emphasis includes young children with and without disabilities. Laboratory experience required. (Same as SES 435)

**441 Young Children's Learning Environments (3:3:2).**

*Pr. SES 242; 2.5 GPA. Formal admission to Human Development major required.*

Principles and methods of working with typical and atypical young children. Emphasis on identifying and evaluating strategies for enhancing children's development within a program setting. Laboratory experience required. (Same as SES 441)

**446 Family Economics (3:3).**

*Pr. 346.*

Economic principles applied to family formation, market and non-market work, household consumption, production, investment activity, and leisure. Discussion of human capital, fertility and economic well-being.

**450 Supervised Teaching in Preschool Centers (3:1:9) or (6:2:18).**

*Pr. a C or better in HDF/SES 425, 435, 441; 2.5 GPA. Formal admission to Human Development major and permission of instructor required.*

Planned experiences under supervision for students teaching children enrolled in the preschool centers.

**452 Child Observation and Assessment (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Theoretical, practical, ethical issues in the observation and assessment of children. Laboratory assignments cover direct observation, questionnaires and standardized testing. Applications for research, education, diagnosis, program evaluation will be discussed.

**460 Supervised Student Teaching and Seminar (6:2:32) or (12:2:32).**

*Pr. a C or better in HDF/SES 425, 435, 441; 2.5 GPA. Formal admission to Human Development major and permission of instructor required. Must be admitted to the Teacher's Academy.*

Supervised student teaching in a preschool setting under direction of a cooperating teacher with university supervision. Full-time teaching assignment in a preschool setting for a full semester with weekly seminars.

**475 Research Methods in Human Development and Family Studies (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

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.

**477 Professional Orientation to Business and Community Services for Individuals and Families (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Identification and exploration of business and community service careers related to individuals and families.

**482 Administration of Dependent Care Programs (3:3).**

*Pr. 532 or equivalent. Formal admission to Human Development major or permission of instructor required.*

Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****500 Supervised Professional Experience (1-6:0:3-12).**

*Pr. 477. Formal admission to Human Development major and permission of instructor required.*

Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

**502 Gender in Families (3:3).**

*Pr. 211, 212, 410 or permission of instructor.*

Influence of social, philosophical, political, and technological change on gender relationships in families in the past, present and future.

**510 Child and Family Ecology (3:3).**

*Pr. 412 and 452, or graduate standing.*

Study of children and families in their social contexts; examination of issues such as parent-child relations, child maltreatment, divorce and single-parent families, and work-family linkages.

**512 Current Family Theory and Research (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Topical issues concerning family function: e.g., single parenting, teen pregnancy, alternative family forms, ethnic and racial minorities, and parent care. Provides broad background in research/theories. Writing and editing emphasized.

**525 Work and Family Linkages (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Principles of work simplification and their application to specific situations of work in and out of the home, and to how it influences family relations.

**527 Problems in Human Development and Family Studies (2 to 6).**

*Pr. 211, 212.*

In-depth study of new areas in child and family studies such as: children and technology; multi-cultural families; developmental consequences of child maltreatment.

**528 The Family in the Middle Years (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Issues surrounding the family in the middle years from a developmental and societal view.

**532 Foundations of Preschool Education (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities.

**552 Current Developmental Theory and Research (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

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.

**557 Informational Processes in Human Environmental Sciences (3:3).**

*Pr. Formal admission to Human Development major or permission of instructor required; computer literacy required.*

Application of communication skills, demonstration techniques, and design principles in presenting information related to human environmental sciences. Use of computers to facilitate presentation of information.

**562 Family Gerontology (3:2:3).**

*Pr. Formal admission to Human Development major or permission of instructor required.*

Study of the older family members and their relationships with other family members in regard to their physical, social, and environmental situations, life adjustment, and sources of assistance. Observation and participation included.

**583 Leadership and Mentoring Roles in Educating Young Children (3:3).**

An examination of advanced leadership and mentoring skills for those who develop and implement early childhood programs for typically and atypically developing young children and their families.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**DEPARTMENT OF  
INFORMATION SYSTEMS  
AND OPERATIONS MANAGEMENT (ISM)**

*Bryan School of Business & Economics*

479 Bryan Building

(336) 334-5666

<http://www.uncg.edu/bae/isom>

**FACULTY**

*Gerald L. Hershey, Professor and Head of Department  
Professor Ehrhardt, Weeks (Dean); Associate Professors  
Amoako-Gyampah, Eatman, Gargeya, D. Steiger, Taube;  
Adjunct Associate Professor Grandon; Assistant Professors  
Iyer, Lundin, Nemati; Visiting Assistant Professor N.  
Steiger; Lecturers Agrawal, Cantrell, Kauber, Knapp,  
Lockley*

**Mission Statement**

*Our mission is to integrate quality instruction in information systems and operations 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 operations management programs in North Carolina as assessed by employers of our graduates.*

Programs offered by the department include study of information technology and process 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, participates in the School's internship program, and assists students with career planning and placement. Students with appropriate academic records are encouraged to seek an internship as juniors or seniors.

**Admission and Repeat Policies**

Admission to the ISOM Department requires a minimum cumulative GPA of 2.5 with at least six credit hours earned in ISOM courses at UNCG. A 2.5 GPA must be maintained and course prerequisites must be followed to enroll in restricted ISOM courses.

Requirements in future years may be higher or lower 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 232 in the Bryan Building.

Students may enroll in a specific ISM course (i.e. ISM 240) a maximum of two times.

**Information Systems and Operations  
Management Major**

**Degree:** Bachelor of Science

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

**Available Concentrations & AOS Codes:**

Information Systems, U313

Operations and Systems Management, U330

**Requirements**

- Formal admission to the Department of Information Systems and Operations Management, including the following:
  - Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, 102B; and MAT 120\* or 191
  - Grade of B- or higher in ISM 110
  - A cumulative GPA of at least 2.5
- For IS concentration: grades of B- or better in ISM 210 and 240, and C or better in ISM 280, 301, 310 and 318  
For OSM concentration: grades of C or better in ISM 240, 301, 306, 360, and 402.
- 122 semester hours
- At least 50 percent of the business credit hours required for the degree must be earned at UNCG

*\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

**All-University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT)	3
Required: MAT 120* (see note above) or 191	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101, and ENG 102B	
Social and Behavioral Sciences (SB)	6
Required: ECO 201, 202	

**Major and Related Area Requirements**

**For Both Concentrations**

- ISM 110, 210, 240, 280, 301, 318, 360, 401
- Related areas: ACC 201, 202; BUS 105\*; CST 105; ECO 201, 202, 250, 300; ENG 102B; FIN 315; MGT 301, 309, 312, 330, 491; MKT 320
- Nine (9) hours of a foreign language; see p. 57 for requirement details.

*\*BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.*

**Information Systems Concentration**

1. Required: ISM 310, 452
2. Six hours of electives from: ISM 303, 304, 306, 325, 402, 492, or approved electives

**Operations and Systems Management Concentration**

1. Required: ISM 306, 402, 432
2. Three hours from: ISM 303, 304, 310, 325, 492, or other approved electives

**Electives**

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

**Honors in Information Systems and Operations Management**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT COURSES (ISM)**

**For Undergraduates**

**110 Business Computing I (3:3).**

- Open to freshmen and other students seeking an introduction to computer usage.

Introduction to computer hardware, software and microcomputer applications including electronic mail, word processing, graphics, spreadsheets, and network functions.

**210 Business Computing II (3:3).**

*Pr. grade of B- or better in 110 or permission of instructor.*

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 advanced and contribute to business.

**230 Quantitative Business Analysis (3:3).**

*Pr. MAT 120 or 191  
Coreq. ECO 250.*

Survey of the current management science techniques for business and economic decision making. Topics covered include decision making under risk, decision making under uncertainty, linear programming, waiting line theory, network models, and simulation.

**240 Business Programming I (3:3).**

*Pr. grade of B- or better in 110.*

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.

**280 Business Processes and Information Technology (3:3).**

*Pr. 110, ECO 201, ACC 201.*

The nature of business processes and basic information technology. Examination of the use of information technology to support business processes. Includes a review of the development and management of information technology.

**301 Systems and Process Analysis (3:3).**

*Pr. B- or better in ISM 210 and C or better in ISM 280;  
admission to Department*

Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modelling, process reengineering, quality, and value added. Course emphasizes analysis methodologies.

**303 Total Quality Management (3:3).**

*Pr. admission to program of study within the Bryan School or other professional program approved by the School.*

Introduction to the concepts, principles, and practices of managing quality in organizations. Topics covered include perspectives on quality, importance of a customer focus, continuous improvement, employee involvement, and quality tools. (SP)

**304 Managing and Organizing Projects (3:3).**

*Pr. Admission to program of study within Bryan School or other professional program approved by the School.*

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. (FA)

**306 Operations Support and Communication (3:3).**

*Pr. B- or better in ISM 210, C or better in ISM 280, and C or better in ISM 301; and admission to the Department.*

Impact of technology on organizational communications, processes, and performance. Techniques for end user training and for critical evaluation of uses of information technology. (FA)

**310 Business Programming II (3:3).**

*Pr. B- or better in ISM 210, C or better in ISM 280, and B- or better in 240; admission to Department or other approved program*

Study of advanced procedural software structures such as multi-dimensional arrays and tables, indexed file processing, and interactive processing. Introduction to object oriented software structure such as class definitions, object instances, and class methods.

**318 Database Systems (3:3).**

*Pr. B- or better in ISM 210, and C or better in ISM 280;  
admission to Department or permission of instructor.*

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.

**325 Topics in Applications Development (1-3).**

*Pr. admission to the Department or permission of instructor;  
different topics may have different prerequisites.*

*Pr. 318 for ISM 325V only*

- May be repeated for credit when topic varies.

Study of specific application development environments and development tools to support business application development.

**360 Operations Management (3:3).**

*Pr. admission to program of study within the Bryan School or other professional program approved by the School.*

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.

**401 Telecommunications Management (3:3).**

*Pr. 301 and admission to Department.*

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.

**402 Logistics and Supply Chain Management (3:3).**

*Pr. C or better in ISM 360 and admission to the Department.*

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. (FA)

**432 Operations and Systems Management Project (3:3).**

*Pr. C or better in ISM 306 and 402.*

Semester-long project in Operations and Systems Management. Activities will include project planning, assessment and implementation planning. Development of documentation for management and training materials for end users. (SP)

**452 Design of Management Information Systems (3:3).**

*Pr. C or better in 301, 310 and 318; and admission to program or other approved program*

Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase.

**461 Production Management Controls (3:3).**

*Pr. 360.*

Analysis of development, execution, and control of an operating plan for an organization, including discussions of material and capacity control, quality control, and Japanese techniques. Cases and a term paper/project.

**463 Production/Operations Management Simulation (3:3).**

*Pr. 360.*

Seminar simulating operation of a complex business enterprise. Student teams operate competing firms in an industrial environment simulated by a computer.

**492 Advanced Topics in Business Information Systems (3:3).**

*Pr. 301 and senior standing.*

Advanced study of topics of interest to those in Information Systems. Group discussions and study emphasized.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**498 Independent Study (1 to 3).**

*Pr. permission of instructor, senior standing and approval of written plan of study prior to registration.*

Individual study of issues or problems in information systems and/or operations management. Student must arrange time and course requirements with instructor prior to registration.

**499 Problems in Information Systems and Operations Management (3:3).**

*Pr. permission of instructor.*

• *May be repeated for credit with approval of Department Head.*

Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or operations management.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

---

## INTERNATIONAL BUSINESS STUDIES PROGRAM

*Bryan School of Business & Economics*

441 Bryan Building  
(336) 334-4547

<http://www.uncg.edu/bae/ibs>

**COMMITTEE MEMBERS**

*Frank Land, Chair, International Business Studies Program, Center for Global Business Education and Research*  
*C. Edward Arrington, Department of Accounting*  
*Thomas Fitzgerald, Department of Anthropology*  
*Jean P. Koenig, Department of Romance Languages*  
*Dennis Leyden, Department of Economics*  
*Paul Muchinsky, Department of Business Administration*  
*David Olson, Department of Political Science*  
*Riad A. Ajami, Director, Center for Global Business Education and Research, ex officio*

**Mission Statement**

*The mission of the International Business Studies Program Major is to contribute to the strategic focus of the Bryan School by providing students the best possible preparation for careers in a global economy. The program recognizes the importance of language proficiency and the multicultural nature of international business. Those needs are addressed by using an interdisciplinary approach that emphasizes both understanding the business and economic institutions and practices in the global environment and the nature of culture and the role it plays in international business together with language proficiency.*

The International Business Studies major is an interdisciplinary program in the Bryan School of Business and Economics administratively located in the Center for Global Business Education and Research. An interdisciplinary committee recommends curriculum and degree requirements from the Bryan School of Business and Economics and the College of Arts and Sciences. The program is distinctive in the Bryan School by requiring experiences and competence in areas such as language 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 cognate areas than is required in the All University Liberal Education Requirements (AULER) for other business programs.

**International Business Studies Major****Degree:** Bachelor of Science**Required:** 122 semester hours, to include at least 36 hours at or above the 300 course level**AOS Code:** U830**Requirements**

- Formal admission to the International Business Studies Program:
  - Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101, 102B; ISM 110; and MAT 120\* or 191; and a foreign language at the intermediate level, e.g. FRE 204.  
Students are required to have a minimum grade of C in each of the preadmission courses and an overall grade point average of 2.0 in these courses.
  - A cumulative GPA of at least 2.5
- 122 semester hours
- Maintenance of a 2.5 overall GPA
- One semester study abroad
- At least 50 percent of the business credit hours required for the degree must be earned at UNCG

\*MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.

**All University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must complete AULER requirements, plus additional and specified requirements as indicated below. Students should note that the International Business Studies program requirements differ in some specific instances from the AULER requirements for other business programs.

AULER Area/Required Courses	Sem Hrs
Analytical and Evaluative Studies (AE) Recommended: ATY 213; REL 109, 251	3
British or American Literature (BL) Fine Arts (FA) Recommended: ART 100; DCE 201, 202; MUS 241	3
Historical Perspectives on Western Culture (HP) Recommended: HIS 327, 374; PHI 252	3
Mathematics (MT) Required: MAT 120* (see note above) or 191	3
Natural Science (NS) Required: one Physical Science and one Life Science	6
Non-Western Studies (NW) Required: INS 233A	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and ENG 102B	6
Social and Behavioral Sciences (SB) Required: ECO 201, 202	6
World Literature (WL) Recommended: FRE 222, 354; SPA 222, 351; GER 218	3
AULER Electives (AL) Required: foreign language proficiency in one language through the intermediate (203-204) level; see pp. 52 for specific requirements.	6

See p. 45-46 for detailed listing of the complete AULER area requirements and courses meeting those requirements. For complete explanation of writing intensive requirements, see p. 51.

**Major and Related Area Requirements**

- Fundamentals of Business (45 hours)  
ACC 201, 202; BUS 105\*; ECO 201, 202, 250, 300; FIN 315; ISM 110, 280, 360; MGT 301, 309, 312, 330, 491; MKT 320  
\*BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.
- International Studies (18-24 hours)  
Six hours in a foreign language at the intermediate level (203-204 level).  
Six hours in a foreign language beyond the intermediate level in literature, 300-level conversation, or intensive language study in a foreign country.  
Non-native speakers of English are exempted from the foreign language requirements and from the six hours of literature, conversation or foreign study.  
Three hours in core International Studies courses: INS 233A.  
Three to nine hours in country/regional specific courses taken in a foreign country (e.g. Mexican Culture, Latin American Tradition and Culture, Doing Business in the European Union).
- Nine to ten hours in one of the following categories (9-10 hours)

**Marketing:** MKT 426, plus two courses from MKT 321, 326, 327, 421, 422, or 424

**Economics:** ECO 360 or 363, plus any two ECO courses above the 300-level

**Finance:** FIN 330, 442, and 410

**Accounting:** ACC 203 and 318, plus two courses above ACC 318

**Human Resource Management:** MGT 313, plus two courses from MGT 314, 315, 317, or 475

**Management:** Three courses from MGT 332, 354, 375, or 470

Under special circumstances and with the permission of the Committee, some substitutions for required courses may be made.

- One additional AULER Reasoning & Discourse course (3 hours); required: CST 105  
One additional AULER Social and Behavioral Science course (3 hours); recommended: ATY 212; GEO 105, 202, 344; PSC 240, 260; SOC 101

**Electives**

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

## INTERNATIONAL STUDIES PROGRAM (INS)

College of Arts & Sciences—  
Special Programs in Liberal Studies

200 Foust Building  
(336) 334-5989  
<http://www.uncg.edu>

### COMMITTEE MEMBERS

Robert Griffiths, Director, International Studies Program

Julie Brown, Department of Sociology

Roberto Campo, Department of Romance Languages

Betty Carpenter, Residential College

William Crowther, Department of Political Science

Keith Debbage, Department of Geography

Colleen Kriger, Department of History

Frank Land, Department of Business Administration

Mark Schumacher, Jackson Library

### Rationale and Course Content

The International Studies program focuses on international issues, areas of investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goal of the program are to enrich, complement, and coordinate departmental offerings and to provide a range of skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes are important. All students must take two core seminars: INS 233 and INS 400. INS 400 may be taken twice — once in the junior year (as INS 400a) and once in the senior year (as INS 400b). Students participating in International Studies Program are strongly encouraged to study abroad as an integral part of their undergraduate education.

Students participating in International Studies with a major, second major, or minor choose one of three areas of concentration:

- I: Global Affairs and International Development (major or minor): A study of interdependence among peoples, governments, and nations of the world as problems of progress or survival bear on the future of the entire planet. May focus on socioeconomic and political change as they affect relationships between nations.
- II: Inter-Cultural Studies (major or minor): A study of the common, yet varied human experience through the arts, literature, and the social sciences, focusing on problems of understanding.
- III: Regional Studies: Study of the languages, peoples and nations of four specific regions.
  - a. Russian Studies (major or minor)
  - b. European Studies (second major or minor)
  - c. African Studies (minor)
  - d. Asian Studies (minor)

In all areas of concentration, the course of study includes completion of a modern foreign language (which must be Russian in the case of Russian Studies) through one year above the intermediate level, the two core seminars (INS 233 and INS 400), and additional courses selected according to the student's special interests in consultation with the Director of the Program. In declaring a major, second major, or minor, the student will file a Plan of Study, signed by the Director, with the Office of Academic Advising. This Plan will be used to determine whether the requirements of the program have been satisfied. Students whose particular interests are not satisfactorily addressed by the areas of concentration listed above may design a coherent plan in a different area, in consultation with the Director of International Studies Program.

### Special Programs in Liberal Studies Major International Studies Concentration

**Degree:** Bachelor of Arts

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

**Concentrations and AOS Codes:**

Global Affairs and International Development, U809

Inter Cultural Studies, U810

European Studies, U812

Russian Studies, U802

African Studies (minor only), U818

Asian Studies (minor only), U819

### Major Requirements

27 semester hours above the 100 level. To complete a second major, at least 12 semester hours must be taken outside the major in which the first major is obtained.

	Sem Hrs
A. Foreign Language Requirements	6
One year beyond the intermediate level of a modern foreign language	
B. Core Courses	6
INS 233A or 233B	
INS 400A or 400B	
C. Additional courses	15
To be selected from the following categories, with no more than two courses from any one category:	
1. Arts and Literature: Any course in the Arts and Literature with a focus (1/2 or more) on international materials (i.e., excluding the United States), or any course reading literature in a foreign language above the 200 level.	
2. Society and Politics: Any course with a primary focus on international social, historical, and political issues.	
3. Economics and Environment: Any course with a primary focus on international dimensions of economics and on environmental issues.	
4. Belief Systems: Any course with a primary focus on ideological, religious, or philosophical issues and their international impact.	

INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester

**International Studies Minor**

Required: 18 semester hours above the 100 level

- |  |   |
|--|---|
| A. Language Requirements   | 6 |
| One year beyond the Intermediate level of a modern foreign language.   |   |
| B. Core courses  | 6 |
| INS 233A or 233B   |   |
| INS 400A or 400B   |   |
| C. Additional courses  | 6 |
| To be selected from the same categories listed above under Major Requirements, with no more than one course from any one category. |   |

**INTERNATIONAL STUDIES COURSES (INS)****For Undergraduates****233A, 233B International Studies Seminar (3:3).***AULER/CLER: INS 233A: NW, CNW*

- Required for majors.

Interdisciplinary seminar designed to introduce students to substantive concerns of International Studies and the methods of investigation employed in it. An effort is made to increase student awareness of global problems through library research, interviews, and field trips.

**333 Selected Topics: International Studies (3:3).**

- Required for majors.

An advanced level course usually offered once a year concentrating on specific topics of international concern. The content of this course may grow out of materials explored initially in INS 233. The faculty welcomes and encourages student suggestions in planning INS 333.

**400A, 400B Seminar in International Studies (3:3), (3:3).***Pr. International Studies program majors or permission of instructor required*

- Required for all majors in International Studies Program.
- Maximum credit 6 hours.

Interdisciplinary seminar dealing with contemporary problems in international affairs. 400a in junior year; 400b in senior year.

**DEPARTMENT OF  
LIBRARY AND INFORMATION STUDIES  
(LIS)**

*School of Education*  
349 Curry Building  
(336) 334-3477  
<http://www.uncg.edu/lis>

**FACULTY**

*Kieth C. Wright, Professor and Chair of the Department*  
*Associate Professors Borum, Carmichael, Kovacs; Assistant Professors Hersberger, Ralph*

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.

Courses at the 500 level are offered for advanced undergraduates.

**Library and Information Studies Major**

Degree offered—Master of Library and Information Studies, MLIS

Please see *The Graduate School Bulletin* for a complete description of the requirements of this program.

There are no undergraduate areas of study offered by this department.

**LIBRARY AND INFORMATION STUDIES COURSES (LIS)****For Undergraduates****100 Introduction to Electronic Information Resources (1:1).**

Provides instruction in developing search strategies and utilizing these strategies with information search tools including JACLIN, JACLINCD, and the Internet including Telnet, FTP, and the World Wide Web.

**120 Introduction to Instructional Technology for Educational Settings (1:1:1).**

- For students seeking initial North Carolina teaching licensure in any area.
- Students may not receive credit for both LIS 120 and CUI 120.

Provides an introduction to instructional technology, knowledge, and skills for classroom settings. (Same as CUI 120) (FA,SP,SU)

**346 Children's Literature and Instructional Media (3:3:3).***Pr. CUI 250 or consent of instructor.*

- May not be taken by students who have credit for CUI 346.

Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (Same as CUI 346)

**For Advanced Undergraduates and Graduate Students****505 Introduction to Archival Management (3:3).***Pr. permission of instructor.*

Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as HIS 505.)

**506 Institutes in Librarianship and Educational Technology (1 to 3).**

- Only one 506 institute may be credited toward the MLIS degree.

Special institutes to study issues, problems, and new approaches to librarianship and educational technology.

**554 Materials for Adolescents (3:3).**

Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.

**556 Materials for Children (3:3).**

Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of materials and investigation of reading, listening, viewing interests.

**557 Information Sources and Services (3:3).**

Selection, evaluation, and use of basic information sources; emphasizing search strategies, question negotiation, and current problems in the provision of information service. (Core Course)

**580 Educational Applications of HyperCard (2:2:1).**

*Pr. background in a hypermedia software package such as HyperCard, Toolbox, or HyperStudio.*

Introduction to educational applications of HyperCard type programs. Includes evaluating, selecting, and creating hyper stacks for use in curricular areas.

**582 Educational Applications of BASIC (2:2:1).**

An introduction to writing instructional programs in BASIC. Includes use of QBASIC or FUTURE BASIC programming languages and the evaluation of instructional programs written in BASIC.

**583 Evaluation and Selection of Online Sources (2:2:1).**

Develops competencies in selecting, evaluating, and using the variety of commercially available electronic databases.

**584 Computer Applications for Information and Education Agencies (1:1:1).**

Introduction to educational applications of specific technologies. Includes evaluating, selecting, and using spreadsheet programs, Internet and telecommunications systems, graphics and desktop publishing, and interactive media applications. 584A: Spreadsheet Applications; 584B: Internet and Telecommunications Applications; 584C: Graphical and Desktop Publishing Applications; 584D: Interactive Media Applications. Each segment of course carries 1 credit. (SU)

**591 School Administrative Applications of Microcomputers (1:1:1).**

Introduction to school administrative applications of microcomputers

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**LINGUISTICS PROGRAM****Committee Members**

*Jeutonne Brewer, Department of English*

*Mary V. Compton, Department of Communication*

*Brenda Cox, Department of Curriculum and Instruction*

Linguistics exists as a major and a minor in Special Programs in Liberal Studies. The goal of Linguistics is to provide students with a very broad background in the formal study of language and, in particular, how linguistics articulates with other disciplines in the humanities and social sciences. Students in linguistics have many opportunities to study formal linguistic analysis as well as traditional disciplines of rhetoric, philosophy, sociolinguistics, psycholinguistics, philology, and nonverbal communication. A Linguistics major is a liberally educated individual who is prepared for graduate work in several disciplines as well as further study for careers in teaching, especially in language arts, foreign languages, and communication studies. Linguistics effectively serves as a second major for majors in anthropology, speech and language pathology, English, communication studies, a foreign language, and education of deaf children. Linguistics majors who also double major in English, French, Spanish, and education of deaf children may also pursue "A" licensure in these areas as well as licensure in teaching English as a second language.

**Special Programs in Liberal Studies Major—Concentration in Linguistics (Bachelor of Arts)**

**Degree:** Bachelor of Arts

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

**AOS Code:** U806

**Major Requirements**

Minimum 24 hours above the 100-level including the following core courses:

ATY 387; CSD 308 or EDC 240; ENG 321; PHI 310

Remaining courses to complete the major are to be chosen from the following electives: ATY 385, 585, 587; CSD 306; CST 502; CUI 525; ENG 260, 261, 510, 513, 553; FRE 411; SPA 416

Credit toward the major may also be received for special topics courses when a research project or paper is specifically related to the study of language, and the topic is approved by the student's faculty advisor in linguistics. Students are encouraged to study other languages including sign language for the deaf and non-western languages.

**Linguistics Minor**

**Required:** minimum of 15 semester hours

The minor in Linguistics consists of a minimum of 15 hours above the 100 level. Of these, 9 hours must be chosen from the core courses. The additional hours may be chosen from any of the courses listed above.

**DEPARTMENT OF  
MATHEMATICAL SCIENCES  
(CSC, MAT, STA)**

*College of Arts & Sciences*

383 Bryan Building  
(336) 334-5836

<http://www.uncg.edu/~matdept>

**FACULTY**

*Grace E. Kissling, Professor and Interim Head of Department*

*Professor S. Duvall, Ludwig, Sadri, J. Vaughan; Associate Professors Blanchet-Sadri, Herr, Landman, Lea, Long, T. Vaughan, Wang; Assistant Professors Byrd, Chhetri, Fabiano, Gadbury, Green, Love; Instructor Kilgariff; Lecturers Blackmon, Bradley, Carter, Howell, Keith, Koehler, Montgomery, O'Connor, Sallee, Sen, Shelton, Weigel*

The Department of Mathematical Sciences offers undergraduate programs leading to the BA and BS degrees in Mathematics and the BS degree in Computer Science. The BS degree in Computer Science is accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board. The Department also offers graduate programs leading to the MA degree in Mathematics (with specialties available in pure mathematics, applied mathematics, or applied statistics), and the MS degree in Computer Science.

Mathematics and Computer Science are excellent majors for the student whose immediate objective is to acquire a strong liberal arts education. The goal of all of the Department's programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty. To give a professional direction to the student's liberal arts education, the mathematics major may elect a concentration in pure mathematics, applied mathematics, statistics or computer science, or seek secondary teacher certification. Students seeking secondary teacher licensure should see **Teacher Education Programs**.

There are many opportunities for the undergraduate majors in the mathematical sciences in industry, government, business, and secondary school teaching. An undergraduate major in the mathematical sciences also provides excellent preparation for graduate studies in many areas, including artificial sciences, computer science, economics, engineering, law, mathematics, operations research and statistics. The majors can be specialized to allow preparation for any of these goals.

The department offices, classrooms, and study areas are located in the Bryan Building. Students have access to computing facilities including personal computer laboratories, and workstations. The campus is fully networked locally. The University is an Internet node, and students and faculty have access to the Internet's many features.

**Mathematics Major**

**Degree:** Bachelor of Arts

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

**AOS Code:** U179

**Degree:** Bachelor of Science

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

**Concentrations and AOS Codes for the BS degree:**

Pure Mathematics, U853  
Applied Mathematics, U852  
Computer Science, U182  
Statistics, U184

**Requirements****College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements**

The mathematics major must complete courses as specified below, and must maintain a grade point average of at least 2.0 in MAT/CSC/STA courses required for the major.

It is strongly recommended that students planning to pursue graduate study in Mathematics include at least two courses from MAT 514, 515, 516, 517, 518, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, 596.

**Requirements for the Bachelor of Arts**

A. MAT 191, 292, 293, 310, 311, 394

B. Two 500-level courses chosen from the following list\*:  
Any MAT course (excluding 503, 504, 505, 513); CSC 523, 524, 553, 555; STA 551, 552, 573, 574, 575

\*Students seeking secondary teacher licensure must take one course from list B and must take the three courses MAT 504, 505, and 513.

C. Six additional hours chosen from the following list:

Any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505)

CSC 322, 523, 524, 553, 555

STA 271, 351, 352, 551, 552, 573, 574, 575

D. CSC 130 or 230

E. PHY 211, 212 and 251, 252 labs, or PHY 291, 292, and 251, 252 labs; or CHE 103 and 104 (with required CHE 110 lab); or CHE 111, 112, 114, and 115; or BIO 111 and 112

**Requirements for the Bachelor of Science**

There are four concentrations in the Bachelor of Science degree: Pure Mathematics, Applied Mathematics, Computer Science, and Statistics. Students must select a concentration.

**Pure Mathematics Concentration**

1. Required Core Courses (21 hours): MAT 191, 292, 293, 310, 311, 394, 395
2. Three courses chosen from the following (9 hours): MAT 514, 515, 517, 518, 519, 531, 532, 540, 591, 592, 595, 596
3. Three additional courses chosen from the following (9 hours): any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505); CSC 322, 523, 524, 553, 555; STA 271, 351, 352, 551, 552, 573, 574, 575
4. CSC 130 or 230
5. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

**Applied Mathematics Concentration**

1. Required Core Courses (27 hours): MAT 191, 292, 293, 310, 311, 390, 394, 395; STA 351
2. Two courses chosen from the following (6 hours): MAT 515, 522, 531, 532, 540, 545, 546, 549, 556, 595, 596; CSC 523, 524; STA 551, 552
3. Two additional courses chosen from the following (6 hours): any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505); CSC 322, 523, 524, 553, 555; STA 271, 352, 551, 552, 573, 574, 575
4. CSC 130 or 230
5. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112
6. Two additional courses chosen from the following (5-7 hours): ECO 301, 319, 351; PHY 323, 325, 523, 525; CHE 242, 461, 462; CSC 261, 322, 330, 523, 524, 529, 539, 553, 555, 561; STA 352, 551, 552, 573, 574, 575

**Computer Science Concentration**

1. Required Core Courses (24 hours): MAT 191, 253, 292, 293, 310, 311, 394, 395
2. Two 500-level courses chosen from the following (6 hours): any MAT course (excluding 503, 504, 505, 513); CSC 523, 524, 553, 555; STA 551, 552, 573, 574, 575
3. Three additional courses chosen from the following (9 hours): any MAT course 200-level or above (excluding 220, 303, 304, 503, 504, 505); CSC 322, 523, 524, 553, 555; STA 271, 351, 352, 551, 552, 573, 574, 575
4. Required CSC courses: CSC 130, 230, 330; one of CSC 261, 339, 340; two 500-level CSC courses (if not already taken in (2) or (3) above)
5. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

**Statistics Concentration**

1. Required Core Courses (21 hours): MAT 191, 292, 293, 310, 311, 394, 395
2. Required Statistics Courses (18 hours): STA 351 or 551; STA 352 or 552; STA 573, 574; two additional statistics courses at or above the 200-level (excluding STA 571 and 572) and chosen with the advice and consent of the department
3. CSC 130 or 230
4. PHY 291, 292 and 251, 252 labs; or CHE 111, 112, 114, 115; or BIO 111, 112

**Mathematics Major with Secondary Subject-Area Teacher Licensure****AOS Codes:**

- BA in Mathematics with Licensure, U183
- BS in Mathematics, Pure Mathematics Concentration, with Licensure, U851
- BS in Mathematics, Applied Mathematics Concentration, with Licensure, U850
- BS in Mathematics, Computer Science Concentration, with Licensure, U854
- BS in Mathematics, Statistics Concentration, with Licensure, U855

Students seeking secondary teacher licensure must satisfy the requirements for the BA or BS degree and must include in their program: CSC 322 or MAT 390; STA 271 or 351; MAT 504, 505, 513; one course chosen from: MAT 514, 515, 516, 517, 518, 519, 520, 521, 531, 540, 549, 595, 596.

Additional hours may be required for completion of the degree. Please see teacher licensure requirements in **Teacher Education Programs**.

**Mathematics as a Second Major**

Requirements for a Second Major in Mathematics are the same as for the Mathematics Major (BA or BS degree).

**Mathematics Minor**

**Required:** minimum of 15 semester hours

The minor in mathematics consists of at least 15 hours of work, chosen as follows:

1. MAT 191, 292
2. MAT 310 or 353
3. Six additional hours at the 200-level or above consisting of any MAT, CSC, or STA courses that count toward the mathematics major.

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

**Accelerated Master's Program for Mathematics Majors**

Interested students should see Accelerated Master's Programs for Undergraduates for details about the BA or BS in Mathematics/MA in Mathematics program requirements.

**Honors in Mathematics****Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**Computer Science Major****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 BS degree in Computer Science is accredited by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board.

**Requirements****College of Arts and Sciences Liberal Education****Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements****Students with no programming experience:**

1. CSC 130, 230 or 231, 261, 312, 330, 339, 340, 553, 561, 562
2. CSC Electives: 12 hours, selected from any CSC course at the 500-level (except 553, 561, 562); PHY 512, PHY 513.

**Students with previous programming experience** (equivalent to a one-semester course in a high-level programming language):

1. CSC 231, 261, 312, 330, 339, 340, 553, 561, 562
2. CSC Electives: 14 hours, selected from any CSC course at the 500-level (except 553, 561, 562); PHY 512, PHY 513.

**Supporting Discipline Requirements**

1. MAT 191, 253, 292, 293, 353; STA 271
2. One of MAT 515, 531, 532, 541, 542, 556, STA 551, 552

**Science Requirements**

1. PHY 291, 292 and 251, 252 labs, or CHE 111, 112, 114, 115. (These courses also fulfill the College physical science, laboratory science, and unrestricted science requirements.)
2. At least 4 hours of science courses selected from any course carrying credit toward a biology, chemistry, or physics major, excluding PHY 512 and 513. (Only BIO 111 or 112 fulfills the College life science requirement as well as this requirement.)

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 130, 230, 330 be completed within four (4) consecutive semesters.

**Computer Science Minor****Required:** minimum of 15 semester hours

The minor in computer science consists of at least 15 hours of work, chosen as follows:

**Students with previous programming experience** (equivalent to a one-semester course in a high-level programming language):

1. MAT 253
2. CSC 231, 330
3. Two of CSC 261, 339, 340

**Students with no programming experience:**

1. MAT 253
2. CSC 130, 230 or 231, 330
2. One of CSC 261, 339, 340

The Computer Science Minor requires 3 to 4 semesters to complete.

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

**Honors in Computer Science****Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**COMPUTER SCIENCE COURSES (CSC)****For Undergraduates****101 Introduction to Computer Concepts (3:3).**

Introduction to computers and computing. Topics cover impact of computers on society, ethical issues, hardware, and software applications. (FA,SP)

**130 Introduction to Computer Science (3:2:2).**

*Pr. acceptable score on the mathematics placement test or a grade of at least C in MAT 119 or 150.*

Programming in a high-level language. Emphasis on problem analysis, problem-solving techniques, and software design principles and techniques. (FA,SP)

**230 Elementary Data Structures and Algorithms (3:3).**

*Pr. grade of at least C in 130.*

Advanced syntax of high level language taught in CSC 130. Emphasis on modularization and abstraction. Big-O analysis of algorithms. Design and use of abstract data types with various implementations. (FA,SP)

**231 Object-Oriented Programming and Data Structures (4:4).**

*Pr. programming experience or grade of at least C in 130*

Integrated study of object-oriented language with applications to data structures and algorithms. For students with programming experience equivalent to a one-semester course in a non-object-oriented language. (FA,SP)

**237 Programming Language Laboratory (1 to 3; 1 to 3).**

• *May be taken twice for credit with permission of the Department Head.*

Syntax and use of a programming language. Language covered announced at preregistration.

**261 Computer Organization and Assembly Language (3:3).**

*Pr. grade of at least C in 230 and in MAT 253.*

CPU, memory, I/O devices, digital logic design, psw. Number representations and machine language. Assembly language instruction types, registers, addressing, arithmetic, instruction format, opcodes, pseudo-opcodes, assembler directives, system calls, and macros. (FA)

**312 Ethics in Computer Science (1:1).**

*Pr. grades of at least C in 230 and in MAT 253.*

• *Grade: Pass/Not Pass (P/NP).*

Historical and social context of computing, ethical responsibilities of the computing professional, intellectual property rights, and risks and liabilities. (SP)

**322 Linear Programming (3:3).**

*Pr. grade of at least C in MAT 310.*

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.

**330 Advanced Data Structures (3:3).**

*Pr. grades of at least C in 230 and in MAT 253.*

Static and dynamic data structures emphasizing binary trees and graphs. Advanced programming techniques. Advanced sorting and searching algorithms. Hashing techniques. Performance analysis. Methods of developing large applications programs. (FA,SP)

**339 Concepts of Programming Languages (3:3).**

*Pr. grade of at least C in 330.*

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. (SP)

**340 Software Engineering (3:3).**

*Pr. grade of at least C in 330.*

Practical and theoretical concepts of software engineering. (SP)

**For Advanced Undergraduates and Graduate Students****521 Computer Graphics and Image Processing (3:3).**

*Pr. grades of at least C in 330 and in MAT 353, or permission of instructor.*

Survey of graphics and image processing hardware, algorithms, data structures, and techniques. (Even SP)

**523 Numerical Analysis and Computing (3:3).**

*Pr. grades of at least C in 130, and in MAT 353 and MAT 293.*

Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations. (Even FA)

**524 Numerical Analysis and Computing (3:3).**

*Pr. grade of at least C in 523.*

Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics. (Odd SP)

**529 Artificial Intelligence (3:3).**

*Pr. grade of at least C in 330.*

Knowledge representations. Resolution refutation systems. Best-first search algorithms. Heuristic, minimax, alpha-beta pruning techniques. Selected topics from machine learning, natural language processing, expert systems, neural networks. Functional or logic programming language. (Odd SP)

**539 Introduction to Compiler Design (3:3).**

*Pr. grades of at least C in 261 and 330 or permission of instructor*

• *Successful completion of 553 helpful.*

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. (Even SP)

**553 Theory of Computation (3:3).**

*Pr. grade of at least C in MAT 353 and programming experience.*

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. (FA)

**555 Algorithm Analysis and Design (3:3).**

*Pr. grade of at least C in 330.*

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. (FA)

**561 Principles of Computer Architecture (3:3).**

*Pr. grades of at least C in 261, MAT 253 or permission of instructor.*

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. (FA)

**562 Principles of Operating Systems (3:3).**

*Pr. grades of at least C in 261 and 330 or permission of instructor*

• *Successful completion of 561 helpful.*

Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection. (SP)

**563 Basic Systems Administration Laboratory (1:0:3).**

*Coreq. 562 and 567, or knowledge of operating systems and networks*

Installing operating systems, peripherals, hardware, and software. Backups, recompiling the kernel (loading/unloading modules), providing web services, and user administration. (FA/SP)

**564 Intermediate Systems Administration Laboratory (1:0:3).**

*Pr. 563.*

Topics selected from routing, firewall, Primary Domain Controller, Backup Domain Controller, Domain Controller trust, SAMBA, DNS round robin, and PPP connectivity setup. (FA/SP)

**565 Advanced Systems Administration Laboratory (1:0:3).**

*Pr. 564.*

Automated installation, software installation, systems programming, system administration in a large organization. Projects will include departmental or university computer system work. (FA/SP)

**567 Principles of Computer Networks (3:3).**

*Pr. grades of at least C in CSC 261 and 330 or equivalent courses.*

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. (SP)

**570 Principles of Database and Knowledge-Base Systems (3:3).**

*Pr. grade of at least C in CSC 330, or permission of instructor.*

Contemporary database and knowledge-base systems. Emphasis on relational, extended relational, deductive, and object-oriented models. Query processing, modeling and implementation of applications in these models. (FA)

**580 Cryptography and Security in Computing (3:3).**

*Pr. 330 and one of 561, 562, 567, or 570; or permission of instructor.*

Modern development of cryptography and secure encryption protocols. Program security and viruses. Operating system protection. Network and distributed system security. Database security. Administering security. (FA)

**589 Experimental Course: Introduction to Human-Computer Interaction (3:3).**

*Pr. permission of instructor.*

General introduction to the field of human-computer interaction, the goal of which is the development of computer systems that can be used easily, effectively, and enjoyably. (Offered SP'00)

**593, 594 Directed Study in Computer Science (1 to 3), (1 to 3). (FA,SP)**

**MATHEMATICS COURSES (MAT)**

**For Undergraduates**

**100 Intermediate Algebra (3:3).**

*Credit does not apply toward graduation nor count in the student's GPA.*

Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities. (FA,SP)

**112 Contemporary Topics in Mathematics (3:3).**

*AULER/CLER: MT, CMT*

Selected topics from sets and logic, mathematical systems, statistics and probability, geometry and matrix algebra, consumer mathematics. Designed primarily for liberal arts students. (FA,SP)

**115 College Algebra (3:3).**

*AULER/CLER: MT, CMT*

*Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100*

Review of algebraic expressions, exponents, radicals, factoring, linear equations, inequalities, quadratic equations, graphing, functions, rate of change, polynomials, exponential and logarithmic functions, simple and compounded interest, and systems of equations. (FA,SP)

**120 Calculus for Business and the Social Sciences (3:3).**

*AULER/CLER: MT, CMT*

*Pr. an acceptable score on the mathematics placement test or a grade of at least C in 115 or 119 or 150.*

• *Credit cannot be earned for both this course and MAT 191.*

• *NOTE: This course does not serve as a prerequisite for 292 (Calculus II).*

Limits and introductory differential calculus of the algebraic, exponential, and logarithmic functions of one variable. (FA,SP)

**150 Precalculus I (3:3).**

*AULER/CLER: MT, CMT*

*Pr. an acceptable score on the mathematics placement test or a grade of at least C in 100.*

Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. (FA,SP) (Formerly MAT 119)

**151 Precalculus II (3:3).**

*AULER/CLER: MT, CMT*

*Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119 or 150*

Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs. (FA,SP) (Formerly MAT 121)

**191 Calculus I (3:3).**

*AULER/CLER: MT, CMT*

*Pr. a grade of at least C in 121 or 151 or permission of the instructor.*

• *Credit cannot be received for both this course and MAT 120*

Limits and introductory differential calculus of the algebraic and transcendental functions of one variable. (FA,SP)

**220 Plane and Solid Analytic Geometry (3:3).**

*Pr. grade of at least C in 121 or 151 or equivalent.*

• *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors. (SP)

**253 Discrete Mathematics I (3:3).**

*Pr. grade of at least C in 121 or 151, acceptable score on mathematics placement test, or consent of instructor.*

• *Only one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.*

Mathematical reasoning techniques and concepts in computer science. Topics include sets, functions, sequences, relations, induction and recursion, boolean algebra, and elementary propositional and predicate logic, including proof techniques. (FA,SP)

**292 Calculus II (3:3).**

*Pr. a grade of at least C in 191 or permission of the instructor.*

A continuation of the study of differential calculus of the elementary transcendental functions, introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration, indeterminate forms, improper integrals. (FA,SP)

**293 Calculus III (3:3).**

*Pr. grade of at least C in 292.*

Infinite series, Taylor's formula, conic sections, parametric equations, integration using polar coordinates, vectors, surfaces, vector-valued functions. (FA,SP)

**295 Proofs and Mathematical Structures (3:3).**

*Pr. grade of at least C in 292.*

- *At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.*

An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra.

**303 Topics in Mathematics (3:3).**

- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

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.

**304 Introduction to the Foundations of Geometry (3:3).**

- *Hours do not count toward degree requirements for Mathematics majors.*

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.

**310 Matrix Theory (3:3).**

*Pr. grade of at least C in 292.*

Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations, eigenvectors. (FA,SP)

**311 Modern Algebra (3:3).**

*Pr. grade of at least C in 310.*

Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. (FA,SP)

**345 Vector and Tensor Analysis (3:3).**

*Pr. grade of at least C in 293 and 390.*

Vectors, scalar fields, vector fields. Dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant, and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence, and curl.

**353 Discrete Mathematics II (3:3).**

*Pr. grade of at least C in 253 or permission of instructor.*

Problem-solving and modeling using techniques and concepts of Discrete Mathematics with applications to algorithms. Topics include elementary graph theory, combinatorics, difference equations, and linear algebra. (FA)

**390 Ordinary Differential Equations (3:3).**

*Pr. grade of at least C in 292.*

First order differential equations and linear equations of finite order, Laplace transforms, undetermined coefficients, variation of parameters, power series solutions near ordinary or regular singular points, applications, numerical methods. (SP)

**394 Calculus IV (3:3).**

*Pr. grade of at least C in 293.*

Partial differentiation, multiple integrals, vector calculus. (FA,SP)

**395 Introduction to Mathematical Analysis (3:3).**

*Pr. grade of at least C in 293, 310.*

Introduction to fundamental concepts of single variable calculus, including properties of real numbers, notion of limit, continuity, differentiation, integration, and infinite series. (FA)

**493 Honors Work (3-6).**

*Pr. see prerequisites, Honors Program, XXX 493 (p. 172).*

*May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****503 Problem Solving in Mathematics (3:3).**

*Pr. grade of at least C in 191 and 303 or permission of instructor.*

- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

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.

**504 Foundations of Geometry for Teachers (3:3).**

*Pr. grade of at least C in 292 or permission of instructor.*

- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

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. (FA)

**505 Foundations of Mathematics for Teachers (3:3).**

*Pr. grade of at least C in 292 or 303 or permission of instructor.*

- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

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. (SP)

**513 Historical Development of Mathematics (3:3).**

*Pr. grade of at least C in 292.*

Study of the historical development of mathematics, not a history of persons involved in development. (FA)

**514 Theory of Numbers (3:3).**

*Pr. grade of at least C in 311 or permission of instructor.*

An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics.

**515 Mathematical Logic (3:3).**

*Pr. grade of at least C in 253 or 311 or permission of instructor.*

Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories. (Odd SP)

**516 Polynomial Rings (3:3).**

*Pr. grade of at least C in 311.*

Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relations between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra.

**517 Theory of Groups (3:3).**

*Pr. grade of at least C in 311.*

Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups.

**518 Set Theory and Transfinite Arithmetic (3:3).**

*Pr. grade of at least C in 311 or 395.*

The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers.

**519 Intuitive Concepts in Topology (3:3).**

*Pr. grade of at least C in 311 or 395.*

Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity.

**520 Non-Euclidean Geometry (3:3).**

*Pr. grade of at least C in 311 or 395.*

Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion.

**521 Projective Geometry (3:3).**

*Pr. permission of instructor.*

Transformation groups and projective, affine and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations.

**522 Hilbert Spaces and Spectral Theory (3:3).**

*Pr. grade of at least C in 311 or 395.*

Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and sesquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Special theorems for a normal co-operator.

**531 Combinatorial Analysis (3:3).**

*Pr. grade of at least C in 253 or 295 or 311 or 395, or permission of instructor.*

The pigeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations.

**532 Introductory Graph Theory (3:3).**

*Pr. grade of at least C in 310 and any one of the courses 253, 295, 311, 395, 531.*

Basic concepts, graph coloring, trees, planar graphs, networks.

**540 Complex Functions with Applications (3:3).**

*Pr. grade of at least C in 293.*

The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

**541, 542 Stochastic Processes (3:3), (3:3).**

*Pr. grade of at least C in MAT 394 and either MAT 353 or STA 351, or equivalents.*

Markov processes, Markov reward processes, queuing, decision making, graphs and networks. Applications to performance, reliability, and availability modeling.

**545 Differential Equations and Orthogonal Systems (3:3).**

*Pr. grade of at least C in 293 and 390 or permission of instructor.*

An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.

**546 Partial Differential Equations with Applications (3:3).**

*Pr. grade of at least C in 545.*

Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.

**549 Topics in Applied Mathematics (3:3).**

*Pr. grade of at least C in 293 and 390 or permission of instructor.*

- *May be repeated for credit with approval of the Department Head.*

Selected topics of current interest in applied mathematics.

**556 Advanced Discrete Mathematics (3:3).**

*Pr. grade of at least C in 253 or permission of instructor.*

Advanced topics in discrete mathematics and their uses in studying computer science. (Even SP)

**591 Advanced Modern Algebra (3:3).**

*Pr. grade of at least C in 311.*

Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings.

**592 Abstract Algebra (3:3).**

*Pr. grade of at least C in 591 or 311 or permission of instructor.*

Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions. Galois theory, solvability by radicals.

593, 594 Directed Study in Mathematics (1 to 3), (1 to 3). (FA,SP)

595, 596 Mathematical Analysis (3:3), (3:3).

*Pr. 395 or permission of instructor.*

Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Riemann-Stieltjes integral.

## STATISTICS COURSES (STA)

### For Undergraduates

108 Elementary Introduction to Probability and Statistics (3:3).

*AULER/CLER: MT, CMT*

• *May not be taken for credit by students who have received credit for ECO 250 or 350 or who are concurrently enrolled in ECO 250.*

Finite sample spaces, discrete probability, random variables, expected value, binomial distribution, independent trials, random samples, point estimation, hypothesis testing, and confidence intervals. (FA,SP)

271 Fundamental Concepts of Statistics (3:3).

*Pr. grade of at least C in MAT 119 or 150 or STA 108 or permission of department.*

Survey of basic descriptive and inferential statistics for undergraduates from any discipline. Graphical and descriptive techniques. Measures of central tendency, variability, correlation. Estimation. Normal tests, t-tests, analysis of variance. Emphasis on statistical literacy and interpretation. (FA,SP)

351 Probability (3:3).

*Pr. grade of at least C in MAT 292.*

Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties. (FA)

352 Statistical Inference (3:3).

*Pr. grade of at least C in 351 or permission of instructor.*

Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance. (SP)

### For Advanced Undergraduates and Graduate Students

551, 552 Introduction to Probability and Mathematical Statistics (3:3), (3:3).

*Pr. grade of at least C in 351 and MAT 293 or permission of instructor.*

Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions.

571 Statistical Methods for Research I (3:3).

*Coreq. 571L.*

• *Hours do not count toward degree requirements for a mathematics major.*

Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and Student's *t* distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance. (FA)

571L Statistical Methods Laboratory I (1:0:2).

*Coreq. 571.*

• *Hours do not count toward degree requirements for a mathematics major.*

Using statistical software packages for data analysis. Problems parallel assignments in 571. (FA)

572 Statistical Methods for Research II (3:3).

*Pr. 571 and 571L or permission of instructor*

*Coreq. 572L.*

Statistical methodology in research and use of statistical software. Regression, confidence intervals, hypothesis testing, design and analysis of experiments, one and two-factor analysis of variance, multiple comparisons, hypothesis tests. (SP)

572L Statistical Methods Laboratory II (1:0:2).

*Pr. 571 and 571L or permission of instructor*

*Coreq. 572.*

Using statistical software packages for data analysis. Problems parallel assignments in 572. (SP)

573 Theory of Linear Regression (3:3).

*Pr. grade of at least C in 352 and MAT 310, or 662, or permission of instructor.*

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.

574 Theory of the Analysis of Variance (3:3).

*Pr. grade of at least C in 573 or permission of instructor.*

Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models.

575 Nonparametric Statistics (3:3).

*Pr. grade of at least C in 352 or 572 or 662, or permission of instructor.*

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. (Even FA)

593, 594 Directed Study in Statistics (1 to 3), (1 to 3). (FA,SP)

*Please refer to The Graduate School Bulletin for additional CSC, MAT, and STA graduate level courses.*

## MEDICAL TECHNOLOGY PROGRAM

College of Arts & Sciences  
312 Eberhart Building  
(336) 334-5391  
<http://www.uncg.edu/bio>

### FACULTY

Director: Dr. Robert E. Cannon, Department of Biology,  
441 Eberhart Building

Coordinator: Reta Beck, Department of Biology,  
322 Eberhart Building

UNCG students interested in medical technology have two programs of study from which to choose:

1. A program leading to the Bachelor of Science in Medical Technology (BSMT).
2. A program which includes receipt of a BA or BS with a major in either Biology or Chemistry and the completion of an additional 12 months of study in a School of Medical Technology which has been approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS).

Because the recommended courses of study for both programs are essentially the same during the first year, students do not have to make a choice of programs until the end of the freshman year. Students in either program should complete the following courses during their freshman year or during the subsequent summer session: BIO 111, 112 and CHE 111, 112, 114, 115.

### Medical Technology Major

**Degree:** Bachelor of Science in Medical Technology

**Required:** 124 semester hours, to include:

- 94 semester hours at UNCG
- 30 semester hours at the School of Medical Technology at one of the following:
  - Moses H. Cone Health Care Systems, Greensboro, N.C.
  - Wake Forest University Baptist Medical Center, Winston-Salem, N.C.
  - Carolinas College of Health Sciences, Charlotte, N.C.

**AOS Code:** U187

Students pursuing this degree program complete a minimum of 94 semester hours at UNCG and then complete 12 months of study at one of the affiliated Schools of Medical Technology. The BSMT is awarded only after successful completion of the final year of study at one of the three affiliated clinical schools listed below. Students earning the degree are eligible for state and/or national certification, registration, and/or licensure.

Participation in and completion of the 94 semester hours at UNCG does not guarantee acceptance into the 12-month Medi-

cal Technology program at one of the affiliated hospitals. Students should apply for admission to an affiliated hospital school early in their junior year at UNCG. A student must have attained a GPA of at least 2.5 to be considered for admission by the hospital programs.

### College of Arts and Sciences Liberal Education Requirements (CLER) (48-49 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

	Sem Hrs
Historical Perspectives on Western Culture (CHP/CPM or CHP/CMO)	*3
Social and Behavioral Sciences (CSB)	*6
Foreign Language	**6

\*These areas reflect exemptions approved by the College of Arts and Sciences for this program as follows: Historical Perspectives on Western Culture (CHP), 3 hours exempted and 3 hours required; and Social and Behavioral Sciences (CSB), 3 hours exempted and 6 hours required. Only students in the BSMT program are granted these exemptions.

The Foreign Language requirement can be satisfied by completing 6 semester hours at the appropriate level to be determined on the basis of high school foreign language background.

### Major Requirements

1. BIO 111, 112, 277, 355 and 356, or 392 and 393, 481, 483.
2. CHE 111, 112, 114, 115, and one of the following options:
  - (a) CHE 205 and 206 and 331 and 333
  - (b) CHE 351, 352, 354
  - (c) CHE 351 and 331 and 333
3. MAT 115, 150, 151, 191 or 292 (MAT 191 is a prerequisite for MAT 292).
4. PHY 211, 212 and 251, 252 labs; or 291, 292 and 251, 252 labs; or 205 and 205L.

### Electives

Electives sufficient to complete total semester hours required for degree. See below for suggested electives.

Note: The BSMT program must include these minimum requirements: 16 semester hours in approved biology courses including a course in microbiology and immunology (BIO 481 fulfills both of these requirements); 16 semester hours in chemistry including one semester of organic chemistry; 3 semester hours in college level mathematics; and 3 semester hours in physics.

**Suggested Sequence for the BSMT Student**

Course	Hrs	Course	Hrs
<b>Freshman: 1st Semester</b>			
CPM or CMO	3	CMT (Math)	3
CHE 111	3	CHE 114	3
CHE 112	1	CHE 115	1
BIO 111	4	BIO 112	4
CSB	3	CRD or FMS or RCO	3
ESS	1	Total hrs	14
Total hrs	15		

<b>Sophomore: 1st Semester</b>		<b>Sophomore: 2nd Semester</b>	
Foreign language*	3	Foreign language	3
CAE	3	BIO Elective	3
CHE 205 & 206	4	BIO 277	4
BIO 355 and 356 or 392 and 393**	4	CWL	3
CFA	3	CRD	3
Total hrs	17	Total hrs	16

<b>Junior year: 1st Semester</b>		<b>Junior year: 2nd semester</b>	
CHE 331	3	PHY205, 205L	4
CHE 333L	1	BIO 483	3
CSB	3	Elective	3
BIO 481	4	CNW	3
CBL	3	Elective	3
Elective	3	Total hrs	16
Total hrs	17		

**Total Hours for Program 94**

\* Foreign language is "at appropriate level." If starting a new language, 101-102; if continuing a language, 203-204.

\*\* Either BIO 355 and 356 or BIO 392 and 393 must be taken in the sophomore year in order to take BIO 481 and 483 (which have a prerequisite of one of these courses) in the junior year. Both BIO 355 and 392 are taught in the Fall and Spring semesters.

**Suggested Electives**

BIO 472 (Functional Microscopic Anatomy)  
 BIO 535 (Biochemistry)  
 BIO 583 (Virology) or 584 (Immunology) — alternate years  
 BIO 594 (Biotechnology)  
 A statistics course, a management course, a computer course  
 Four Writing Intensive courses, including one at the lower level, one at the upper level, and one in the major (BIO 111 and 112 labs and BIO 481 are Writing Intensive)

**Clinical Year**

During the 12 months in a clinical program at an affiliated hospital, students in the BSMT program earn 30 semester hour of credit from among the following course areas:

Microbiology (Bacteriology, Parasitology, Virology, Serology, Mycology); Biochemistry and Isotopes; Clinical Microscopy; Hematology and Immunology; Blood Bank; Cytol-

ogy and Cytogenetics; Basic Electronics, Instrumentation, and Computer Technology; Ethics and Laboratory Management; and Laboratory Seminars, Medical Mortality Conferences, and Abnormal Laboratory Rounds.

Because the course requirements for the BSMT are so complex, students in the program must confer with their assigned faculty advisor at least once each semester. Students in the program should schedule an appointment with their faculty advisor in the Spring Semester of their Sophomore year to review their transcript and GPA; at that time, the advisor will offer an assessment of the student's progress and competitive position for admission to a hospital program for the clinical year. Any student who is undecided about which program to pursue (BSMT or BA/BS in Biology/Chemistry plus a year of clinical study) should consult an advisor who can recommend courses within the curriculum that would minimize the time needed to switch from the BSMT to the BA or BS in Biology or Chemistry.

**Biology or Chemistry Major Plus A Year of Clinical Study**

**Degree:** Bachelor of Arts or Bachelor of Science

**Required:** 122 semester hours, plus a year of clinical study

**AOS Codes:**

Biology Major, 4 + 1 Medical Technology Program, U186

Chemistry Major, 4 + 1 Medical Technology Program, U188

Students electing this program earn a Bachelor of Arts or Bachelor of Science with a major in either Biology or Chemistry from UNCG (see **Biology** and **Chemistry majors**). During their final year at UNCG they apply for admission to a School of Medical Technology approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) for their final year of study.

Students electing this program must take the same subjects listed as major requirements for the BSMT program. They must consult with the head of the department in which they are majoring or their faculty advisor in selecting other courses necessary to fulfill the BA or BS requirements.

Eligibility for certification, registration, or licensure does not come until the student completes the final year of clinical training in a NAACLS-approved School of Medical Technology.

## SCHOOL OF MUSIC

220 Music Building

(336) 334-5789

<http://www.uncg.edu/music>

### FACULTY

*Arthur R. Tollefson, Professor and Dean of School*

*James C. Prodan, Professor and Associate Dean*

*Professors Bass, Cox, Gutter, Hess (Covington Distinguished Professor of Music), Kiorges, Kohlenberg, Locke,*

*Lynam, Marsh, McCrickard, Sherbon; Associate Professors*

*AsKew, Anderson, Bach, Burke, G. Carroll, W. Carroll, Di*

*Piazza, Egekvist, Holley, LeFevre-Milholin, McCarty,*

*McClaren, Masarie, Salmon, Sink, Stewart, Walker,*

*Williams, Willis; Assistant Professors Barrett, Burns,*

*Fadial, Leafstedt, Rawls, Shively, Walsh, Yoder-White;*

*Lecturers Broton, King, Linton, Mazzatenta, Petersen, Scott*

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music Performance Major is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Music Music Education Major prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher licensure study. The Bachelor of Arts Music Major is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition

majors should submit scores and/or recordings of completed compositions. Successful audition/composition submission results are valid for one calendar year.

### Aspects of Music Study Performance Studies

Throughout the four years of undergraduate enrollment, music students will study in one or more performance studies areas: keyboard, voice, strings, winds, percussion, or composition. This study will include private instruction in the major or principal performance area, some group instruction, and work in a secondary performance area (instruments, voice, composition or advanced conducting) outside the major or principal area.

Requirements in performance studies are defined both by proficiency level and credit hours. The level of study for each semester is determined by faculty committees in "jury examinations." Specific requirements for these examinations are provided by the faculty in each performance area.

Music majors enroll each semester in the major or principal instrument for two or three credit hours as determined by the performance faculty. Secondary performance study or performance study by most minors and non-majors normally grants one credit. Music majors assigned instruction in performance studies must simultaneously carry a minimum of two three-credit music courses.

Majors, principals, and minors will be assigned to MUS 151-451 (1-3 credits) for performance studies. Students who are not music majors or minors may enroll for performance study subject to the availability of space. Advance approval must be obtained from the School of Music. Neither noncredit nor audit registration in performance studies is permitted.

### Performance Activities

B.M. students will participate in one or more large ensembles in their area each semester according to degree requirements. Any student enrolled for two or more credits of performance studies must co-register for a large ensemble (MUS 380, 381A & B, 382, 384, 388, 391, 393, 394A & B, 395, 396D, 396I). Each year advanced voice students may apply for roles in the performances of opera and musical theatre which the School of Music presents in cooperation with the Department of Theatre.

### Community Opportunities

Living in the artistically thriving Greensboro/Winston-Salem/High Point "Triad" region, students enjoy regular opportunities to attend and perform in concerts sponsored by such organizations as the Greensboro Symphony Orchestra, the Greensboro Opera Company, and the Eastern Music Festival. They also serve as church organists/directors, vocal soloists and participate in orchestras hired for touring events appearing in the community. In addition, they interact with some of the world's major artists who frequently schedule informal discussions, open rehearsals, and master classes at UNCG.

### Facilities

The School of Music has just moved into a new \$25.7 million building. Located as a prominent northeast "window" to the University at the corner of Market and McIver streets, the three-story, 130,000 square-foot facility is the costliest and second-largest structure ever built on campus.

The "state-of-the-art" building features a 350-seat recital hall; a 130-seat organ recital hall; instrumental, choral, and percussion rehearsal halls; a unified music library; a computer laboratory; classrooms; seminar-conference rooms; faculty studios/offices; practice facilities; an acoustics research laboratory; a psychoacoustics laboratory; an electronic piano laboratory; electronic music studios; a music education methods room; administrative offices; faculty and student lounges; and storage.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments, including a new \$400,000 Andover Tracker organ with 3 manuals, 35 ranks, and 30 stops.

### Transfer Student Policy

Transfer students to the School of Music must follow the requirements for their major that are in effect during the semester of their initial registration at UNCG, regardless of which AULER catalog requirements are allowed.

### Student Information Manual

Additional policies and regulations are found in the Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication is the responsibility of the student.

### Music in General Studies

Courses in introductory music appreciation, Afro-American music, non-western music and jazz appreciation are designed for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives. The interested and qualified student may, with consent of the instructor, pursue study in other music courses as well (see pertinent course descriptions).

### Music Major

**Degree:** Bachelor of Arts

**Required:** 122-126 semester hours, to include at least 36 hours at or above the 300 course level  
MUS 090 (4 semesters)  
MUS 091 (7 semesters)

#### Available Concentrations & AOS Codes:

General Music, U602  
Music History, U603

### Requirements

#### All-University Liberal Education Requirements (AULER) (45 hours)

All students in this program must meet the All-University Liberal Education Requirements (AULER), pp. 45-46. In addition, students in the General Music Concentration must elect two writing intensive courses, as defined and identified in the UNCG *Undergraduate Bulletin* within their AULER requirements. These students must complete six hours of the same foreign language. This may be accomplished by completing six hours of a new elementary foreign language, by completing six hours through the intermediate level of a previously studied foreign language, or by proficiency through the intermediate level.

### Major Requirements for Both Concentrations

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW requirement of AULER)
3. Performance Studies: 10 semester hours including at least 2 at 351 level
4. Class Piano: 4 semester hours through MUS 134 or proficiency

#### General Music Concentration

1. Large Ensemble: 5 semester hours
2. One 400-500 level music elective in history/literature, theory or pedagogy.
3. Electives sufficient to complete the 122 semester hours required for the degree

#### Music History Concentration

1. Large Ensemble: 2 semester hours
2. Collegium Musicum: 6 semester hours
3. MUS 497C (6 semester hours) to culminate in a senior thesis; MUS 507; three of the following: MUS 511, 521, 527, 528, 529, 530, 531, 532, 533, 534, 537, 538.
4. Electives sufficient to complete the 126 semester hours required for the degree

### Performance Major

**Degree:** Bachelor of Music

**Required:** 128 semester hours, to include at least 36 hours at or above the 300 course level  
MUS 090 (7 semesters)  
MUS 091 (7 semesters)

#### Available Concentrations & AOS Codes:

Voice or an instrument, U619  
Jazz Studies, U625 (a concentration in an instrument with emphasis on jazz)  
Composition, U607 (a concentration in music composition with proficiency in at least one performance area required for acceptance)

### Requirements

#### All-University Liberal Education Requirements (AULER) (39 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Non-Western Studies (NW) Required: MUS 343	3

Please note that waivers have been approved for this program in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

### Major Requirements

#### Core courses for all three concentrations

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. Performance Studies: 12 semester hours

**Voice or Instrument Concentration**

1. Major area Performance Studies: 10 semester hours beyond core requirement culminating in senior recital (at least 3 at 451 level)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 331, 332, 333, 343 (fulfills NW AULER requirement; see above)
4. Large Ensemble: 8 semester hours (including 4 of MUS 384 for keyboard majors)
5. Conducting: 1 semester hour
6. History/Literature and Theory: 9 semester hours (two areas must be represented)
7. Additional requirements

**Guitar Students**

Class Piano: 2 semester hours through MUS 134 or proficiency  
 Small Ensemble: 4 semester hours  
 Pedagogy: 3 semester hours  
 Music Electives: 6 semester hours

**Harpisord Students**

MUS 284, 285, and 2 semester hours of 384  
 Collegium Musicum: 2 semester hours  
 Piano: 4 semester hours  
 Keyboard Harmony: 2 semester hours  
 MUS 530: 3 semester hours  
 Pedagogy: 3 semester hours  
 Music Electives: 4 semester hours

**Orchestral Instrument Students**

Class Piano: 2 semester hours through MUS 134 or proficiency  
 Small Ensemble: 4 semester hours  
 Pedagogy (string, woodwind, brass, or percussion): 3 semester hours  
 Music Electives: 6 semester hours

**Organ Students**

MUS 284, 285, and 4 semester hours of 384  
 Small Ensemble: 2 semester hours  
 Keyboard Harmony: 2 semester hours  
 Pedagogy: 3 semester hours  
 Music Electives: 6 semester hours

**Piano Students**

MUS 284, 285 and 4 semester hours of 384  
 Small Ensemble: 2 semester hours  
 Pedagogy: 3 semester hours  
 Keyboard Harmony: 2 semester hours  
 Music Electives: 6 semester hours

**Voice Students**

Class Piano: 2 semester hours through MUS 134 or proficiency  
 Diction: 4 semester hours  
 Vocal Repertory and Pedagogy: 7 semester hours (375, 513, 514, 541)  
 Music Electives: 2 semester hours  
 FRE 101, GER 101-102, and ITA 101 (6 hours may be used to fulfill AULER electives)

**Jazz Studies Concentration**

1. Major area Performance Studies: 12 semester hours (beyond core requirement) culminating in senior recital of mainly jazz literature (must achieve 351 level in classical studies and at least 3 credits at 451 level in jazz studies)
2. Secondary Performance Studies: 2 semester hours
3. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW AULER requirement)
4. Class Piano (not required of keyboard principals): 2 semester hours through MUS 134 or proficiency
5. MUS 395: 8 semester hours
6. MUS 321, 322, 358, 372, 558, 560
7. Music Electives: 5 semester hours

**Composition Concentration**

1. Composition: 2 semester hours (beyond Performance Studies core requirement) culminating in senior recital (at least 3 semester hours at the 451 level)
2. Principal Performance Area: 8 semester hours (must attain 351 level)
3. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW AULER requirement)
4. Class Piano: 2 semester hours through MUS 134 or proficiency (not required of keyboard principals)
5. Large Ensemble or 20th-Century Players: 8 semester hours
6. Small Ensemble: 2 semester hours
7. MUS 203, 350, 372, 472, 507, 508, 566
8. Music Electives: 6 semester hours

**Music Education Major (K-12 Licensure)****Degree:** Bachelor of Music

**Required:** 128 semester hours, to include at least 36 hours at or above the 300 course level  
 MUS 090 (7 semesters)  
 MUS 091 (7 semesters)

**Available Concentrations & AOS Codes:**  
 Choral/General Music Education, U626  
 Instrumental Music Education, U629

**Requirements****All-University Liberal Education Requirements (AULER) (39 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Non-Western Studies (NW) Required: MUS 343	3
Social and Behavioral Sciences (SB) Required: PSY 121 and HEA 201	6

Please note that waivers have been approved for these programs in the areas of Analytic and Evaluative Studies (AE), 3 hours, and Fine Arts (FA), 3 hours.

**Major Requirements****Core Courses**

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343 (fulfills NW requirement of AULER; see above)
3. Performance Studies: 12 semester hours (at least 2 at 351) culminating in a half recital during a semester enrolled at the 351 level. Keyboard students may fulfill the recital requirements by accompanying a half recital or chamber recital.
4. Large Ensemble: 7 semester hours

**Choral/General Music Education Concentration****Keyboard Students:**

1. MUS 170, 171, 208, 319, 355, 356, 367a, 419, 464, 468, 469; select 2 credits from 270, 271, or 152 (secondary voice)
2. Class Voice: 2 semester hours
3. Secondary Voice: 3 semester hours
4. Music Electives: 2 semester hours

**Voice Students:**

1. MUS 170, 171, 208, 270, 271, 319, 355, 356, 367a, 419, 464, 468, 469
2. Class Piano: 2 semester hours through MUS 134 or proficiency
3. Secondary Piano: 3 semester hours (MUS 152, 252 & 352)
4. FRE 101, 102, or GER 101, 102
5. Music Electives: 2 semester hours

**Instrumental Music Education Concentration**

1. MUS 209, 355, 357 or 463, 363, 364, 365, 366, 367b, 368, 372, 467, 468, 469, 472
2. a. Wind, Percussion, or Bowed String Instrumental students: Class Piano: 2 semester hours through MUS 134 or proficiency  
b. Keyboard students: Secondary study of Wind, Percussion or Bowed String Instrument: 2 semester hours

**Teacher Licensure Requirements**

(See **Teacher Education Programs** for full explanation.)

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. MUS 465 Student Teaching and 466 Student Teaching Seminar

**Music Minor**

**Required:** minimum of 21 semester hours

**Required:** 21 semester hours in School of Music

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 332
3. Performance Studies: 4 semester hours (must satisfy requirements for entrance to 251 level)
4. Large Ensemble: 4 semester hours
5. Music Electives: 4 semester hours (may not use MUS 241)

**Honors in Music****Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**Accelerated Master's Program for Music Majors**

Interested students should see **Accelerated Master's Programs for Undergraduates** on pp. 270-280 for details about the BA in Music/MBA program requirements.

**MUSIC COURSES (MUS)**

Music courses marked with an asterisk (\*) are open to all University students.

Some of the following courses may not be available every year. Please inquire at School of Music for schedule.

**For Undergraduates****090 Convocation (0:1).**

Weekly presentations by students, faculty and guests. See Student Information Manual. (FA,SP)

**091 Recital Attendance (0).**

Music Majors are required to attend an approved number of performances each semester. See Student Information Manual. (FA,SP)

**101 \*Music Theory I (2:3).**

Basic principles of the Western musical language. Rhythm and meter, scales, triads, and seventh chords; fundamentals of part-writing and harmonic progression. (FA,SP)

**102 \*Music Theory II (2:3).**

*Pr. 101, or permission of instructor.*

Continued study of harmony within the diatonic major-minor system; exercises in part-writing and analysis. (SP,SU)

**105 \*Ear-Training I (1:2).**

Music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, and triads. (FA,SP)

**106 \*Ear-Training II (1:2).**

*Pr. 105, or permission of instructor.*

Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint. (SP,SU)

**125 \*Class Voice (1:0:2).**

• *May be repeated for credit.*

Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment. (FA,SP)

**130 Class Guitar (1:0:2).**

*Pr. permission of School of Music*

• *May be repeated for credit.*

Group instruction in functional guitar for beginning guitar students. (Not offered every year)

**131, 132, 133, 134 \*Class Piano (1:0:2), (1:0:2), (1:0:2), (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. 131, first level; 132, second level; 133, third level; 134, fourth level. (Each level - FA,SP)

**151-551 Performance Studies (5-3-5-2).**

*Pr. audition required.*

- Enrollment for 2-3 credits requires coregistration in a large ensemble.

Instruction on secondary instrument or in voice. (FA,SP,SU)

**152-532 Performance Studies (5-2:5-1).**

Instruction for non-majors or on secondary instrument or in voice. (FA,SP,SU)

**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. (FA,SP)

**171 English Diction for Singers (1:1:1).**

*Pr. 170, or permission of instructor.*

Study of the International Phonetic alphabet and its application to the pronunciation of English and special problems involved in singing in English. (SP)

**201 Music Theory III Musical Structure (2:3).**

*Pr. 102 or permission of instructor.*

More advanced study of harmony and musical form within the diatonic major-minor system, with emphasis on modulation and chromatic harmony. Exercises in part-writing and analysis. (FA,SP)

**202 Music Theory IV Musical Structure (2:3).**

*Pr. 201, or permission of instructor.*

Basic forms and formal processes of Western music, including binary and ternary forms, theme and variations, fugue, sonata form, and rondo. Exercises in analysis. (SP,SU)

**203 Instrumentation (2:2).**

Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and instrumental choirs.

**205 Ear-Training III (1:2).**

*Pr. 106, or permission of instructor.*

More advanced musical reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (FA,SP)

**206 Ear-Training IV (1:2).**

*Pr. 205, or permission of instructor.*

Continuation of more advanced musical reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (SP,SU)

**208 Introduction to Teaching Instrumental Music (2:2:1).**

*Pr. admission to School of Music as a Choral/General Music Education major or permission of instructor.*

Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting. Required: choral/general music education majors. (SP)

**209 Introduction to Teaching Choral and General Music (2:2:1).**

*Pr. admission to the School of Music as an Instrumental Music Education major, or permission of instructor.*

Introduction to general and choral methods at the secondary level. Includes vocal laboratory. Required: instrumental music education majors. (SP)

**214 \*Jazz Appreciation (3:3).**

AULER/CLER: FA, CFA

Introductory course designed to give the student new insights and general knowledge of all jazz styles. No musical training required.. (FA,SP,SU)

**241 \*Music Appreciation (3:3).**

AULER/CLER: FA, CFA

- Not open to music majors.

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. (FA,SP,SU)

**270 French Diction for Singers (1:1:1).**

*Pr. 170, or permission of instructor.*

Phonetic alphabet as it relates to French language and special problems involved in singing this language. (FA,SP)

**271 German Diction for Singers (1:1:1).**

*Pr. 170, or permission of instructor.*

Phonetic alphabet as it relates to German language and special problems involved in singing this language. (FA,SP)

**284 Fundamentals of Keyboard Accompanying I (1:1:1).**

*Pr. 106, or permission of instructor.*

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. (FA)

**285 Fundamentals of Keyboard Accompanying II (1:1:1).**

*Pr. 284, or permission of instructor.*

Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to ensemble playing, the style of French melodie and German opera reductions. (SP)

**300 Recital (0).**

*Coreq. 351.*

Presentation of a varied program of music. (FA,SP,SU)

**301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3).**

*Pr. 202, 206, or permission of instructor.*

Techniques of pitch and temporal organization in music of the 20th century. Analysis of music from Debussy through Stravinsky, Webern, and others. (FA,SP)

**302, 303 Keyboard Harmony I, II (1:0:2), (1:0:2).**

*Pr. 102, 106, 251 level in keyboard, or permission of instructor.*

A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization. (302-FA,303-SP)

**319 Choral Laboratory I (1:1:1).**

*Pr. 106 or permission of instructor, 125 or one semester of voice study.*

Conducting techniques, especially as related to choral conducting; rehearsal procedures, continued study of choral repertory. (FA)

**321, 322 Jazz Improvisation I, II (3:3), (3:3).**

*Pr. 321 or permission of instructor.*

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. Pr. successful completion of 101, 102, 105, 106, and attainment of the 251 level in applied music. Second semester: continued development of knowledge and skills present in 321 with emphasis on increased fluency and mastery. (321-even FA, 322-odd SP)

**323 \*The Arts as Human Experience (3:3).**

*AULER/CLER: FA, CFA*

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. (Same as ART 323, BCT 323, DCE 323)

**331 History of Western Music I (3:3).**

Music history of the Western tradition from its beginnings to about 1600. (FA)

**332 History of Western Music II (3:3).**

*Pr. 102, 106, or permission of instructor.*

Music history of the Western tradition from about 1600 to about 1815, including a brief introduction to music before 1600. (FA,SP)

**333 History of Western Music III (3:3).**

*Pr. 332, or permission of instructor.*

Music history of the Western tradition from about 1815 to the present, including a brief introduction to music in America. (SP, SU)

**334 History of Western Music IV (3:3).**

*Pr. 333, or permission of instructor.*

History of music in America. Psalmody, ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythm and blues, rock and roll, and Native American music. (SP)

**343 \*Music of the Non-Western World (3:3).**

*AULER/CLER: NW, CNW*

Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and the Americas. (FA,SP,SU)

**344 \*Afro-American Music (3:3).**

Historical survey of the musical contributions of Black Americans beginning with oral traditions of Africa and culminating with jazz and music of contemporary Black American composers. Does not require previous musical training. (Not offered every year)

**350 \*Electronic Music (3:2:2).**

*Pr. junior standing or permission of instructor.*

Introductory course in electronic composition. Lecture and laboratory experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments. (FA,SP)

**355 Computers and Electronic Media in the Music Classroom (1:0:1).**

*Pr. admission to the School of Music.*

Experience in the use of computers including software packages and electronic technology for successful use in music teaching. (FA,SP)

**356 General Music in the Secondary Schools (2:2:1).**

*Pr. junior standing or permission of instructor.*

An overview of current approaches to teaching general music in middle and secondary school (6-12) with emphasis on teaching strategies and materials. Includes supervised teaching practicum. (SP)

**357 Marching Band Techniques (2:2:1).**

*Pr. junior standing or permission of instructor.*

Study of marching band techniques, including drill design, auxiliary units, personnel and equipment management. (FA)

**358 Jazz Arranging I (3:3).**

*Pr. 201, 205.*

Beginning study of language and techniques employed in arranging music for various jazz ensembles. (Odd FA)

**361 Music for the Classroom Teacher (2:2:1).**

*Pr. Junior standing or permission of instructor.*

Elementary school music program and its place in curriculum. Emphasis on music fundamentals, materials, teaching techniques, and interrelationship of the arts. Required for elementary education majors. (FA,SP,SU)

**363 Teaching Strings Laboratory (2:1:3).**

*Pr. admission to School of Music or permission of instructor.*

Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (SP)

**364 Teaching Brass Laboratory (2:1:3).**

*Pr. admission to School of Music or permission of instructor.*

Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (FA)

**365 Teaching Woodwinds Laboratory (2:1:3).**

*Pr. admission to School of Music or permission of instructor.*

Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (FA)

**366 Teaching Percussion Laboratory (2:1:3).**

*Pr. admission to School of Music or permission of instructor.*

Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (SP)

**367a General Music in the Elementary School (3:3:1).**

*Pr. junior standing or permission of instructor.*

An overview of music curriculum (K-5) with emphasis on theories of learning and development in relation to music; teaching strategies and materials; includes supervised teaching practicum. (FA)

**367b Foundations of Teaching Instrumental Music (3:3:1).**

*Pr. 363, 364, 365, 366, junior standing, or permission of instructor.*

Philosophies and methods of organizing and teaching instrumental music in the schools. Includes planning and implementing pedagogic techniques in laboratory sessions. (SP)

**368 Band Instrument Repair (1:0:3).**

*Pr. instrumental methods courses and/or performance knowledge of band instruments.*

Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. (SP)

**372 Instrumental Conducting I (1:0-2).**

Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication. (FA)

**375 Opera Performance Techniques (2:2-2).**

*Pr. permission of instructor.*

• *May be repeated for credit.*

Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera/music theatre. (FA)

**380 Women's Choir (1:0:3).**

*Pr. Membership by audition.*

• *May be repeated for credit.*

Choral organization for graduate and undergraduate women's voices. (FA,SP)

**381A Men's Glee Club (1:0:3).**

*Pr. Membership by audition.*

• *May be repeated for credit.*

Choral organization for graduate and undergraduate men's voices. (FA,SP)

**381B Women's Glee Club (1:0:3).**

*Pr. Membership by audition.*

• *May be repeated for credit.*

Choral organization for graduate and undergraduate women's voices. (FA,SP)

**382 University Chorale (1:0:3).**

*Pr. Membership by audition.*

• *May be repeated for credit.*

Mixed choral organization of approximately 50 graduate and undergraduate singers. (FA,SP)

**384 Keyboard Accompanying (1:0:3).**

*Pr. 284/285 or permission of instructor.*

• *May be repeated for credit 4 semesters.*

Students are assigned vocal and/or instrumental students to accompany with literature appropriate to the student's level. Fulfills large ensemble requirement for keyboard performance majors. (FA,SP)

**388 Chamber Singers (1:0:3).**

• *May be repeated for credit.*

Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers. (FA,SP)

**391 University Symphony Orchestra (1:0:4).**

• *May be repeated for credit.*

Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries. (FA,SP)

**393 University Wind Ensemble (1:0:4).**

• *May be repeated for credit.*

Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras. (FA,SP)

**394A Symphonic Band (1:0:3).**

• *May be repeated for credit.*

Performance of literature from all eras, including contemporary works for this medium. (FA,SP)

**394B University Band (1:0:3).**

• *May be repeated for credit.*

Performance of literature from all eras, including contemporary works for this medium. (FA,SP)

**395 Jazz Laboratory Ensemble (1:0:3).**

*Pr. Membership by audition.*

• *May be repeated for credit.*

Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition. (FA,SP)

**396 Small Ensemble (1:0:3) or (1:0:2).**

*Pr. Membership by audition.*

• *May be repeated for credit.*

Participation by advanced students in trios, quartets, and other ensembles appropriate to the performance area. Includes Collegium Musicum, Jazz Ensemble, Contemporary Chamber Players, Percussion Ensemble, Pep Band (Spring semester), Opera Chorus, Show Choir, World Music Ensemble. (FA,SP)

**400 Recital (0).**

*Coreq. 451.*

Presentation of a varied program of music. (FA,SP,SU)

**403 String Instrument Pedagogy (3:3).**

*Pr. MUS 351 performance level on bowed string instrument or permission of instructor.*

Survey of methods and materials utilized in the teaching and performing of string instruments. (Odd SP)

**404 Woodwind Pedagogy (3:3).**

*Pr. MUS 351 performance level on principal woodwind instrument or permission of instructor.*

A survey of methods and materials utilized in the teaching and performing of woodwind instruments with special focus on the principal instrument. (Even SP)

**407 Brass Instrument Pedagogy (3:3).**

*Pr. MUS 351 performance level on principal brass instrument or permission of instructor.*

Survey of methods and materials utilized in the performance and teaching of brass instruments. (Odd FA)

**408 Percussion Pedagogy (3:3).**

*Pr. MUS 351 performance level as percussion major or principal or permission of instructor.*

Survey of methods and materials utilized in the teaching and performing of percussion instruments. (Even FA)

**409 Jazz Pedagogy (3:3).**

*Pr. 206, 319, or 372; or permission of instructor.*

Principles of jazz interpretation, improvisation, and arranging. Procedures of organizing and administering jazz programs. Survey of jazz study materials. (Even FA)

**419 Choral Laboratory II (2:1:2).**

*Pr. 206, 319, or 372; or permission of instructor.*

Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. (FA)

**450 Electro-Acoustic Music Composition (3:3:3).**

*Pr. 350 or 550, or permission of instructor*

Continuation of MUS 350/550. Further exploration of compositional concepts dealing with MIDI, sound synthesis, multitracking, and basic recording techniques. (SP)

**463 Advanced String Methods (2:2).**

*Pr. 363 or permission of instructor*

Overview of classroom methods teaching for teaching strings with an emphasis on advanced skills on secondary string instruments. (FA)

**464 Choral Music in the Secondary School (3:3:1).**

*Pr. senior standing or permission of instructor; admission to Teacher Education.*

Survey of choral music instruction in secondary school, including evaluation of materials, development of teaching and rehearsal strategies, and organization of choral music program; includes supervised teaching practicum. Required of all choral/general music education majors. (FA)

**465 Student Teaching in Music (1:0).**

*Pr. 464 or 467; senior standing; admission to the professional semester for student teaching*  
*Coreq. 466, 468, 469.*

Intensive, field-based internship in school music education. Includes practical applications of previous coursework in supervised settings. (FA,SP)

**466 Seminar for Student Teachers (0:0:1).**

*Coreq. 465, 468, 469.*

Forum providing special education opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Required: student teachers. (FA,SP)

**467 Instrumental Music in the Schools (3:2:2).**

*Pr. senior standing; 363, 364, 365, 366, 367B; admission to teacher education.*

Methods of teaching instrumental music, including study of administrative procedures, repertoire, personnel, and resources; application of music teaching techniques. (FA)

**468 Teaching Music in a Multicultural Population (1:1).**

*Coreq. concurrent enrollment in MUS 465 or permission of instructor.*

Seminar for prospective music teachers to develop understanding and teaching strategies for students in a broad spectrum of ethnic groups. (FA,SP)

**469 Teaching Music to the Exceptional Child (1:1:1).**

*Coreq. concurrent enrollment in MUS 465 or permission of instructor.*

Seminar for beginning music educators to develop skills and acquire knowledge necessary to plan for and teach exceptional students in mainstreamed and self-contained music teaching and learning environments. (FA,SP)

**472 Instrumental Conducting II (2:1:2).**

Advanced conducting techniques, with emphasis on instrumental conducting. (SP)

**479 Music Education Workshop (1 to 3).**

*Pr. permission of School of Music, to be based upon appropriate academic or professional training.*

- May be repeated once for credit if topic differs.
- Grade: Satisfactory/Unsatisfactory, S/U.

Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis for the course will vary as announced. (Formerly MUS 579)

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- May be repeated for credit if the topic of study changes. (FA,SP,SU)

**497 Directed Study in Music (1 to 3).**

*Pr. permission of supervising professor and Dean of School of Music.*

- May be repeated for credit if topic varies.

Supervised research in advanced subject area resulting in written document or composition. Project outline (available in School of Music office) prepared by student and supervising professor and approved by Associate Dean and Dean of School of Music. A, Directed Study in Music Education; B, Directed Study in Performance, Composition, Theory; C, Directed Study in Music History and Literature. (FA,SP,SU)

**For Advanced Undergraduates and Graduate Students**

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule. 600 level courses are not available for undergraduate students unless qualified for dual registration.

**500 Organ Pedagogy (3:3).**

*Pr. junior, senior, or graduate keyboard major or principal.*

A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. (Not offered every year.)

**501 Piano Pedagogy I (3:3).**

*Pr. keyboard principal or major or permission of instructor.*

Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students. (Even FA)

**502 Piano Pedagogy II (3:3).**

*Pr. keyboard principal or major or permission of instructor.*

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.

**507 Modal Counterpoint (3:3).**

*Pr. 202 and 206 or permission of instructor.*

Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. (SP)

**508 Tonal Counterpoint (3:3).**

*Pr. 202 and 206 or permission of instructor.*

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. (FA)

**511 \*History of Opera (3:3).**

*Pr. 331, 332 and 333 or permission of instructor.*

Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. (Odd SP)

**513a, 514a Song Repertory I, II: Voice (1:0:2), (1:0:2).**

*Pr. Voice 251 and courses in the grammar and/or the phonetics of the language (German for 513a, French for 514a), or permission of instructor.*

- Each semester may be repeated once for credit.
- Open to junior, senior, and graduate music majors.

Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513a-FA, 514a-SP)

**513b, 514b Song Repertory I, II: Piano (1:0:2), (1:0:2).**

*Pr. Piano 251 or permission of instructor.*

- Each semester may be repeated once for credit.
- Open to junior, senior, and graduate music majors.

Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513b-FA, 514b-SP)

**515 Piano Literature I (3:3).**

*Pr. keyboard majors or principals at junior, senior, or graduate level or permission of instructor.*

Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources. (Odd FA)

**516 Piano Literature II (3:3).**

*Pr. keyboard majors or principals at junior, senior, or graduate level or permission of instructor.*

Survey of piano literature from ca. 1825 to present. (Even SP)

**521 \*History of Art Song (3:3).**

*Pr. 333 or permission of instructor.*

Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on musical and poetic considerations and stylistic development of the major composers of the Lied and melodie. (Odd FA)

**522 \*Guitar Literature (3:3).**

*Pr. two years of classical guitar study or equivalent.*

Survey of guitar literature from Renaissance to present; detailed study of lute tablatures, instrument construction, and development of technique. (Not offered every year.)

**525 Overview of Tonal Harmony and Form (3:3).**

*Pr. permission of instructor.*

- For graduates and undergraduates: credit does not apply toward graduation nor count in the student's GPA.

Review of tonal harmony, voice-leading, and form. (FA)

**526 Overview of Western Music History (3:3).**

*Pr. permission of instructor.*

- For graduates and undergraduates: credit does not apply toward graduation nor count in the student's GPA.

Review of western European music history from the Greeks to the present day including the classical art tradition in America. (SP)

**527 \*Performance Practices of Western Music (3:3).**

*Pr. 331, 332, and 333 or permission of instructor.*

Investigation from Middle Ages to present of the problems of performing music in historically correct manner. Emphasis on theoretical writings and on comparison of performances. (Not offered every year.)

**528 \*Choral Music since 1750 (3:3).**

*Pr. 332, 333 or permission of instructor.*

Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. (Even FA)

**529 \*Renaissance Music (3:3).**

*Pr. 331 or permission of instructor.*

Comprehensive, historical survey of music in fifteenth and sixteenth centuries with detailed study of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (Even SP)

**530 \*The Baroque Period in Music (3:3).**

*Pr. 332 or permission of instructor.*

Comprehensive, historical survey of music of Baroque era from Monteverdi through Bach and Handel with detailed study of styles of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (Even FA)

**531 \*Classicism and Romanticism in Music: 1750-1850 (3:3).**

*Pr. 333 or permission of instructor.*

Examination of major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to western traditions. Special attention given to development of music for symphony orchestra and piano. (Odd SP)

**532 \*The Post-Romantic Tradition in Music: 1850-1914 (3:3).**

*Pr. 333 or permission of instructor.*

Study of developments in history of music from Wagner through early Schoenberg. Special attention given to changes in styles between music and other arts. (Odd FA)

**533 \*Twentieth-Century Music: 1890-1950 (3:3).**

*Pr. 333 or permission of instructor.*

Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. (Even SP)

**534 Music Since 1945 (3:3).**

*Pr. 333 or permission of instructor.*

Study of creative trends and issues in music and related media in Europe and the United States since World War II. (Even FA)

**535 Percussion Literature (3:3).**

*Pr. upper division undergraduate and graduate percussion majors.*

Survey of percussion literature from the medieval era to the present emphasizing the role of percussion in various musical settings. (Odd SP)

**536 \*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. (Odd SP)

**537 String and Keyboard Chamber Literature (3:3).**

*Pr. upper division undergraduate or graduate standing in performance studies or permission of the instructor.*

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. (Odd FA)

**538 \*The Symphonic Tradition (3:3).**

*Pr. 332, 333 or permission of instructor.*

Advanced study of symphonic styles and techniques from Baroque era to present. (Even SP)

**540 Piano Teachers' Seminar (3:3).**

- May be repeated once for credit by degree students.

Piano literature, technique, and interpretation for teachers of piano. Specific course content described with each offering of the seminar. (Not offered every year.)

**541 Principles of Vocal Pedagogy (3:3).**

*Pr. senior or graduate standing as a voice major or principal or permission of instructor.*

Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. (FA)

**550 \*Electronic Music (3:2:2).**

Same as 350 above. Introductory course in electronic composition. Lecture and laboratory experience. (FA,SP)

**558 Jazz Arranging II (3:3).**

*Pr. 201, 202, 203, 205, and 206 or graduate standing in music theory.* Advanced study of techniques and disciplines employed in arranging for jazz ensembles. (Even SP)

**560 History of Jazz (3:3).**

*Pr. 206, 301, 331, 332, 333.*

Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. (Even SP)

**563 Band Arranging (3:3).**

Arranging, editing, and rescoring for concert and marching bands for performance at various levels. (Not offered every year.)

**566 Orchestration (3:3).**

Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments.

**568 Organ Literature (3:3).**

Survey of organ literature from sixteenth century to present. (Not offered every year.)

**570 Piano Technique, A Pedagogical Survey (3:3).**

*Pr. 351 level or above in piano performance studies, or permission of the instructor.*

A chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. (Even SP)

**571 String Solo Literature (3:3).**

*Pr. upper division and graduate string students, or permission of instructor.*

Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. (Even FA)

**572 Woodwind Literature (3:3).**

*Pr. MUS 351 performance level, or permission of instructor.*

Survey of woodwind solo and chamber literature, 17th century to the present. Emphasis on historical perspectives, woodwind genres, performance practice, performances of representative works, and score analysis. (Odd SP)

**573 Brass Solo Literature (3:3).**

*Pr. 351 level or above in brass performance studies or consent of instructor.*

Survey of brass solo literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (Even FA)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**SCHOOL OF NURSING**

112 Moore Building  
(336) 334-5010

<http://www.uncg.edu/nur>

**FACULTY**

*Lynne G. Pearcey, Professor and Dean*

*Virginia B. Karb, Associate Professor and Associate Dean*

*Eileen M. Kohlenberg, Associate Professor and Assistant Dean*

*Professors H. Brown, Chamings, Herrick; Associate Professors Barba, Courts, Dick, M. Evans, Kennedy-Malone, Krowchuk, Reed, Richardson, R. Saunders, Tesh; Clinical Associate Professors Eakes, Lutz, McNeal, Sandoval; Visiting Associate Professor Schroll; Assistant Professors Beeson, Cookman, O'Rourke, R. Taylor, Werstlein; Clinical Assistant Professors Bartlett, Cowen, Helfers, Lehman, Longenecker, Packheiser, VonCannon, Wheeler; Visiting Assistant Professor Leonard, Maree, S. Ouellette; Clinical Instructors Clapp, DeBrew, Hancock; Lecturers Adkisson, E. Amaoko, Bays, S. Collins, Gustavson, Krasley, Lane, McQueen, Orr, Thomas, Wiggans*

*Adjunct Faculty: Adjunct Associate Professors Blank, Mims, Woodard; Adjunct Assistant Professors Barham, M. Collins, Crowe, Hardin, Higginson, Jarrett-Pulliam, Liner, Lundrigan, Mooth, B. Smith, Staab, Watters, Winchester; Adjunct Instructors T. Anderson, Bensky, Emmert, Essick, Jacobowitz, Johnson, Koontz, Macon, Merritt, R. Ouellette, Owens, Poole, Ripley, Sappenfield, Shedlick, Smothers, Thomson, Tripp, Wagner*

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 also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice.

**Accreditation**

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing. It is accredited by the National League for Nursing Accrediting Commission (NLNAC). For information, contact the NLNAC at 61 Broadway, New York, NY 10006, (212) 363-5555. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

The School of Nursing also was granted preliminary approval for accreditation by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 8877-6791.

## Philosophy

The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the discipline and profession of nursing as well as nursing education. The conceptual framework and the goals of the undergraduate and graduate programs are built upon this philosophy.

Nursing is both a practice discipline and a profession. Comprising the discipline is a unique body of knowledge that is integral to nursing practice, nursing education, and nursing administration. The body of knowledge is continuously developed and refined as an outcome of scientific, historical, philosophical, and ethical inquiry and clinical evaluation. Nursing knowledge about health is generated through inquiry. Clinical evaluation advances nursing knowledge through the testing and validation of interventions that are used in nursing practice, nursing education, and nursing administration. The metaparadigm concepts of person, environment, health, and nursing form the foundation upon which inquiry and the profession are based.

Professional 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 interdependent functions.

Professional nursing education is built upon a foundation of liberal arts, humanities, and the sciences, and it provides opportunities for learners to attain competencies required to practice professional nursing. Mature learners identify the need to know and assume responsibility for their own learning. Effective teachers establish an inviting learning environment that promotes collaboration among themselves and their learners for achievement of educational goals. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as advanced practitioners in a speciality area.

## Admission for Basic Students

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in advanced nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing. Transcripts from all post-secondary schools attended must be submitted with the application.

### Minimum Criteria for Admission:

1. Overall grade point average above 2.5
2. A grade of "C" (2.0) or better in each of the following courses: BIO 271, 277, 280; HDF 211; NUR 210, 220; PSY 121; SOC 335 or HDF 212
3. No more than two of the above prerequisite courses may be repeated to attain a grade of "C" (2.0) or better. Prerequisite courses may be repeated only one time.

4. Admission to the upper division is contingent upon receipt of a satisfactory evaluation signed by the student's physician of the applicant's physical and emotional health to provide nursing care. Forms will be sent to the applicants during the spring semester and must be completed and on file in the School of Nursing by the following August 1.

Students may not enroll in nursing courses beyond the foundation level courses cited above without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the University does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

### Registered Nurses

RN's interested in completing the BSN degree need to meet the University's requirements for admission. A registered nurse who brings advanced placement may build a minor in order to complete the 122 hours required for graduation. The Registered Nurse who has completed the prerequisite academic work and is ready to enter the professional major may earn up to 30 semester hours of credit for selected courses by special examination. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a "C" (2.0) or better in NUR 370 and 371 and a passing rate for the special examinations to be admitted into the 400-level nursing courses. Registered Nurse students must provide evidence of current, active, unrestricted RN licensure prior to admission to the required 300-level courses, and must have a current, active, unrestricted North Carolina RN license prior to enrollment in the required 400-level courses. The length of time required to complete the program varies with each individual.

### Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or better in all required 300- and 400-level nursing courses in order to progress and graduate. An overall grade point average of 2.0 or better is required to graduate.
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 BSN students).

### Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of "F".

### Appeal Procedure Related to Progression Policies

If a student wishes to appeal a policy in the School of Nursing, the student should complete a "Student Appeal Request." The Student Admission, Progression, and Appeals Committee hears student appeals. Students may obtain the

request form and discuss the appeals process with the Chair of the Committee or the Associate Dean (undergraduates) or the Director of Graduate Studies (graduate students).

### General Information

1. Nursing majors are required to purchase uniforms - estimated cost is \$150. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Students will be charged for costs associated with course activities, including the cost of liability (malpractice) insurance (required for students in any clinical course), end of program diagnostic or assessment tests, and junior level lab kits.
3. Students enrolled in 300- and 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.
4. Students admitted to the major must provide evidence of the following by August 1 (forms will be sent to students earlier in the summer):
  - a. a tuberculin Mantoux skin test (or chest x-ray if skin test is positive) - annual requirement.
  - b. a tetanus toxoid immunization - every ten years.
  - c. Rubella and Measles evidence as required by the University.
  - d. History of Mumps or Mumps immunization.
  - e. Evidence of chicken pox immunization or positive titre.
  - f. Completion of the first Hepatitis B immunizations. By the start of the second year of clinical, completion of the Hepatitis B series.
- g. Rarely, immunization requirements must be changed on short notice. Students will be informed of changes as soon as they occur.
5. Students admitted to the major must provide evidence that they are certified to perform cardiopulmonary resuscitation (CPR), and must remain certified.
6. Registered Nurse students are responsible for the items listed under "General Information" above, with the following modifications:
  - a. Registered Nurses are not required to purchase uniforms, but must wear identifying name tags and lab coats or uniforms appropriate to the clinical setting. Specific requirements will be discussed in each clinical course.
  - b. Immunization requirements listed must be on file in the School of Nursing prior to beginning a clinical course. Forms are sent to students who preregistered for clinical courses. Students who do not preregister and have not received the immunization forms should stop by the Advising Center of the School of Nursing to obtain the forms.
  - c. Registered Nurses must have current CPR certification.
7. Students are responsible for all costs associated with their own health care. Students are encouraged to have health insurance, and to be familiar with its provisions.
8. Substitutions for prerequisite courses may be made with prior approval from the Office of the Associate Dean, School of Nursing.
9. Qualified students are encouraged to take Honors courses in the arts and sciences.
10. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for BIO 111 which is prerequisite for BIO 271, 277, and 280.
11. All students are encouraged to take the CHE 103 exemption exam offered by the Chemistry Department. The exam determines if a student should take CHE 103 (fall semester) prior to taking CHE 104 and 110 (spring semester).
12. The pre-licensure BSN program is designed to be completed in 8 semesters (4 academic years) of full-time study. Some students may wish to spread the requirements over 10 semesters, or to attend summer school. Depending on the number of transfer hours a student brings to UNCG, Registered Nurses may be able to complete the program in 3 semesters of full-time study, but part-time study is also available.
13. A detailed School of Nursing Student Handbook that contains additional information is available on the web at <<http://www.uncg.edu/nur/handbook.htm>>.

### Policies for Nurses

#### Policy on Unsafe Practice

The nursing faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitutes 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:

- a. 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)
- b. an act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses' Association
- c. 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
- d. 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 constitutes an unsafe practice, he/she shall immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Course Chair and/or Division Chair within the School of Nursing.

The Course Chair and/or Division Chair will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Course Chair or Division Chair may require remedial work or instruction for the students.

If the incident is major, the Course Chair or division Chair, in consultation with the involved faculty member, will review the student's clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, or to dismiss the student from the School will be made.

The Dean will be informed of the decision and will send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Admission, Progression and Appeals Committee. The Division Chair will provide the accumulated correspondence or documentation related to the issue to the committee.

#### IV. Hearing Process

The Chair of the School of Nursing Admission, Progression and Appeals Committee will thereafter notify the student, the faculty member, Course Chair, and division Chair as to the time and place for a hearing.

The Committee will hold a closed hearing within ten (10) days of receipt of the request for an appeal, at which time the faculty member, Course Chair, and division Chair may be present and provide documentation and other oral or written evidence regarding the incident. The student may be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support persons at the hearing.

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 Admission, Progression and Appeals Committee.

Graduate students in the School of Nursing should refer to the current Graduate School Bulletin for the "Policy on Unsafe Practice" for graduate students.

### **Policy on Dismissal of Students Who Present Physical or Emotional Problems That Do Not Respond to Treatment**

Students can be dismissed from the School of Nursing for Physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time.

#### 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 Division Chair within the School of Nursing Upon determination by the faculty, Course Chair, and Division Chair, that they physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified. The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding dismissal of the student from the School of Nursing. The Dean will send written notification of the decision to the student. Should the student wish to appeal the decision the student will submit a written request to the School of Nursing Student Admission, Progression and Appeals Committee. The Dean will provide the accumulated correspondence or documentation related to the issue to the committee. A request for an appeal should occur within seven working days of written notification of the decision from the Dean.

#### II. Hearing Process

The chairperson of the School of Nursing Student Admission, Progression and Appeals Committee will thereafter notify the student, the faculty member, the Course Chair, and Division Chair as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The committee will hold a closed hearing within ten days at which time the faculty member, Course Chair, and Division Chair will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given opportunity to provide documentation and other oral or written evidence regarding the problem.

The student will be allowed an advocate/support person at the hearing.

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 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.

### Tuition and Financial Aid

Detailed information about tuition, financial aid application procedures, and undergraduate scholarships can be found in Part 3.

### Nursing Major

**Degree:** Bachelor of Science in Nursing

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

#### AOS Codes:

Nursing, U701  
Nursing/RN to BSN, U702  
Nursing/RN to BSN-Hickory, U720  
Nursing/RN 2+ Program, U710

### Requirements

#### All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this major must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Analytic and Evaluative Studies (AE) Required: PHI 121 or 220	3
Mathematics (MT) Required: STA 108	3
Natural Science (NS) Required: BIO 111; CHE 104 and 110L	6
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	6
Social and Behavioral Sciences (SB) Required: PSY 121; SOC 101	6
AULER Electives Required: HDF 211; NFS 213	6

### Major and Related Area Requirements

- NUR 210, 220, 310, 320, 340, 360, 380, 410, 415, 420, 425, 430, 435, 440
- BIO 271, 277, 280; SOC 335 or HDF 212.

### Electives

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

NOTE: Requirements listed above, with the exceptions of PHI 121 or 220, STA 108, NFS 213, and electives, must be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most course requirements completed prior to entering the upper division major.

### Course Requirements for Special Student Populations

#### Licensed Practical Nurse Students seeking a BSN:

Same as for the BSN program outlined above, with the following exceptions:

- Must provide evidence of current, active, unrestricted North Carolina LPN license.
- May earn credit (4 s.h.) for the following course by examination: NUR 210.

#### Students pursuing the BSN as a second degree:

- Satisfactory completion of courses in anatomy and physiology, NUR 210, and NUR 220 prior to entering the upper division major. Second degree students must also apply for admission to the upper division major.
- Completion of other University requirements for the degree.
- Satisfactory completion of the required 300- and 400-level courses (NUR 310, 320, 340, 360, 380, 410, 415, 420, 425, 430, 435, 440).

#### Registered Nurse Students seeking a BSN:

- Satisfactory completion of NUR 370 and 371.
- May earn credit (30 s.h.) for the following courses by examination: NUR 210, 220, 310, 320, 340, 360, and 380. The cost of taking the exams one time is approximately \$150. There is an additional charge to the student for posting credit to the transcript.
- Satisfactory completion of NUR 470, 471, 472, 473, 474, and one NUR elective. Example nursing electives include NUR 330, 345, 405, and 500-level nursing courses.
- Completion of the AULER requirements (see pp. 45-46 of *Undergraduate Bulletin*)
- Completion of sufficient electives to earn a minimum of 122 semester hours.
- Completion of other University requirements for the degree.

### Honors in Nursing

#### Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

## NURSING COURSES (NUR)

### For Undergraduates

#### 110 Introduction to Nursing: Academic Preparation and Professional practice (2:2).

*Pr. Freshman pre-nursing major or permission of course faculty.*

Introduction to professional nursing practice with an emphasis on development of academic skills and knowledge of learning resources related to the nursing major. (FA,SP)

#### 210 Concepts in Nursing (4:3:3).

*Pr. sophomore standing; overall GPA 2.3 or higher*

Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills. (FA)

#### 220 Nursing Assessment of Well Individuals (4:3:3).

*Pr. completion of BIO 271 or 277; overall GPA 2.3 or higher*  
*Coreq. concurrent enrollment in BIO 271 or 277, whichever has not been completed.*

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. (SP)

#### \*310 Nursing Care of Individuals with Psychosocial Problems (5:3:6).

*Pr. NUR 210, 220.*

Nursing care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings. (FA,SP)

#### \*320 Nursing Care of Adults: Common Physiological Problems (5:3:6).

*Pr. NUR 210, 220.*

Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings. (FA,SP)

#### 330 Health of Women (3:3).

Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. Not offered every semester. (Elective credit for nursing majors.) (Same as HEA 333)

#### \*340 Nursing Care of the Developing Family (5:3:6).

*Pr. NUR 210, 220.*

Nursing care of growing children in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children. (FA,SP)

#### 345 Basic Health Management of Children (3:3).

*Pr. HDF 211.*

Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age.

#### \*360 Nursing Care of the Emerging Family (5:3:6).

*Pr. NUR 210, 220.*

Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns. (FA,SP)

#### 370 Concepts of Professional Nursing (3:3:0).

*Pr. must be licensed Registered Nurse*

Study of basic concepts in professional nursing. (FA,SP)

#### 371 Nursing Health Assessment (3:2:3).

*Pr. must be licensed Registered Nurse*

Study of the health assessment of individuals over the life span. Laboratory activities promote the development of assessment skills. (FA,SP)

#### 380 Nursing Skills (2:1:3).

*Pr. 210 and 220.*

Introduction and practice of nursing skills necessary for care of clients in clinical settings. (FA)

#### 405 Pharmacology in Nursing (3:3).

*Pr. admission to the School of Nursing or permission of instructor.*

Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology. (SP)

#### 410 Nursing Care of the Community of Older Adults (3:3).

*Pr. 310, 320, 340, 360, or equivalent.*

Nursing care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and dysfunction. (FA/SP)

#### 415 Nursing Leadership, Management, and Research (3:3).

*Pr. 310, 320, 340, 360, or equivalent.*

Introduction to the role of the professional nurse in leadership, management, and research in health care organizations across the continuum of care. (FA/SP)

#### 420 Nursing Care in the Community (3:3).

*Pr. 310, 320, 340, 360, or equivalent.*

Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources. (FA/SP)

#### \*425 Nursing Practicum I (4:0:12).

*Pr. 410, 415, and 420*

*• Grade: Pass/Not Pass (P/NP)*

Clinical application of theories, concepts, and research in gerontological and community nursing. Emphasis on the leadership/management roles of the professional nurse. (FA)

#### \*430 Care of Individuals with Complex Illness (5:3:6).

*Pr. 410, 415, 420, and 425*

Nursing care of individuals/families with complex, multi-system illness. A case study approach to plan, manage, and evaluate patient care outcomes. (FA/SP)

#### 435 National Council Licensure Examination Review for Registered Nurses (1:2).

*Pr. 410, 415, 420, and 425*

*Coreq. 430*

Preparatory review for the National Council Licensure Examination for Registered Nurses. (FA/SP)

*\* Students must provide own transportation to practicum experiences.*

**\*440 Nursing Practicum II (6:1:15).**

Pr. 430

Coreq. 435.

- Final semester Senior Nursing majors only
- Grade: Pass/Not Pass (P/NP)

For senior level baccalaureate nursing students in their final semester of the major. A concentrated 7-1/2 week practicum in a clinical area of the student's choice. Students simulate role of the employed graduate under the guidance of a selected nursing preceptor. (SP)

**470 Community Health Nursing Concepts and Care (3:3).**

Pr. completion of 370 and 371, and successful completion of the NLN Mobility Profile II Examinations or equivalent.

- Current unrestricted North Carolina licensure as a Registered Nurse required

Nursing concepts and care of individuals, families, and groups within community settings. (FA/SP)

**471 Nursing Care of the Older Adult (3:3).**

Pr. completion of 370 and 371, and successful completion of the NLN Mobility Profile II Examinations or equivalent.

- Current unrestricted North Carolina licensure as a Registered Nurse required

Nursing concepts and care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and chronic dysfunction. (FA/SP)

**472 Nursing Leadership and Management (3:3).**

Pr. completion of 370 and 371, and successful completion of the NLN Mobility Profile II Examinations or equivalent.

- Current unrestricted North Carolina licensure as a Registered Nurse required

The professional nurse's role in applying principles of leadership and management in health care organizations across the continuum of care. (FA/SP)

**473 Nursing Research (3:3).**

Pr. completion of 370 and 371, and successful completion of the NLN Mobility Profile II Examinations or equivalent.

- Current unrestricted North Carolina licensure as a Registered Nurse required

Introduction to nursing research and the professional nurse's role in research. (FA/SP)

**\*474 Nursing Practicum, RN-BSN (4:1:9).**

Pr./Coreq. 470, 471, 472, 473

- Current unrestricted North Carolina licensure as a Registered Nurse required

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. (FA/SP)

**492 Independent Study (1-3:1-3).**

Pr. approval must be granted by a nursing faculty member prior to registration.

- May be repeated for credit.

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.

**493 Honors Work (3-6).**

Pr. see prerequisites under Honors Program, XXX 493 (p. 172).

- May be repeated for credit if the topic of study changes.

**For Advanced Undergraduates and Graduate Students****505 Computer Applications in Nursing (3:2:3).**

Pr. basic understanding of microcomputers or permission of instructor.

- Not recommended for Nursing Administration majors.

An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs.

**540 Budget Development and Analysis of Nursing Services (3:3).**

An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process.

**541 Nursing Case Management (4:2:6, Post baccalaureate Certificate); 3:2:3, MSN).**

Pr. licensure as a Registered nurse.

Theory and practice of nursing case management in health related agencies. (FA)

**550 Pathophysiology for Advanced Nursing (3:3).**

The physiological changes across the life span and common pathophysiological mechanisms.

**551 Instructional Media and Technology in Nursing Education (3:3).**

Selection/development, use, and evaluation of instructional media and technologies in schools of nursing, nursing staff development, and patient education. (FA/SP)

**561 Scope of Gerontological Healthcare (3:3).**

Aging theories and concepts; demographics, health problems, treatments, supports, and the role of the gerontological healthcare professional.

**563 The Aged Developmentally Disabled (3:3).**

Pr. Undergraduate level psychosocial nursing course or special education course and permission of the instructor.

Healthcare needs of older developmentally disabled persons. Holistic model incorporating the belief that developmentally disabled can continue to learn as they age.

**564 The Elderly Mentally Ill Client (3:3).**

Pr. undergraduate level psychosocial nursing course or equivalent course and practicum.

A holistic approach to nursing practice with the elderly mentally ill using theories of psychological functioning, and socio-economic conditions.

**580 Psychoneuroimmunological Aspects of Nursing (3:3).**

Pr. senior or graduate status in nursing or permission of instructor.

Emerging mind-brain-body interactions. Information transmission among the mind, neuroendocrine and immune systems related to nursing.

Please refer to The Graduate School Bulletin for additional graduate level courses.

\* Students must provide own transportation to practicum experiences.

## DEPARTMENT OF NUTRITION AND FOODSERVICE SYSTEMS (NFS)

School of Human Environmental Sciences

318 Stone Building  
(336) 334-5313  
<http://www.uncg.edu/nfs>

### FACULTY

*Rosemary Wander, Professor and Chair of Department Professors Failla, Kipp; Associate Professors Loo, Lovelady, McIntosh, Taylor; Assistant Professors Fuller, Miller; AP Associate Professor Harrison*  
*Adjunct Professors Gruchow, Hutson, Lackey, Longenecker, McClelland; Adjunct Associate Professors Craft, Dunn, Heinrich, Lepri, Sandford; Adjunct Assistant Professors Chen, Jones, Katula, Raner, Stewart; Adjunct Clinical Instructors Alphin, Bittikof, Hogan, Horn, Hoyle, Kroth, Lewis, Mitchell, Perkins, Ratliff, Rogers, Woodard, Zuzik-Nielsen*

### Nutrition and Foodservice Systems Major

**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:

Restaurant and Institution Management, U517  
Nutrition Science, U522  
Human Nutrition and Dietetics, U524 (ADA Didactic Program in Dietetics)

Students electing the Human Nutrition and Dietetics concentration will meet minimum academic requirements for membership in the American Dietetic Association (ADA) and will meet academic requirements for a dietetic internship or pre-professional practice program.

The Didactic Program of Dietetics is currently granted approval status by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetics Association, 216 W. Jackson Blvd., Chicago, IL 60600-6995, 812/899-4826.

#### Criteria for Progression in the Major

A student must earn a grade of "C" or better in all required NFS courses at the 400-level or higher in order to graduate in each of the three concentrations offered by the department.

Furthermore, students must earn a "C" or better in prerequisite courses for NFS 531, 560, and 573 in order to enroll in these courses. See course listings.

A student may not receive credit for any NFS course by special examination.

#### Suggested Academic Workload Guidelines

The faculty of the Department of Nutrition and Foodservice Systems recognize 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, research 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 (credit hours), depending upon their study habits, learning abilities and course work requirements.

### Requirements

#### All-University Liberal Education Requirements (AULER) (47 semester hours)

##### For All Concentrations

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT)	3
Required: see concentration requirements	
Natural Science (NS)	6
Required: see concentration requirements	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	
Social and Behavioral Sciences (SB)	6
Required: PSY 121 for 3 of the 6 credits	
AULER Electives	6
Required: see concentration requirements	

#### Specific AULER Course Requirements

##### Restaurant and Institution Management Concentration

Mathematics (MT): MAT 112 or 115  
Natural Science (NS): CHE 106 or 103; BIO 111 or 105  
Social and Behavioral Sciences (SB):  
SOC 101 or 201; PSY 121  
AULER Electives: ECO 201, 202

##### Nutrition Science Concentration

Mathematics (MT): MAT 115  
AULER Electives, to be taken from Natural Science (NS)  
Area: CHE 111, 112, 114, 115

##### Human Nutrition and Dietetics Concentration

Mathematics (MT): STA 108  
AULER Electives, to be taken from the Natural Science (NS) Area: CHE 103, 104

#### Major and Related Area Requirements

##### Restaurant and Institution Management Concentration

- NFS 103, 213, 309, 313, 403\*, 519\*, 532\*, 539\*, 569\*
- Related areas: ACC 201, 202; BIO 105 or 111; CHE 103 or 106; CST 105, 205, 341; ECO 201, 202; ISM 110 or NFS 205; MAT 112 or 115; MGT 312, 314, 330; PSY 121; SOC 101 or 201

**Nutrition Science Concentration**

1. NFS 213\*, 313\*, 527 (3-6 hrs)\*, 531\*, 534\*, 560\*, plus two of the following courses in the applied area: NFS 423\*, 543\*, 550\*, 573\*, 576\*
2. Related areas:  
BIO 112, 277\*, 355, 356, 392; CHE 111, 112, 114, 115, 331, 333, 351, 352, 354; MAT 115; PHY 211, 212, 251, 252; STA 108 or 271

**Human Nutrition and Dietetics Concentration**

1. NFS 103, 213\*, 302, 309, 313\*, 403\*, 423\*, 519\*, 531\*, 532\*, 550\*, 560\*, 573\*, 576\* or ESS 375\*
2. Related areas: ACC 202; BIO 112, 277\*, 280; CHE 110, 205\*, 206\*; ISM 110

\*Students must earn grades of C or better in each course marked with an asterisk (\*).

**Electives**

Electives sufficient to complete total semester hours required for degree.

**Honors in Nutrition and Foodservice Systems****Requirements**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

**Nutrition and Foodservice Minors**

**Required:** minimum of 18-20 semester hours

**AOS Codes:**

Foodservice Systems Minor, U518  
Nutrition Minor, U520

The above minors require the completion of 18-20 hours as follows:

**Foodservice Systems Minor:**

NFS 103, 213, 309, 519, 532, 539

**Nutrition Minor:**

NFS 103, 213, and four of the following: 313, 403, 423, 531, 543, 553, 550, 560, 573, 576

A student must earn a grade of "C" or better in NFS courses taken at the 200-level and higher in order to have that course count towards the minor.

**NUTRITION AND FOODSERVICE SYSTEMS COURSES (NFS)****For Undergraduates****103 Food Selection and Preparation (3:2:3).**

Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation. (FA,SP)

**205 Computer Applications in Dietetics and Foodservice (3:2:3).**

Application of computer software used in word processing, data management, nutrient analysis and food service management operations, communications, and World Wide Web.

**213 Nutrition (3:3).**

AULLER/CLER: NS, CLS

Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. (FA,SP)

**302 Nutrition Education and Application Processes (3:3).**

Pr. 213 and 205 or ISM 110, or permission of instructor.

Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems. (SP)

**309 Quantity Food Procurement and Production (4:2:6).**

Pr. 103.

Procurement and production of quantity foods with an emphasis on menu planning, pre-preparation, service, sanitation, delivery systems, select, use and care of quantity food equipment. (FA,SP)

**313 Nutrition Throughout the Life Cycle (3:3).**

Pr. 213 or permission of instructor.

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. (SP)

**401 Special Problems in Nutrition and Foodservice Systems (1 to 4).**

Individual study. Conference hours to be arranged.

**403 Food Science and Safety (3:2:3).**

Pr. 103, CHE 205, 206 or CHE 106.

Experimental study of factors regulating the preparation of standard food products. (FA,SP)

**423 Community Nutrition (3:2:3).**

Pr. 313, or permission of instructor.

Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. (SP) (Formerly FNS 523)

**493 Honors Work (3-6).**

Pr. see prerequisites under Honors Program, XXX 493 (p. 172).

- May be repeated for credit if the topic of study changes.

**For Advanced Undergraduates and Graduate Students****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.

**519 Food Service Management (3:3).**

Pr. 309.

Planning, organization, and administration of institutional food service, personnel, and work units. (FA)

**527 Problems in Food, Nutrition, Food Service Management (2 to 6).**

Individual study.

**531 Nutrition and Human Metabolism (4:3:2).**

Pr. grade of C or better in BIO 277, NFS 213, and CHE 205, 206 or their equivalents as determined by the instructor

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. (SP)

**532 Analysis and Control of Food Systems (3:2:3).**

*Pr. NFS 519 and ACC 202.*

Overview of food service cost control, financial methods and procedures necessary to forecast cost and record and control expense. (SP)

**534 Nutrition and Human Metabolism Laboratory (2:1:3).**

*Pr. general chemistry and organic chemistry with labs; 531*

*(may be taken concurrently).*

Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism.

**539 Marketing for Dietitians and Food Service Management (3:3).**

*Pr. 519.*

Basic marketing principles with a focus on application to food service and dietetics where competition is requiring a more strategic approach to the promotion of ideas, concepts and products. (FA)

**540 School Food Service (2:1:3).**

Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records, and cost control applicable to school lunchrooms. (Not offered every year)

**543 Maternal and Infant Nutrition (3:3).**

*Pr. 213 or equivalent, and BIO 277 or equivalent.*

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.

**550 Nutrition Assessment (3:2:3).**

*Pr. BIO 277, NFS 213, 313, and 531.*

*Coreq. 560.*

Designed to give the student experience in assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy. (FA)

**553 Child and Adolescent Nutrition (3:3).**

*Pr. 213 or equivalent, and BIO 277 or equivalent.*

Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.

**560 Advanced Nutrition (4:3:2).**

*Pr. grade of C or better in NFS 213, 313, 531, and BIO 277, or*

*equivalents as determined by the instructor*

Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and aging. (FA)

**569 Internship in Foodservice Systems (4:0:24).**

*Pr. 519, 205, 309, or equivalent.*

Internship experience in selected foodservice operations to enhance the educational experience. 400 hours on site plus written and oral final presentation required.

**573 Medical Nutrition Therapy (4:3:2).**

*Pr. grade of C or better in NFS 213, 313 (may be taken*

*concurrently), 531, 550, 560, and BIO 277*

Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders. (SP)

**576 Nutrition and Physical Fitness (3:3).**

*Pr. BIO 277 and NFS 213 or equivalent required. ESS 375 or*

*575 recommended.*

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. (Same as ESS 576) (FA)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF PHILOSOPHY (PHI)

College of Arts & Sciences

216 Foust Building  
(336) 334-5059

<http://www.uncg.edu/phi>

### FACULTY

Gary Rosenkrantz, Professor and Head of Department  
Professors Hoffman, Lepin, McConnell, Zimmerman;  
Associate Professor King; Assistant Professor Jones

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.

- A. Ethics and Theory of Value: 119, 121, 220, 321, 322, 331, 335, 361, 545
- B. Logic, Epistemology, and Philosophy of Science: 115, 310, 311, 319, 325, 523, 525, 527, 555, 575
- C. History of Philosophy: 251, 252, 351, 353.
- D. Metaphysics: 359, 357, 559, 565

Groups A and B are useful preparation for careers in law and government, and the department offers a major in philosophy with a Prewal concentration. Group B provides knowledge and skills vital to careers in science and medicine. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D is necessary for advanced work in philosophy.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for other courses may be waived at the discretion of the instructor. Students are encouraged to begin work in philosophy by taking 111, 115, 119, 251, 252, or 310.

The department sponsors a philosophy club open to all undergraduates, regardless of major. Each year the department sponsors a number of lectures by distinguished scholars from other institutions. The department conducts a biannual symposium on a topic of current research in philosophy.

There is a chapter of the national philosophy honor society, Phi Sigma Tau, at UNCG. Qualified students are invited to join this chapter.

### Philosophy 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:**

Philosophy, U189

Philosophy Prewal, U190

The Philosophy Major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students contemplating graduate study in philosophy or a related discipline. Students

who would like to major in philosophy but whose interests or career goals require substantial work in another field are encouraged to consider the option of a second major.

The Prewal 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.

The Department of Philosophy facilitates philosophy internships outside the University for its majors, especially in connection with the Prewal concentration.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

The following courses offered by the Philosophy Department carry AULER and College of Arts and Sciences (CLER) credit:

PHI 111, 119, 121, 220, 331	Analytic & Evaluative Studies (AE, CAE)
PHI 251, 252	Historical Perspectives on Western Culture (HP/CPM, HP/CMO)
PHI 115, 310	Reasoning & Discourse (RD, CRD)

### Major Requirements

Minimum 24 hours in philosophy courses above the 100-level, including at least 18 hours above the 200 level.

1. PHI 310
2. PHI 251 and 252

### Prewal Concentration

In addition to the major requirements, the Prewal concentration requires the following:

- (a) PHI 115, and
- (b) either PHI 319 or 325 or 555, and
- (c) either PHI 119 or 121 or 220 or 321, and
- (d) either PHI 331 or 545, and
- (e) PHI 335

Note that the Prewal concentration requires PHI 115 plus the major requirement of a minimum of 24 hours in philosophy courses above the 100 level. Thus, the Prewal concentration requires a minimum of 27 hours in philosophy. If a student uses a 100-level course to satisfy (c) of the Prewal Concentration requirements, then the minimum number of hours in Philosophy needed to complete the Prewal Concentration increases to 30 hours.

### Related Area Requirements

Cognate courses to be determined by department advisor where necessary.

**Electives**

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

**Philosophy As A Second Major**

Required: minimum of 24 hours above the 100 level

The requirements for a second major in philosophy are the same as the requirements for a first major.

**Philosophy Minor**

Required: minimum of 18 hours

The Philosophy Minor requires a minimum of 18 hours including PHI 251 and 252.

**PHILOSOPHY COURSES (PHI)****For Undergraduates****111 Introduction to Philosophy (3:3).**

AULER/CLER: AE, CAE

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.

**115 Practical Reasoning (3:3).**

AULER/CLER: RD, CRD

Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods.

**119 Introduction to Ethics (3:3).**

AULER/CLER: AE, CAE

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.

**121 Contemporary Moral Problems (3:3).**

AULER/CLER: AE, CAE

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.

**201 Topics in Philosophy (3:3).**

• *May be repeated for credit when topic varies.*

Variable content.

**220 Medical Ethics (3:3).**

AULER/CLER: AE, CAE

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.

**251 History of Ancient Philosophy (3:3).**

AULER/CLER: HP, CHP-CPM

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.

**252 History of Modern Philosophy (3:3).**

AULER/CLER: HP, CHP-CMO

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.

**267 Existentialism (3:3).**

Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.

**310 Introduction to Formal Logic (3:3).**

AULER/CLER: RD, CRD

Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory.

**311 Intermediate Formal Logic (3:3).**

*Pr. 310 or permission of instructor.*

Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods.

**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.

**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.

**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.

**325 Introduction to the Philosophy of Science (3:3).**

*Pr. one course in logic, mathematics, or natural science.*

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.

**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.

**331 Social and Political Philosophy (3:3).**

AULER/CLER: AE, CAE

Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority.

**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.

**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.

**351 Major Philosophers (3:3).**

- *May be repeated for credit when topic varies.*

Systematic examination of the works of a major philosopher.

**353 Major Philosophies (3:3).**

- *May be repeated for credit when topic varies.*

Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism.

**357 Metaphysics (3:3).**

- *Pr. one course in philosophy.*

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.

**359 Philosophy of Religion (3:3).**

- *AULER/CLER: AE, CAE*

Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul. (Same as REL 259)

**361 Ethical Issues in Business (3:3).**

Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.

**401 Reading Course for Seniors (1-3).**

- *Pr. permission of instructor.*
- *May be repeated for credit.*

Supervised reading and research for philosophy majors.

**402 Independent Study (1-3).**

- *May be repeated for credit.*

Pr. satisfaction of requirements for the major in philosophy and permission of instructor.

**493 Honors Work (3-6).**

- *Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*
- *May be repeated for credit when topic varies.*

**For Advanced Undergraduates and Graduate Students****520 Advanced Topics in Biomedical Ethics (3:3).**

- *Pr. 220 or permission of instructor.*

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.

**523 Philosophy of Social and Behavioral Science (3:3).**

- *Pr. one course in social or behavioral science and one in philosophy or permission of instructor.*

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.

**525 Philosophy of Physical Science (3:3).**

- *Pr. 325 and one course in physical science or permission of instructor.*

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.

**527 Philosophy of Biological Science (3:3).**

- *Pr. one course in biology and one in philosophy or permission of instructor.*

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.

**545 Social Philosophy (3:3).**

- *Pr. one course in philosophy or permission of instructor.*

Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, and conservatism. Study of such major figures as Hobbes, Rousseau, and Marx.

**555 Epistemology (3:3). Pr.**

- *319 or permission of instructor.*

Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology.

**559 Philosophy of Mind (3:3).**

- *Pr. one course in philosophy or permission of instructor.*

The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

**565 Philosophy of Language (3:3).**

- *Pr. one course in philosophy or permission of instructor.*

Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language.

**575 Advanced Logic (3:3).**

- *Pr. 311 or permission of instructor.*

Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic.

**590 Aesthetics (3:3).**

- *Pr. 322 or permission of instructor.*

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.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF PHYSICS AND ASTRONOMY (PHY)

*College of Arts & Sciences*

101 Petty Building

(336) 334-5844

<http://www.uncg.edu/phy>

### FACULTY

*Stephen Danford, Associate Professor and Head of Department*

*Professors Hageseth, McCormack; Associate Professors Meisner, Muir, Pratap; Adjunct Associate Professor Purdom, Starobin; Lecturer Hellen*

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 (PHY 203, 205, 209, 211, 212, 235, 333).

Its faculty members are involved with students in research in computer simulation and computational physics, quantum statistical mechanics, biophysics, observational astronomy and digital image analysis, and pedagogical methods in science teaching. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state's largest (32 inch) reflecting telescope, along with a low light-level image acquisition system.

### Physics Major

**Degree:** Bachelor of Arts or Bachelor Science

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

#### AOS Codes:

Physics Major, BA Degree, U191

Physics Major, BS Degree, U193

Physics Major, BA Degree, with Secondary

Subject-Area Teacher Licensure, U195

Physics Major, BS Degree, with Secondary

Subject-Area Teacher Licensure, U196

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 need to complete PHY 291, 292 or 211, 212, and MAT 293 no later than the end of their sophomore year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

### Bachelor of Arts and Bachelor of Science College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Bachelor of Arts

#### Major Requirements & Related Area Requirements

**Required:** minimum of 26 semester hours in physics courses above the 100 level

Minimum 26 semester hours in physics above the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

#### Core Courses

PHY 291, 292 (or 211, 212) and 251, 252 lab's, 321, 321L, 323, 323L, 325, 325L, 327, 425, 425L or 512, or 513

#### Related Area Requirements

CHE 111, 112, 114, 115; CSC 130; MAT 191, 292, 293, 390, 394

#### Electives

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

### Bachelor of Science

**Required:** minimum of 35 semester hours in physics courses above the 100 level

Minimum 35 semester hours in physics above the 100-level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Major and related area requirements are the same as for the BA degree with the following additional requirements: PHY 521, 523 and 525

#### Electives

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

### Physics as a Second Major

Students planning to take Physics as a second major must complete all required courses as stated above for the Bachelor of Arts or Bachelor of Science degree.

## Physics Minor

**Required:** minimum of 15 semester hours

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. The usual physics minor program will consist of PHY 291, 292 or 211, 212, and 251, 252 labs, and at least 7 semester hours of additional courses (excluding PHY 203, 205, 209, 235, and 333). Other quite different programs may be fitted to the individual student's interests and objectives

## Physics Major (BA or BS) with Secondary Subject-Area Teacher Licensure

Students seeking teacher licensure should follow the requirements for the Bachelor of Arts or Science degree. In addition the following are required: BIO 111; CUI 390, 450, 459, 465, and 470; ELC 381; GEO 103; HEA 201; PSY 121. Additional hours will be required for completion of the degree. Please see **Teacher Education Programs** for complete details on teacher licensure requirements.

## Accelerated Master's Program for Physics Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the BA in Physics/MBA program requirements.

## PHYSICS AND ASTRONOMY COURSES (PHY)

### For Undergraduates

#### 203 Conceptual Astronomy (3:3).

AULER/CLER: NS, CPS

- No student may receive credit for both this course and either 209 or 235.

Introductory study of astronomy including planets, the Sun, stars, galaxies, and cosmology. (FA,SP)

#### 205 Conceptual Physics (3:3).

AULER/CLER: NS, CPS

- Registration in laboratory (PHY205L) optional.
- No student may receive credit for this course if credit has previously been earned for 101, 102, 211, 212, 291, or 292.

Introduction to basic laws of physics made by extensive use of demonstrations. Concepts emphasized and mathematical manipulations held to a minimum. (FA,SP,SU)

#### 205L Conceptual Physics Laboratory (1:0:3).

AULER/CLER: NS, CPS

The discovery approach will be used to conduct experiments in mechanics, fluids, heat, electricity and magnetism, optics and modern physics. (FA,SP,SU)

#### 209 Astronomy: The Solar System (3:3).

AULER/CLER: NS, CPS

- No student may receive credit for both this course and 203.

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. 209 intended to complement 235, although each course is independent of the other. No science or math background beyond the level of high school algebra required. (FA)

#### 211, 212 General Physics I, II (3:3), (3:3).

AULER/CLER: NS, CPS

Pr. for PHY 211: MAT 119 or 150, or permission of instructor

Pr. for PHY 212: PHY 211

Coreq. 251 lab coreq for 211; 252 lab coreq for 212.

- No student may receive credit for 211 or 212 if credit has previously been earned for 291 or 292.

Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material. (FA,SP,SU)

#### 211A, 212A General Physics I, II (3:3), (3:3).

AULER/CLER: NS, CPS

Pr. for PHY 211A: MAT 119 or 150, or permission of instructor

Pr. for PHY 212A: PHY 211A

Note: labs are included in 211A and 212A; students are not required to register for PHY 251/252 labs as corequisites

- No student may receive credit for 211A or 212A if credit has previously been earned for 211/212 or 291/292.

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. (FA,SP,SU)

#### 235 Astronomy: The Universe (3:3).

AULER/CLER: NS, CPS

- No student may receive credit for both this course and 203.

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. 235 intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required. (SP)

#### 251, 252 General Physics Laboratory I, II (1:0:3), (1:0:3).

AULER/CLER: NS, CPS

Coreq. 251 must be taken concurrently with either 211 or 291;

252 must be taken concurrently with either 212 or 292.

Laboratories to supplement PHY 211-212 and 291-292 lecture courses by providing hands-on experience with selected physical phenomena. Development of observational, measuring, and analytical reasoning skills. (FA,SP,SU)

#### 291 General Physics I with Calculus (3:3).

AULER/CLER: NS, CPS

Pr. grade of C or better in MAT 191, or permission of instructor

- No student may receive credit for this course if credit has previously been earned for 211 or 101.

Basic principles of mechanics, heat, and sound developed using the calculus. 291 together with 292 constitute a one-year general physics course utilizing calculus. (FA)

**292 General Physics II with Calculus (3:3).**

AULER/CLER: NS, CPS

Pr. MAT 292 and grade of C or better in PHY 291, or permission of instructor.

- No student may receive credit for this course if credit has previously been earned for 212 or 102.

Introduction to basic principles of electricity and magnetism and optics, presented in terms of both classical and modern physics topics. 291 together with 292 constitute a one year general physics course utilizing calculus. (SF)

**321 Introduction to Modern Physics (3:3).**

Pr. 292 (or 101, 102/211, 212 with permission of instructor).

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 duality, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. (FA)

**321L Modern Physics Laboratory (1:0:3).**

Pr. 292 (or 211, 212 with permission of instructor).

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. (FA)

**323 Mechanics (3:3).**

Pr. 101, 102 or 211, 212, or 292

Coreq. MAT 390 and MAT 394

Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. (FA)

**323L Classical Physics Laboratory (1:0:3).**

Pr. 292 (or 101, 102/211, 212 with permission of instructor).

Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation. (FA)

**325 Electricity and Magnetism I (3:3).**

Pr. 292 and MAT 394.

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. (FA)

**325L Electricity and Magnetism Laboratory (1:0:3).**

Pr. MAT 390

Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. (SP)

**327 Thermal Physics (3:3).**

Pr. 292 and MAT 394

Properties of matter developed by combining thermodynamic reasoning with molecular theory. (Alt FA)

**330 Astrophysics (3:3).**

Pr. 291, 292

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. (Formerly PHY 530) (Alt SP)

**331, 332 Experimental Physics (1:0:3), (1:0:3).**

Pr. two advanced courses in physics taken concurrently or completed.

Advanced courses in laboratory techniques as involved in special laboratory problems.

**333 Selected Topics (1 to 3).**

Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems. No previous science course required. Interested student should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.

**345 20th Century Physics: A Liberal Art (3:3).**

Pr. junior, senior standing, or permission of instructor.

20th century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.

**425 Optics (3:3).**

Pr. 325 or permission of instructor.

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). (SP)

**425L Optics Laboratory (1:0:3).**

Pr. 321L, 325L, or permission of instructor.

Performance of geometrical and physical optics experiments with both microwaves and visible light. (SP)

**493 Honors Work (3-6).**

Pr. see prerequisites under Honors Program, XXX 493 (p. 172).

- May be repeated for credit if the topic of study changes.

**495 Research Experience in Physics (3).**

Pr. two courses from the major sequence beyond PHY 291-292 or 211-212, permission of instructor, and approval of department head.

- May be repeated for up to 6 hours of credit with departmental permission.

A significant research project directed by faculty member. Student must submit written proposal, develop approved written plan, and deliver formal report of results. (FA,SP,SU)

**For Advanced Undergraduates and Graduate Students****500 Seminar (1 to 3).**

Selected topics of current interest in physics are studied.

**501, 502 Conceptual Physics for Teachers (3:3), (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.

**512 Electronics for Scientists (3:2:3).**

*Pr. 212 or 292, or permission of instructor*

Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist. (Alt SP)

**513 Microcomputer Interfacing for Scientists (3:2:3).**

*Pr. 212 or 292, or permission of instructor.*

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. (Alt SP)

**519 Advanced Laboratory (1 to 3:0:3 to 9).**

*Pr. 321L*

Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation.

**520 Selected Topics in Physics (3:3).**

*Pr. permission of instructor.*

• *May be repeated for a total of 6 hours credit.*

A topic of special interest is studied in depth.

**521 Modern Physics with Quantum Mechanics (3:3).**

*Pr. 321 and 325.*

Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems. (Alt SP)

**523 Analytical Mechanics (3:3).**

*Pr. 323, MAT 390.*

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.

**525 Electricity and Magnetism II (3:3).**

*Pr. 325.*

Continuation of 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. (SP)

**543 Biophysics (3:3).**

*Pr. PHY 211/212 or 291/292; MAT 191; BIO 355; CHE 111/114; or permission of instructor.*

Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes. (Same as BIO 543) (Alt FA)

**595 Individual Study (1 to 3).**

*Pr. permission of instructor.*

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.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF POLITICAL SCIENCE (PSC)

*College of Arts & Sciences*

237 Graham Building

(336) 334-5989

<http://www.uncg.edu/psc>

**FACULTY**

*Charles Prysby, Professor and Head of Department*  
*Professors Bernick, Clotfelter, DeHoog, Olson, Prysby;*  
*Associate Professors Buck, Crowther, Griffiths, Meyers;*  
*Assistant Professors Holmes, Krebs, McAvooy*

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 experience are available to both majors and non-majors in national government, public administration, and electoral politics.

**Political Science Major**

**Degree:** Bachelor of Arts

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

**AOS Codes:**

Political Science, U197

Political Science, with Teacher Licensure in  
Social Studies, U199

The Political Science Major is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business.

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.

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, stu-

dents following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

#### Major Requirements

A minimum of 30 semester hours in political science courses is required. At least 15 semester hours of the total course work in the major must be at the 300 level or higher. Requirements include:

- PSC 100, 210, 240, 260, and 301
- At least 15 additional hours, all of which must be above the 100 level.

#### Related Area Requirements

No specific courses required.

#### 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

**Required:** minimum of 24 semester hours

A student may double major by combining political science with another major. The student must complete all of the required courses for political science (PSC 100, 210, 240, 260, and 301) and take 9 additional hours of political science at the 300 level or higher. The 24 hour requirement applies regardless of whether political science is designated as the primary or secondary major. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the double major. Students considering this option are advised to consult extensively with their advisors.

### Political Science Minor

**Required:** minimum of 15 semester hours

A student may minor in political science by taking PSC 100 and at least 12 hours of course work above the 100 level. The student should select courses to best suit intellectual and career interests, in consultation with a member of the Political Science faculty.

### Political Science Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see Teacher Education Programs. Licensure in social studies is available for political science majors. Additional hours may be required for completion of the degree.

### Honors in Political Science

Political Science majors may elect to graduate with Honors in Political Science if they meet the requirements and qualifications listed below. Students interested in this option are advised to discuss a possible thesis topic with a faculty member in the department during their junior year.

#### Requirements

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

### Accelerated Master's Programs for Political Science Majors

Interested students should see Accelerated Master's Programs for Undergraduates for details about the following program requirements: BA in Political Science/MA in Economics; BA in Political Science/MPA; BA in Political Science/MPA in Public Affairs

## POLITICAL SCIENCE COURSES (PSC)

#### For Undergraduates

##### 100 American Politics (3:3).

*AULER/CLER: SB, CSB*

Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course.

##### 105 Political Issues (3:3).

*AULER/CLER: AE, CAE*

Introduction to the main intellectual traditions of political science. Discusses basic problems, political ideologies, and competing theories of politics.

##### 210 Introduction to Public Policy (3:3).

*AULER/CLER: SB, CSB*

Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations.

##### 240 The International System (3:3).

*AULER/CLER: SB, CSB*

Introduction to international politics focusing upon major changes in the international system since 1945.

##### 260 Introduction to Comparative Politics (3:3).

*AULER/CLER: SB, CSB*

Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic, and transitional political systems.

##### 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.

##### 290 The Politics of Development (3:3).

*AULER/CLER: NW, CNW*

Introduces students to problems of political development. Surveys the theoretical literature concerning the development process

and explores critical problems facing developing countries and strategies employed to overcome them.

**300 Special Topics (3:3).**

• *May be repeated for credit when topic varies.*

Study of an issue in political science.

**301 Research Methods in Political Science (3:3).**

*Pr. majors only.*

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.

**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.

**310 Public Administration (3:3).**

Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

**312 Environmental Law and Policy (3:3).**

Study of federal and international environmental law and policy; topics include air and water pollution, hazardous and toxic substances, climate change, atmospheric pollutions, and related issues. Buck.

**313 Natural Resources Law and Policy (3:3).**

Study of state, federal, and international natural resources law and policy; topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation. Buck.

**316 Introduction to Law (3:3).**

*Pr. junior standing or permission of the instructor.*

Examination of common law, civil and criminal court procedures, legal reasoning, and judicial behavior. Emphasis on policy-making role of courts. Holmes.

**318 Constitutional Law (3:3).**

*Pr. junior standing or permission of the instructor.*

Examination of Supreme Court decisions on federalism and the powers of the legislative, executive, and judicial branches of the federal government. Holmes.

**320 Civil Liberties (3:3).**

*Pr. junior standing or permission of the instructor.*

Supreme Court decisions dealing with civil rights and liberties. Specific topics include First Amendment, criminal due process, privacy rights, and equal protection of the law for minorities and women. Holmes.

**322 American State Politics (3:3).**

Comparison of political behavior and institutions among the 50 American states. Bernick.

**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. Krebs.

**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.

**327 American Political Parties (3:3).**

Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns. Prysby.

**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.

**329 American Political Movements (3:3).**

Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy.

**330, 331 Workshop in Practical Politics (3:2:6), (3:2:6).**

*Pr. permission of instructor*

• 100, 327 or 328 recommended.

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.

**332 Elections and Voting (3:3).**

Analysis of influences on voting behavior and of the relationship among voting behavior, elections, and the political process as a whole, with emphasis on contemporary U.S. presidential elections. Prysby.

**333 Congress and Legislatures (3:3).**

Examination of contemporary legislative bodies - Congress, state legislatures, and foreign parliaments. Attention given to their internal organizations and politics and to their relationship to their Chief Executive.

**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.

**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.

**336 Women and the Law (3:3).**

Analysis of American laws affecting women with emphasis on the impact of existing law on contemporary social and political issues.

**340 International Politics (3:3).**

*Pr. 240.*

Analysis of recent problems in international politics, including weapons proliferation, underdevelopment, and selected regional conflicts. Griffiths.

**341 International Law and Organization (3:3).**

*Pr. any international relations course or permission of instructor.*

Introduction and analysis of the fundamentals of international law and organization and their role in the contemporary international system. Griffiths.

**342 American Foreign Policy (3:3).**

Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers.

**343 Foreign Policies of the Major Powers (3:3).**

Comparative analysis of foreign policy of major nation states, including Russia, Japan, China, France and Germany. Meyers.

**345 National Security Policy (3:3).**

*Pr. 240.*

Development of national security policy and the role of military forces in the United States. Emphasis on the changing nature of security challenges. Griffiths.

**346 Russian Foreign Policy (3:3).**

Analysis of development and implementation of Soviet Foreign Policy and the foreign policy of the current government of Russia.

**350 Democratic Political Systems (3:3).**

Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries. Crowther.

**352 Nationalism and Ethnic Politics (3:3).**

*Pr. 260 or permission of instructor.*

Explores competing explanations of nationalism and ethnic politics. Course focuses on comparative analysis in a global context, and examines strategies that have been employed by governments to manage ethnic tension. Crowther.

**355 Selected Topics in Comparative Politics (3:3).**

• *May be repeated for credit when topic varies.*

Cross-national examination of specific topic in political organization and behavior. 355a. Political Violence; 355b. Political Parties; 355c. Politics of Development; 355d. Politics of Industrial Societies; 355e. Legislative Process; 355f. Politics of the Future; 355g. Political Ideologies; 355i. Domestic Policy of Soviet Union; 355j. Middle East Politics; 355k. Russian Politics; 355m. Political Economy; 355n. European Union.

**361 East European Politics (3:3).**

Analysis of patterns of political power in European nations formerly ruled by Communist parties, including an examination of the development of political liberalization, dissent, and international relations. Crowther.

**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.

**391 African Political Systems (3:3).**

AULER/CLER: NW, CNW

*Pr. 260 or 290*

Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa. Griffiths.

**399 Public Affairs Internship (1 to 3).**

*Pr. permission of instructor.*

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.

**401, 402 Individual Study (1 to 3), (1 to 3).**

*Pr. departmental permission*

Reading or research. Available to qualified students upon recommendation of an instructor.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****501 Selected Topics in Political Science (1 to 3).**

*Pr. major in political science or permission of instructor.*

• *May be repeated for credit when topics vary.*

Opportunity for advanced students to study in depth a topic of special interest.

**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.

**504 Computer Applications in Public Administration (3:3).**

An overview of computer applications in public administration, covering both specific applications and broader questions of design, management, and impact of information and decision support systems. Prysby.

**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.

**510 Topics in Public Policy (1 to 3).**

*Pr. permission of instructor.*

• *May be repeated for credit when topic varies.*

Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policy-making process, and the impact of policy. 510a. Politics of Education; 510b. Criminal Justice; 510c. Labor Relations; 510d. Foreign and Defense Policy; 510e. Environmental Policy; 510f. Urban Development Policy; 510g. Health Strategies; 510h. Global Challenges; 510i. Press and Politics; 510j. Politics of Industrial Policy; 510k. Ethics in Public Policy.

**511 Problems in Public Management (1).**

*Pr. permission of instructor.*

• *May be repeated when topics vary up to a limit of six credit hours.*

Intensive examination of important current problems related to the management of public institutions.

**512 Federalism and Intergovernmental Relations (3:3).**

*Pr. 100, 210, or 310, or permission of instructor; or graduate standing.*

Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in sub-national governments.

**516 Administrative Law (3:3).**

The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion. Buck.

**520 Urban Political System (3:3).***Pr. 323 or 324 or permission of instructor.*

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. Krebs.

**530 Administrative and Elected Leadership (3:3).***Pr. permission of instructor.*

Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies.

**535 Citizen Participation in Policy-Making (3:3).***Pr. permission of instructor.*

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.

**540 Nonprofit Management and Leadership (3:3).***Pr. senior or graduate standing.*

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. DeHoog.

**550 Philanthropy and Resource Development (3:3).***Pr. senior or graduate standing*

Major concepts, strategies, issues, and approaches to resource development and philanthropy in nonprofit and educational organizations. DeHoog. (SP)

*Please refer to The Graduate School Bulletin  
for additional graduate level courses.*

**PREPROFESSIONAL PROGRAMS***College of Arts & Sciences*

105 Foust Building  
(336) 334-5241  
<http://www.uncg.edu>

UNCG's seven preprofessional programs, administered through the College of Arts and Sciences, offer all courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

The preprofessional programs are not majors in themselves but programs of study. Students following one of these programs must select another academic area of study as their first major. Students interested in pursuing one of the preprofessional curriculums are urged to seek advising early in their academic careers.

**Please note: preprofessional programs are not primary majors. Students following one of the following preprofessional curricula must select another area of study as their primary major.**

**Pre Dentistry, Pre Medicine,  
& Pre Veterinary Medicine****ADVISORY COMMITTEE**

*Robert E. Cannon, Chair of Advisory Committee and  
Associate Professor, Department of Biology*

*Cindy Fuller, Assistant Professor, Department of Nutrition  
and Foodservice Management*

*Eric Johnston, Assistant Professor, Department of Chemis-  
try and Biochemistry*

*Frank McCormack, Professor, Department of Physics and  
Astronomy*

*Thomas Kwapil, Assistant Professor, Department of  
Psychology*

*Polly Anton, Director, College of Arts and Sciences  
Advising Center (CASA)*

Students should contact a member of this committee for assistance in planning their program of study.

The admission requirements vary slightly among the various schools and programs. For specific information students should write directly to the individual schools for catalogs or consult the library. 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 which 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 which they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor's degree.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (BIO 111, 112); 2 semesters of general chemistry with laboratory (CHE 111, 112, 114, 115); 2 semesters of organic chemistry with laboratory (CHE 351, 352, 354); 2 semesters of physics (PHY 211, 212 and 251, 252 labs or 291, 292 and 251, 252 labs). A few schools (e.g., Duke) also require mathematics through Calculus (MAT 191, 292).

Other courses which are often recommended include Mammalian Physiology (BIO 277), Biochemistry (BIO 535 or CHE 556), Genetics (BIO 392), Functional Microscopic Anatomy (BIO 472).

Dental school preparatory course requirements are usually very much like those for medical school. Many schools do, however, require Anatomy (BIO 271).

The list of required courses for veterinary schools is considerably more extensive than that for medical or dental schools. In addition to specifying more courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology (BIO 481), biochemistry (BIO 535 or CHE 556) and nutrition. Significant work experience with animals or in a veterinarian's practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Veterinary College Admission Test (VCAT) or Graduate Record Examination (GRE) Aptitude Test.

Applications to professional schools are made a year before expected enrollment, usually between June 15 and November 15. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for most medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools. The Veterinary Medical College Application Service (VMCAS) is the agent for most veterinary medical schools. Application materials are available from the committee. Veterinary, medical, and dental schools not subscribing to one of the application services must be contacted individually.

## Pre Engineering

### ADVISORS

*Paul F. Duvall, Professor, Department of Mathematical Sciences*

*Robert B. Muir, 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 one of the advisors above as soon as possible.

See the designated AULER categories and approved courses on pp. 45-46. Recommended are a beginning course in literature, history (200 level), history or philosophy of science, and communications (CST 105). Some engineering programs require proficiency in a foreign language through the level of the first year (101-102). Students should make appropriate selections after consultation with an advisor.

Course	Hrs
Freshman year—1st Semester	
ENG 101 or exemption	3
CHE 111, 112	4
MAT 151 or 191	3
Select from AE, BL, FA, HP, NW, SB, WL	6

ESS	1
Total hrs	17
Freshman year—2nd Semester	
ENG 102 or exemption	3
CHE 114, 115	4
MAT 191 or 292	3
MAT 220	3
Select from AE, BL, FA, HP, NW, SB, WL	3
ESS	1
Total hrs	17
Sophomore year—1st Semester	
PHY 291, 251 lab	4
MAT 292 or 293	3
Select from AE, BL, FA, HP, NW, SB, WL	3
ECO 201 or elective	3
CSC 130	3
ESS	1
Total hrs	17
Sophomore year—2nd Semester	
PHY 292, 252 lab	4
MAT 293 or elective	3
Select from AE, BL, FA, HP, NW, SB, WL	6-9
ESS	1
Total hrs	14-17

## Pre Law

### ADVISORY COMMITTEE

*Sandra Westervelt, Chair of Advisory Committee, Department of Sociology*

*Susan Buck, Department of Political Science*

*Eloise Hassell, Department of Business Administration*

*Christopher Hodgkins, Department of English*

*Michael Zimmerman, Department of Philosophy*

Admittance to law school is based primarily on a student's grade point average, score on the law school admission test (LSAT), and other materials furnished in an application for admission.

Like most universities, UNCG does not have a pre-law major. Students who plan to attend law school may select their major from any academically rigorous field. However, since law schools seek to admit only 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 Analytic and Evaluative Studies (AE) and Reasoning and Discourse (RD). Courses in these areas are offered by many departments, including Anthropology, Communication Studies, English, History, Philosophy (which offers a prelaw concentration for majors),

Political Science, Religious Studies, and Sociology. In addition, Freshman Seminar, Honors, Residential College, and Women's Studies courses are helpful. Students should also be sure to develop computer skills.

Students interested in pre-law should consult a pre-law advisor in addition to their major advisors.

## Pre Medicine

(see Pre Dentistry, Medicine, and Veterinary Medicine)

## Pre Pharmacy

### ADVISORS

*David B. Knight, Professor, Department of Chemistry and Biochemistry*

*R. Bruce Banks, Associate Professor, Department of Chemistry and Biochemistry*

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required to complete the Doctor of Pharmacy degree. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at the University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:

BIO 111, 271, 271L, 280

CHE 111, 112, 114, 115, 351, 352, 354

ENG 101, 102

MAT 191

PHY 211, 212 (or PHY 291, 292) and 251, 252 labs

STA 108

Other specified courses to include foreign language or other approved liberal arts courses and physical education courses for a total of 64 semester hours of prepharmacy work.

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does not guarantee admission to pharmacy school. Students should consult a prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

## Pre Physical Therapy

### ADVISORS

*Department of Biology: Cannon, Katula, Leise, Lepri, Henrich, Hens, Redman*

*Department of Exercise and Sport Science: Karper*

There are currently six physical therapy programs in North Carolina. The programs at UNC-Chapel Hill, Duke University, East Carolina University, Elon College, and Western Carolina University offer entry-level Masters degrees. Winston-Salem State University offers a BS in Physical Therapy.

Students seeking a masters degree in physical therapy may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission. Requirements for the MPT generally include these courses:

Statistics 108

Introductory Biology (BIO 111, 112)

Anatomy (BIO 271)

Physiology (BIO 277)

Physics 211, 212 and 251, 252 labs, or 291, 292 and 251, 252 labs

General Chemistry (CHE 111, 112 and 114, 115)

General Psychology (PSY 121)

Human Growth and Development (HDF 211 or PSY 250)

CPR Certification

Additional recommendations include computer literacy and course work in biomechanics, and genetics. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 703/684-APTA.

Students should contact an advisor for assistance in planning their program of study.

## Pre Veterinary Medicine

(see Pre Dentistry, Medicine, and Veterinary Medicine)

## DEPARTMENT OF PSYCHOLOGY (PSY)

*College of Arts & Sciences*

296 Eberhart Building

(336) 334-5013

<http://www.uncg.edu/psy>

### FACULTY

*Timothy Johnston, Professor and Head of Department*  
*Professors DeCasper, Guttentag, Hunt, Johnston, Keane, Logan, Nelson-Gray, Salinger, Shull, Soderquist, White;*  
*Associate Professors Anastopoulos, Calkins, Lawrence, Seta, Shelton, Wisniewski; Assistant Professors Bell, Dunlosky, Hicking, Jacks, Kwapil*

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Biopsychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to cognition, learning, sensation and perception, personality, development, and social functioning. Clinical psychologists emphasize the understanding of psychological disorders and the application of psychological principles to clinical problems and other aspects of adult and child behavior.

The objectives of the curriculum are:

1. To provide an understanding of the use of scientific methodology in psychological research at both intermediate and advanced levels. This understanding will include a familiarity with the design of observational, survey, and experimental studies; principles of inference from scientific data; the logic of statistical testing; and the use of scientific literature.
2. To provide basic knowledge in primary areas of the discipline through an array of required intermediate-level core courses.
3. To develop depth of understanding in areas of the discipline specific to students' individual interests.
4. To ensure that students can write clearly and effectively in an appropriate professional style.

In addition to the BA program for undergraduates, the department has a PhD program for graduate students.

Students who wish to seek teacher licensure should see **Teacher Education Programs** as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

### Psychology Major

**Degree:** Bachelor of Arts

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

#### AOS Codes:

Psychology, U215  
Psychology, with Teacher Licensure in Social Studies, U217

The Psychology Major provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

The curriculum provides students with a structured, sequenced exposure to six domains of knowledge 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 sample as few as two at the higher (400) levels. Thus, they 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.

### College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College require-

ments and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Major Requirements

Minimum 32 semester hours in psychology to include the following courses. Students must earn a grade of at least C- in PSY 300 and in any 200 level course that serves as a prerequisite for advanced 400 level courses.

- PSY 121 and 300
- at least four of the six intermediate level core courses (230, 240, 250, 260, 270, 280)
- at least four upper level courses selected from at least two different core areas, denoted by groups in parentheses—(biopsychology—435, 436, 438), (behavior analysis—442, 444), (development—455, 456, 457), (social—460, 461, 462, 463), (clinical—470, 471, 472), (cognitive—481, 483)
- including at least one upper-level laboratory course: 435L, 436L, 438L, 442L, 455L, 456L, 460L, 461L, 462L, 463L, 470L, 481L
- PHY 495H and 519H may be used as upper level core credit. Area will vary each semester.

Students must pass a lab/lecture combination in the same semester in order to satisfy the lab requirement.

### Related Area Requirements

No specific courses required.

### Electives

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

### Psychology Major with Teacher Licensure in Social Studies

Students majoring in psychology may elect to pursue teacher licensure in Social Studies. Completion of this means 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. The requirements for completion of teacher licensure in Social Studies are listed on p. 265. The University, College, and departmental major requirements are the same as for any other psychology major. Additional hours may be required for completion of the degree.

Those intending to gain teacher licensure are encouraged to choose electives in the Department of Sociology, Philosophy, Religious Studies, or Anthropology that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

### Concentration in Psychology

**Required:** minimum of 24 semester hours

The Concentration in Psychology is designed specifically for Teacher Education Students. It requires completion of a minimum of 24 semester hours to include:

- PSY 121
- A minimum of three (3) 200-level courses
- A minimum of two (2) 400-level courses from any core area
- Additional psychology courses to total a minimum of eight (8) courses or 24 semester hours

## Psychology as a Second Major

**Required:** minimum of 32 semester hours

Requirements for the Psychology Second Major are the same as for a Psychology Major. See above for details.

## Honors in Psychology

**Requirements for Honors in Psychology**

For Honors requirements, check with the departmental office and see the University Honors Program information on pp. 169-172.

Honors courses in Psychology:

1. PSY 121H
2. PSY 300H
3. PSY 433H
4. PSY 495H, 515H, 519H

Honors Program students are required to complete a senior thesis: HSS 490

## Psychology Minor

**Required:** 16-18 semester hours

The psychology minor complements study in a wide range of fields including anthropology, biology, business and marketing, human development, sociology, social work, exercise and sports science, education and counseling, and nursing. A student may earn a minor in psychology by completing from 16-18 semester hours in psychology. These must include:

- PSY 121
- a minimum of 2 psychology courses at the 200 level
- one (1) psychology course at the 400 level
- any 2 additional psychology electives OR PSY 300

## PSYCHOLOGY COURSES (PSY)

**For Undergraduates**

**121 General Psychology (3:3).**

*AULER/CLER: SB, CSB*

- *Students may not receive credit for 121 if they have prior credit for either 221 or 223.*

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.

**230 Biological Psychology (3:3).**

*AULER/CLER: NS, CLS*

*Pr. 121.*

An introduction to the contributions of molecular, genetic, cellular, developmental, physiological, and evolutionary biology to the scientific understanding of psychological processes.

**240 Learning and Motivation (3:3).**

*Pr. 121.*

Survey of scientific theories and research on learning and motivation according to classic theorists and contemporary behavioral psychologists. Topics include reinforcement, punishment, stimulus control, Pavlovian conditioning, and escape and avoidance.

**250 Developmental Psychology (3:3).**

*Pr. 121.*

Survey of scientific theories and research findings in human psychological development, including its biological, behavioral, cognitive, social, and emotional aspects.

**260 Psychological Perspectives on Social Psychology (3:3).**

*Pr. 121.*

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.

**270 Theories of Personality (3:3).**

*Pr. 121.*

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 abnormal psychology.

**280 Cognitive Psychology (3:3).**

*Pr. 121.*

Survey of scientific theories and research in cognitive psychology. Topics include human learning, attention, memory, and problem solving.

**300 Research Methods in Psychology (4:3:0).**

*Pr. 121*

- *Psychology majors must earn at least a C- in PSY 300*

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. (FA,SP)

**310 Statistics in Behavioral Science Research (3:3).**

*Pr. 121*

- *Students may not receive credit for PSY 310 and STA 271 or STA 352 or ECO 250*

Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level. Requires knowledge of elementary algebra.

**314 Industrial and Organizational Psychology (3:3).**

*Pr. 121*

*Pr. for Business majors: admission to the Bryan School of Business and Economics; grade of C- or better in MGT 312.*

Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as MGT 314)

**341 Abnormal Psychology (3:3).**

*Pr. 121.*

- *Students cannot receive credit for this course and for PSY 471*
- *Not recommended for Psychology majors.*

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.

**346 Sex, Gender, and Behavior (3:3).***Pr. 121.*

Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.

**380 Psychology and the Law (3:3).***Pr. 121; freshmen must have permission of instructor*

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. (FA,SP)

**The remaining PSY courses (400- and 500- levels) require the successful completion of PSY 121, and the indicated 200- and/or 300-level prerequisite courses.**

**424 Consumer Behavior (3:3).***Pr. 121*

*Pr. for Business majors: grade of C- or better in MKT 320, junior standing; admission to the Bryan School of Business and Economics.*

Psychological and socio-economic 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 socio-economic groups. (Same as MKT 424)

**433 Directed Research in Psychology (1 to 3).***Pr. 9 credit hours in Psychology, and permission of instructor.*

- May be repeated for credit

Opportunity for students to work independently or in small groups on empirical research projects under the supervision of a faculty member. (FA,SP)

**435 Brain and Psychological Processes (3:3).***Pr. grades of at least C- in 230 and 300.*

- When offered in the same semester with 435L, both must be taken for credit.

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.

**435L Brain and Psychological Processes Laboratory (1:0:3).***Pr. grades of at least C- in 230 and 300.**Coreq. 435.*

- When offered in the same semester with 435, both must be taken for credit.

Laboratory course focusing on methods to investigate brain processes related to behavior, sensation, or animal behavior.

**436 Sensory and Perceptual Processes (3:3).***Pr. grades of at least C- in 230 and 300.*

- When offered in the same semester as PSY 436L, both must be taken for credit

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.

**436L Sensory and Perceptual Processes Laboratory (1:0:3).***Pr. grades of at least C- in 230 and 300.**Coreq. 436.*

- When offered in the same semester as PSY 436, both must be taken for credit

Examination of methods for assessing human perceptual systems. Emphasis will be on vision, audition, somatosensory, pain, gustation, olfaction, and vestibular systems. A research report will complete the course. (Alt SP)

**438 Animal Behavior (3:3).***Pr. grade of at least C- in 230.*

- When offered in the same semester with PSY 438L or BIO 439, both lecture and lab must be taken for credit.
- Students cannot receive credit for both this course and BIO 438.

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. (Same as BIO 438)

**438L Animal Behavior Laboratory (1:0:3).***Pr. grades of at least C- in 230 and 300; or BIO 111 and 112.**Coreq. PSY 438 or BIO 438.*

- When offered in the same semester as PSY or BIO 438, both lecture and lab must be taken for credit.
- Students cannot receive credit for both this course and BIO 439.

Required laboratory component for PSY 438/BIO 438. Methods for assessing the developmental, physiological, evolutionary and adaptive bases of animal behavior using laboratory and field techniques. (Same as BIO 439)

**442 Behavioral Approaches to Complex Human Behavior (3:3).***Pr. grade of at least C- in 240.*

- When offered in the same semester with 442L, both must be taken for credit.

Examination of contemporary behavior-analytic research and theory pertaining to the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering.

**442L Behavioral Learning Laboratory (1:0:3).***Pr. grades of at least C- in 240 and 300.**Coreq. 442*

- When offered in the same semester with 442, both must be taken for credit.

Laboratory course focusing on experimental methods used to investigate elementary and complex behavioral phenomena.

**444 Applied Behavioral Psychology (3:3).***Pr. grade of at least C- in 240.*

Principles of behavior and their current applications to educational and human service settings. Recommended for psychology majors, and graduate and undergraduate students in counseling, speech pathology, social work, physical education, nursing. Field experience in applied behavioral psychology is available through Clinical Field Experience (PSY 473).

**455 Social and Personality Development (3:3).***Pr. grade of at least C- in 250.*

- When offered in the same semester as PSY 455L, both must be taken for credit

Examination of current theories and empirical research concerned with social, emotional, and personality development.

**455L Social and Personality Development Laboratory (1:0:3).**

*Pr. grades of at least C- in 250 and 300.*

*Coreq. 455*

- When offered in the same semester with 455, both must be taken for credit.

In-depth study of social and personality development across the life span through lectures and laboratory experiences.

**456 Cognitive Development (3:3).**

*Pr. grade of at least C- in 250.*

- When offered in the same semester with 456L, both must be taken for credit.

Examination of current theories and empirical research concerned with perceptual and cognitive development.

**456L Cognitive Development Laboratory (1:0:3).**

*Pr. grades of at least C- in 250 and 300.*

*Coreq. 456.*

- When offered in the same semester with 456, both must be taken for credit.

Laboratory course focusing on research methods of cognitive development.

**457 Developmental Psychobiology (3:3).**

*Pr. grades of at least C- in 230, 250 and 300.*

Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior.

**460 Interpersonal Behavior and Group Processes (3:3).**

*Pr. grade of at least C- in 260.*

- When offered in the same semester with 460L, both must be taken for credit.

In-depth analysis of interpersonal behavior and group processes. Topics include aggression, prosocial behavior, attraction, prejudice and discrimination, social comparison, close relationships and groups.

**460L Interpersonal Behavioral and Group Processes Laboratory (1:0:3).**

*Pr. grades of at least C- in 260 and 300.*

*Coreq. 460.*

- When offered in the same semester with 460, both must be taken for credit.

Laboratory course focusing on research methods of social psychology.

**461 Attitudes and Social Influence (3:3).**

*Pr. grade of at least C- in 260.*

- When offered in the same semester as PSY 461L, both must be taken for credit.

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.

**461L Attitudes and Social Influence Laboratory (1:0:3).**

*Pr. grades of at least C- in 260 and 300.*

*Coreq. 461*

- When offered in the same semester with 461, both must be taken for credit.

Laboratory course focusing on research methods used in the scientific study of attitudes and social influence.

**462 Social Cognition: Perceiving and Thinking in a Social Context (3:3).**

*Pr. grade of at least C- in 260.*

- When offered in the same semester as PSY 462L, both must be taken for credit.

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.

**462L Social Cognition Laboratory (1:0:3).**

*Pr. grades of at least C- in 260 and 300.*

*Coreq. 462.*

- When offered in the same semester with 462, both must be taken for credit.

Laboratory course focusing on research methods in social cognition.

**463 Psychological Perspectives on Personal Relationships (3:3).**

*Pr. grade of at least C- in 260.*

- When offered in the same semester as PSY 463L, both must be taken for credit.

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.

**463L Psychological Perspectives on Personal Relationships Laboratory (1:0:3).**

*Pr. grades of at least C- in 260 and 300*

*Coreq. 463*

- When offered in the same semester as PSY 463, both must be taken for credit.

Laboratory course focusing on research methods used in the scientific study of personal relationships. When offered in the same semester with 463, both must be taken for credit.

**470 Psychological Disorders of Children (3:3).**

*Pr. grade of at least C- in 270.*

- When offered in the same semester as PSY 470L, both must be taken for credit
- Students cannot receive credit for both this course and PSY 502

Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, anxiety.

**470L Psychological Disorders of Childhood Laboratory (1:0:3).**

*Pr. grades of at least C- in 270 and 300.*

*Coreq. 470.*

- When offered in the same semester with 470, both must be taken for credit.

Laboratory course providing exposure to and experience with state-of-the-art clinical child assessment techniques, as well as commonly used research methods in clinical child psychology.

**471 Psychological Disorders of Adults (3:3).**

*Pr. grade of at least C- in 270.*

- When offered in the same semester as PSY 471L, both must be taken for credit
- Students cannot receive credit for this course and PSY 341.

Etiology, assessment, and treatment of various psychological disorders of adults, e.g., schizophrenia, depression, anxiety.

**471L Psychological Disorders of Adults Laboratory (1:0:3).**

*Pr. grades of at least C- in 270 and 300.*

*Coreq. 471*

- *When offered in the same semester with 471, both must be taken for credit.*

Exposure to and experience with clinical assessment techniques and clinical research methods.

**472 Field Experience in Applied Settings (3).**

*Pr. grades of at least C- in 470 or 471; junior standing; and permission of instructor.*

- *Malpractice insurance fee required for certain placements.*

Community field experience designed to illustrate practical applications of psychological principles and research. Class meetings and written work required in addition to field placement.

**481 Cognition and Consciousness (3:3).**

*Pr. grade of at least C- in 280.*

- *When offered in the same semester with 481L, both must be taken for credit.*

In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results.

**481L Cognition and Consciousness Laboratory (1:0:3).**

*Pr. grades of at least C- in 280 and 300*

*Coreq. 481*

- *When offered in the same semester with 481, both must be taken for credit.*

Laboratory course focusing on the research methods of cognitive psychology.

**483 The Psychology of Thinking (3:3).**

*Pr. grade of at least C- in 280.*

Research and theory on human problem-solving and reasoning. Topics include classification, categorization, decision making, rational thought, and a discussion of awareness in thinking.

**490 Directed Readings in Psychology (1-3).**

*Pr. 18 hours in psychology, and permission of instructor*

- *May be repeated for credit*

Reading and library research on a specialized topic in the primary scientific literature in psychology under the supervision of a faculty member.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**495H Senior Honors Seminar (3:3).**

*Pr. 300 and completion of core requirements for psychology major, senior standing, and GPA 3.3, or permission of the instructor.*

- *May be repeated for credit when topics vary.*

Provides students with advanced study and critical analysis of contemporary problems in psychology.

**For Advanced Undergraduates and Graduate Students**

**502 Psychological Problems of Childhood (3:3).**

*Pr. 121 or permission of instructor.*

- *Not recommended for Psychology majors.*

• *Students cannot receive credit for this course and PSY 470.*

• *Students cannot receive credit for this course and CUI 540.*

General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of teachers in special education.

**506 Psychology of Aging (3:3).**

*Pr. 121 or permission of instructor.*

Adult lifespan changes in psychophysiology, cognition, personality, sexuality, social relationships, and mental health.

**515 History and Systems of Psychology (3:3).**

*Pr. senior standing; minimum of 12 hours of psychology, including 121; or permission of instructor.*

Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.

**519 Special Topics in Psychology (3:3).**

*Pr. appropriate introductory 200-level core course or equivalent, or permission of instructor.*

- *May be repeated for credit when topics vary.*

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.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF PUBLIC HEALTH EDUCATION (HEA)

*School of Health & Human Performance*

437 Health & Human Performance Building  
(336) 334-5532

<http://www.uncg.edu/phe>

### FACULTY

*Dan Bibeau, Associate Professor and Head of Department  
Professors Gruchow, Howell, Thomas; Associate Professors  
King, Lawrence; Assistant Professors Lovelace, Smith, St.  
George; Lecturers Bull, Essick, McCoy-Pulliam, Tyler*

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.

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 a part of the professional preparation program. Graduates work in public health departments, schools, and various health and human services agencies. Student who wish to declare a Health Education major should consult with the Department Undergraduate Program Director to be assigned an advisor and to receive information about required course schedules and sequences.

### Health Education Major

**Degree:** Bachelor of Science

**Required:** 124 semester hours, to include at least 36 hours at or above the 300 course level

#### AOS Code:

Community Health Education (124 hours), U407

#### Community Health Education Requirements

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.

#### Admission to the Professional Program

1. Completion of at least 12 semester hours at UNCG
2. At least 2.2 grade point average upon completion of 60 credit hours, and a grade of C (2.0) or better in all required HEA courses

#### Admission to Senior Practicum Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements (HEA 308, 340, 427)
3. At least 2.2 grade point average (overall)
4. A grade of C (2.0) or better in all required HEA courses
5. Current CPR and Community First Aid and Safety certification.

### Graduation Requirements for a B.S. in Community Health Education

1. A grade of C (2.0) or better in all required HEA courses
2. Successful completion of HEA 428 with a grade of P (Pass)
3. Completion of all other requirements as described for degree and major

### All-University Liberal Education Requirements (AULER) (46 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT)	3
Required: STA 108	
Natural Science (NS)	7
Required: BIO 111 and one other NS course	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101, and ENG 102	
Social and Behavioral Sciences (SB)	6
Required: PSC 210 and HEA 201	
AULER Electives	6
Required: CST 341	

### Health Education Requirements (55 semester hours)

1. HEA 201, 308, 314, 315, 316, 339, 340, 366, 405, 420, 427, 428, 466
2. Twelve hours from the following courses, with at least 9 hours from HEA: HEA 202, 260, 310, 330, 331, 333, 347, 369, 450; ECO 390; ESS 220, 375; NFS 213. May include any of the following one hour courses: HEA 203, 300, 301, 303, 304, 305, 306, 307, 331

### Related Area Requirements (6 semester hours)

1. ISM 110
2. SOC 341, or SWK 311

### Free Electives (24 semester hours)

Sufficient to complete total semester hours required for degree and concentration chosen.

### Health Education As A Second Major

Course requirements for the Health Education second major are the same as for the major.

### Minor in Health Studies

**Area of Study Code:** U425

**Required:** minimum of 18 semester hours

1. HEA 201; NFS 213; ESS 220; nine additional hours of health courses
2. Grade of C (2.0) or better in courses counted toward minor
3. At least 2.2 grade point average
4. Completion of at least 12 semester hours at UNCG and a minimum grade point average of 2.2 at time of registration for the minor

NOTE: Students interested in the minor should contact the Department of Public Health Education.

## Teacher Licensure

Students can satisfy requirements for an entry-level K-12 Health Specialist "A" teacher license through the Department of Public Health Education.

Eligible students must have an undergraduate degree with a cumulative GPA of 2.5 or better, satisfy the equivalent requirements for UNCG's BS in Community Health Education, complete required professional education courses, and complete a student teaching experience with its related block of associated courses. Course selection must be completed in consultation with the Department Head or designated faculty advisor. Students who have already taken health courses as part of their undergraduate program should contact the Department to determine which of those courses can be accepted as meeting some of the teacher licensure requirements.

See **Teacher Education Programs** for further details. Questions about the above requirements should be directed to the Department of Public Health Education.

## PUBLIC HEALTH EDUCATION COURSES (HEA)

### For Undergraduates

#### 201 Personal Health (3:3).

AULER/CLER: SB, CSB

• *Fulfills teacher licensure requirements. Elective for all others.*

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.

#### 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. (FA)

#### 203 Peer Health Education: Selected Topics (1:1).

Pr. 202

- *May be repeated twice for a total of 3 credits*
- *Graded Pass/Not Pass (P/NP)*

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. (SP)

#### 236 First Aid (1:1).

- *Students may not take both 236 and 338 for credit.*

American Red Cross Standard First Aid Course leading to certification for those who qualify.

#### 260 Human Sexuality (3:3).

AULER/CLER: SB, CSB

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. (FA,SP)

#### 300 Preventing Sexually Transmitted Diseases (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. (FA/SP)

#### 301 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. (FA/SP)

#### 303 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. (FA/SP)

#### 304 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. (FA/SP)

#### 305 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. (FA/SP)

#### 306 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. (FA/SP)

#### 307 International Health (1:1).

Study of international health focusing on health care, conditions, and disease in industrialized and non industrialized nations; public health and health education approaches to prevention of problems causing morbidity and mortality. (FA/SP)

#### 308 Introduction to Public Health Education (3:3).

Pr. Public Health Education major or minor; or permission of instructor.

Introduction to the profession of public health education (terminology, purposes, settings, etc.) and roles of professional health educators; foundation course preparing students for the public health education major. (FA)

#### 310 Emotional Health (3:3).

Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.

#### 314 Disease Processes (3:3).

Pr. Public Health Education major or minor; or permission of instructor.

Focus on concepts of health and illness, knowledge of the risk factors, etiology and pathogenesis of selected diseases, and understanding of how prevention strategies relate to disease etiology. (FA)

#### 315 Epidemiology (3:3).

Pr. Public Health Education major or minor; or permission of instructor.

Study of the distribution and determinants of disease occurrence with emphasis on application to health education. (SP)

#### 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. (SP)

**317 Experimental Course: Conflict Resolution Skills (1:1).**

Analysis and skill in conflict resolution. Methods of listening, discovering common ground, problem solving. (Offered SP'00)

**325 Public Health Data Analysis (3:3).**

*Pr. overall GPA of 2.0; Public Health Education major, or permission of instructor.*

Applied course to develop skills in finding, understanding and analyzing public health data that is essential for needs assessment, program planning and evaluation. (FA/SP)

**330 Family Health (3:3).**

*Pr. 201 or permission of instructor.*

- Elective for sophomores, juniors, and seniors.

Factors contributing to health of the family at various stages in the life cycle, with emphasis on selected health problems as they affect family health maintenance and promotion.

**331 Topics in Alcohol, Tobacco and Drugs (1:1).**

- May be repeated for credit when topic varies

Analysis of the epidemiology of alcohol/drug use and public health and health education approaches to prevention, intervention and treatment. (FA/SP)

**333 Health of Women (3:3).**

Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. (Same as NUR 330)

**334 Community Health (3:3).**

*Pr. sophomore standing.*

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.

**338 Safety and First Aid (3:3).**

- Students may not take both 236 and 338 for credit.

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.

**339 Introduction to Public Health Education Practice (Fieldwork I) (1:1).**

*Pr. Public Health Education major or minor; or permission of instructor.*

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. (FA)

**340 Community Observation and Assessment (3:3).**

*Pr. 201 and 339; minimum overall GPA of 2.0; Public Health Education major; or permission of instructor*

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. (SP)

**341 Elementary School Health (3:3).**

*Pr. Public Health Education major or acceptance into Teacher Education Program.*

Health content relevant to college students followed by analysis of such content to derive information appropriate for elementary children. Includes methodologies for conduct of elementary school health program. (FA,SP)

**342 Observation and Participation in School Health Education (2:2).**

*Pr. minimum cumulative GPA of 2.0; Public Health Education major, or permission of instructor.*

Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on elementary and secondary levels. (FA)

**347 Health Problems of Lower Income Groups (3:3).**

*Pr. sophomore standing.*

Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions.

**361 Sexuality Education: Content and Methods (3:3:1).**

*Pr. 260 and permission of instructor.*

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.

**366 Individual/Small Group Health Education Strategies (3:3).**

*Pr. 308, 314, 339; overall GPA of 2.0; junior standing; Public Health Education major; or permission of instructor*

Theory and practice in planning and using health education strategies for individuals and small groups. (SP)

**369 Lifetime Health Concerns (3:3).**

*Pr. sophomore standing.*

Selected predictable physical, mental, and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence.

**405 Program Planning and Evaluation (3:3).**

*Pr. 308, 315, and 340; or permission of instructor*

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. (SP)

**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. (FA)

**425 Evaluation in Health Education (3:3).**

*Pr. 315, 340, and 405; admission to professional program*

Consideration of existing health education instrumentation and its construction and usage to evaluate health knowledge, attitudes, behavior, and programs. (FA)

**427 Public Health Education Practicum (Fieldwork III) (3:2:3).**

*Pr. 339 and 340; admission to professional program*

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. (FA)

**428 Health Education Internship (Fieldwork IV and Seminar) (12).**

*Pr.* 339, 340, 366, 427, 466; admission to professional program; overall 2.2 GPA; grade of C or better in all required HEA courses; must have current certification in Community First Aid and Safety and CPR.

- Grade: Pass/Not Pass (P/NP).
- Minimum 320 contact hours

Experience in using public health education techniques and practices in a community organization/agency. Emphasis on functioning as a professional health educator under supervision. (SP)

**450 Current Health Problems (3:3).**

Examination of selected health problems including cardiovascular diseases, cancer, death and dying, and others that are of current pertinence. Nature of the problems themselves as well as the impact on society.

**461, 462 Student Teaching in Health Education (4), (4).**

*Pr.* admission to Teacher Education Program; completion of all prerequisite teacher licensure requirements; overall 2.5 GPA and a grade of "C" or better in all required HEA courses; current certification in Community First Aid and Safety.

- Grade: Pass/Not Pass (P/NP).

Full-time teaching of health in schools and/or appropriate teaching centers in state. Weekly seminar for evaluation and planning. (SP)

**463 Seminar in School Health Education (2:2).**

*Coreq.* 461, 462.

Consideration and evaluation of student teaching experiences and identification of opportunities for future professional growth. (SP)

**464 Administration of the School Health Program (2:2).**

*Coreq.* 461, 462.

Administration of the school health program, with particular emphasis on program planning, implementation, and school-community relations. (SP)

**465 Elementary School Health Education (2:2).**

Integration and application of principles from general education and secondary health education for grades K-6. Emphasis on content selection and teaching methodology appropriate to elementary school.

**466 Community Level Intervention Strategies (3:3).**

*Pr.* admission to the professional program; or permission of instructor.

Theory and practice in selecting, developing and implementing community-level interventions to improve the health of individuals and communities. (FA)

**467 Teaching Methods in Health (3:3).**

*Pr.* 315, 340, and 405; minimum cumulative GPA of 2.0; admission to professional program.

Philosophy and practice of health education with emphasis on problem-centered teaching methodologies and instructional materials.

**475 Independent Study (1 to 3).**

*Pr.* demonstrated competency for independent work and permission of academic adviser and instructor.

- May be repeated once for credit.

Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic adviser and instructor.

**For Advanced Undergraduates and Graduate Students****540 Seminar in Health (3:3).**

*Pr.* 320, 380; senior standing; Public Health Education major; or permission of instructor.

Current problems, issues, and trends in health education and health sciences, with emphasis on analysis of research and literature.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

---

## DEPARTMENT OF RECREATION, PARKS, AND TOURISM (RPT)

*School of Health & Human Performance*

420-J Health & Human Performance Building  
(336) 334-5327  
<http://www.uncg.edu/les>

**FACULTY**

*Stuart J. Schleien, Professor and Head of Department*  
*Professor Sellers; Associate Professors Bedini, Gladwell;*  
*Assistant Professors Anderson, Stone; Adjunct Instructors*  
*Hardy, Lazorchick, Maxson, Wilson*

**Recreation, Parks, and Tourism Major**

**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:**

Leisure Services Management, U419  
Therapeutic Recreation, U413  
Travel, Tourism, & Commercial Recreation, U420

The Recreation, Parks, and Tourism major prepares students to pursue graduate study or to assume career opportunities in leisure services management, therapeutic recreation, commercial recreation, and aspects of the travel and tourism industry. The Department 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/AALR Council on Accreditation since 1981.

## Requirements

### All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT) Required: all concentrations: STA 108	3
Natural Science (NS) Required: Therapeutic Recreation concentration: BIO 111	6 (or 7)
Reasoning and Discourse (RD) Required: all concentrations: ENG 101 or FMS 103 or RCO 101 and ENG 102	6
Social and Behavioral Sciences (SB) Required: Therapeutic Recreation concentration: HDF 211, PSY 121 Required: Travel, Tourism, and Commercial Recreation concentration: ECO 201 and one other	6
AULER Electives Required: all concentrations: CST 105 or 111; and one other course from any area listed above	6

### Major Requirements

#### For all concentrations:

- RPT 111, 212, 213, 314, 315, 416, 417, 418, 511
- For both RPT 315 and 417, an overall GPA of 2.0 is required prior to registration for the courses.

NOTE: Both field work experiences are typically offered only during the summer sessions and cannot be taken during the same summer. Therefore, students should plan accordingly.

#### Leisure Services Management Concentration

- RPT 241, 324, 343, 545
- Related areas:  
Select one of the following: PSC 210, 305, 310, 312, 313, 320, 324  
Select one of the following: SOC 201, 227, 325, 326  
Select one of the following: CST 210; ISM 110; MGT 312, 330; MKT 320, 324  
Select any additional three of the following: CST 210; ESS 330, 458; ISM 110; MGT 312, 330; MKT 320, 424; PSC 210, 305, 310, 313, 320, 324; RPT 202; SOC 201, 227, 325, 326

#### Therapeutic Recreation Concentration

- RPT 231, 332, 533
- Related areas: BIO 271, 277; ESS 381; HDF 211; PSY 341
- Select one of the following: CED 310; ESS 579; HEA 369; SES 135, 540

#### Travel, Tourism, and Commercial Recreation Concentration

- RPT 221, 324, 425, 526
- Related areas: ACC 201; ISM 110; MGT 309; MKT 320; RPT 342 or RPT/GEO 320  
Select two of the following: ECO 202; GEO 205, 302; MGT 312, 313, 330; MKT 327, 421, 424

### Electives

Sufficient to complete 122 total semester hours required for degree.

## Recreation, Parks, & Tourism Minor

AOS Code: U427

Required: minimum of 15 semester hours

This minor complements a number of majors, including biology, business administration, human development, geography, history, exercise and sport science, political science, public health education, psychology, and social work. Fifteen semester hours are required, including RPT 101 or 111, 212 or 213, 416 or equivalent, and 6-9 hours from department concentration courses. RPT 314 may be counted as a therapeutic recreation concentration course.

Students interested in the minor should register with the Department of Recreation, Parks, and Tourism, 420-J HHP Building.

## RECREATION, PARKS, & TOURISM COURSES (RPT)

### For Undergraduates

#### 101 Leisure in Modern Society (3:3).

- For non-majors only
- Students may not receive credit for both 101 and 111.

Survey of philosophical dimensions of leisure; exploration of leisure service delivery systems; evolution of leisure life-styles and need for educating for leisure-oriented living.

#### 111 Introduction to Recreation, Parks, and Tourism (3:3).

- Students may not receive credit for both 111 and 101.

Historical and philosophical foundations of recreation, parks, and tourism; examination of agencies providing services, social and economic factors influencing recreation in contemporary society, professional organization, and career opportunities.

#### 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.

#### 212 Leadership in Recreation, Parks, and Tourism (3:3).

Analysis of techniques, principles, and practices of leadership in leisure services; basic processes of activity leadership in conjunction with development of skills and knowledge in activity areas.

#### 213 Program Planning in Recreation, Parks, and Tourism (3:3).

General principles of program planning; intensive study of program area available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation.

#### 221 Introduction to Travel and Tourism (3:3).

Pr. RPT majors and minors only, or permission of instructor.

Survey of travel and tourism with emphasis on its origins, present characteristics, and societal impacts; implications of travel in the United States and emerging importance of international travel.

**231 Introduction to Therapeutic Recreation and Medical Terminology (4:3:3).**

Survey of key concepts, theoretical underpinnings, and procedures in clinical and community recreation situations. Focuses upon varied special needs populations, prescriptive activities, documentations using medical charting, medical and psychiatric terms.

**241 Introduction to Leisure Services Management (3:3).**

*Pr. RPT majors and minors only, or permission of instructor.*

History and development of public and private non-profit recreation agencies with emphasis on types of programs and services offered, current trends, and issues impacting the delivery of services.

**251 Professional Preparation in Recreation, Parks, and Tourism (1:1:2).**

*Pr. 111.*

- RPT majors only.

A laboratory format course with "hands-on" experience in developing cover letters and professional resumes, job search skills, and interviewing for positions in recreation, parks, and tourism.

**304 Outdoor Challenge/Adventure Education Programs (3:3).**

Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

**314 Recreation Services with Underrepresented Groups (3:3).**

Awareness of and sensitivity to the needs of people with disabilities and other disenfranchised individuals with regard to planning, delivering, and evaluating recreation/leisure services in the community.

**315 Practicum in Recreation, Parks, and Tourism (3 to 6).**

*Pr. 111, 212, 213, and 221 or 231 or 241, or permission of instructor; must have a cumulative 2.0 GPA to enroll.*

- a 3 semester hour experience may be repeated once for a maximum of 6 semester hours
- Grade: Pass/Not Pass (P/NP).

Directed practicum experience in approved recreation, parks, and tourism agency. Opportunities provided for student to develop knowledge, values, and skills appropriate for entry-level practice in the profession. (SU only)

**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. (Same as GEO 320.)

**324 Commercial and Entrepreneurial Recreation (3:3).**

*Pr. 111 or permission of instructor.*

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.

**332 Program Design in Therapeutic Recreation (3:3).**

*Pr. 111, 231, or permission of instructor.*

Focus on skills for systematic design and evaluation of programs for people with disabilities using various techniques, including activity and task analysis and client documentation.

**342 Park and Recreation Facility Development (3:2:2).**

Examination of the basic procedures involved in the planning process; basic considerations in park planning and development; analysis of the methods and techniques of site evaluation and design.

**343 Park and Recreation Maintenance Management (3:3).**

*Pr. 111, 213 or permission of instructor.*

Principles and practices of maintenance management; operational policies and procedures in leisure services agencies.

**346 Campus Recreation Management (3:3).**

Basic principles and procedures of campus recreation management with emphasis on programming, maintenance, budgeting, and risk management aspects of program development. (SP)

**405 Special topics Seminar (3:3).**

*Pr. course work in appropriate content area and/or permission of instructor.*

- May be repeated once for credit.

Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on society studied.

**416 Management in Recreation, Parks, and Tourism (3:3).**

*Pr. 315 or permission of instructor.*

Principles and practices of management in recreation, park and tourism agencies with emphasis on motivation, leadership, finance and budgeting, personnel policies and practices, and marketing and public relations.

**417 Internship in Recreation, Parks, and Tourism (1:2).**

*Pr. 315 and 416; must have a cumulative 2.0 GPA to enroll.*

- Grade: Pass/Not Pass (P/NP).

Advanced practical experience in an approved recreation, park, and tourism agency. Internship consists of a full-time placement for a minimum of 12 weeks and 480 clock hours. (Offered SU only, or by permission of instructor)

**418 Research and Evaluation in Recreation, Parks, and Tourism (3:3).**

*Pr. 315, STA 108, or permission of instructor.*

Analysis of research and evaluation methods in recreational, parks, and tourism including problem identification, literature review, data collection methods and analysis, and report writing.

**425 Resort Management (3:3).**

*Pr. 111, 221 or permission of instructor.*

Examination of the resort industry. Considers development and operations, with an emphasis on the management of resort properties.

**435 Recreation as a Related Service in Public Schools (3:3:1).**

Examination of role of therapeutic recreation within the school setting. Principles and applications of leisure education, service models, individualized education programs. Includes 4-week practicum with children with disabilities. (FA)

**436 Seminar: Leisure Education and Transition (3:3).**

*Pr. 231*

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. (SP)

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****511 Senior Seminar in Recreation, Parks, and Tourism (3:3).**

*Pr. 315, senior standing, or permission of the instructor.*

Examination of current practices in recreation, parks, and tourism with emphasis on their impact in the delivery of programs and services, and their technological, economic, and political significance in society.

**519 Directed Research (3:3).**

*Pr. 418 or permission of instructor*

Identification and investigation of research questions in recreation, parks, and tourism. Opportunity for students to conduct research with direction from scholars in the field.

**526 Trends and Issues in Travel and Tourism (3:3).**

*Pr. 324, 425, or permission of instructor.*

Study of current trends and issues in travel and tourism; examination of ethical and legal issues, marketing and management strategies, and providers of tourism products and services.

**533 Trends and Issues in Therapeutic Recreation (3:3).**

*Pr. 315, 332, or permission of instructor.*

Study of trends and issues in therapeutic recreation; examination of current controversial issues and selected facilitation techniques; interdisciplinary team practice; supervisory functions, and professional advocacy.

**545 Financing Recreation and Parks (3:3).**

*Pr. 416 or equivalent or permission of instructor.*

Financial methods and techniques utilized in recreation and parks. Emphasis on new approaches to financing, alternative financing techniques, fees and charges, and revenue producing facilities.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF RELIGIOUS STUDIES (REL)

*College of Arts & Sciences*

109 Foust Building  
(336) 334-5762

<http://www.uncg.edu/Catalog/rel.html>

**FACULTY**

*Charles D. Orzech, Associate Professor and Head of Department*

*Professor Levinson; Associate Professors Krueger, Ramsey; Assistant Professor Grossman; Lecturers Headington, 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.

Courses are organized in four concentrations:

1. Traditions
2. Historical Studies
3. Critical and Evaluative Studies
4. Cultural Studies.

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. Critical and evaluative studies include courses on religious philosophies, religious ethics, and theologies, as well as political, social, and psychological accounts of religious life. Cultural studies include courses that investigate the role religion plays in politics, economics, social movements, arts, sciences, as well as diverse forms of personal conduct.

### Religious Studies Courses Meeting All-University Liberal Education Requirements (AULER) and College of Arts and Sciences Liberal Education Requirements (CLER)

REL 104, 107, 109, 110, 207, 232, 251, 309, 326, 328	Analytic and Evaluative Studies (AE, CAE)
REL 202, 204, 210	Historical Perspectives on Western Culture (HP, CPM)
REL 131, 212, 215	Historical Perspectives on Western Culture (HP, CMO)
REL 111, 211, 218, 220, 221, 225, 250, 351	Nonwestern Studies (NW, CNW)

**Religious Studies Major**

**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.

**Requirements**

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College

requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Major Requirements

Minimum 25 semester hours in Religious Studies above the 100-level, including one course from each category.

1. Traditions: REL 210, 211, 212, 215, 218, 220, 221, 225, 250, 351
2. Historical Studies: REL 201, 202, 204, 301, 305, 311, 313, 366, 367
3. Critical and Evaluative Studies: REL 207, 232, 240, 251, 259, 324, 325, 326, 327, 328, 330, 333, 340, 365
4. Cultural Studies: REL 309, 310, 312, 314, 315, 318, 323, 503
5. Senior Seminar: REL 410

### Electives

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

## Religious Studies as a Second Major

**Required:** minimum of 25 hours above the 100 level

Requirements for a Second Major in Religious Studies are the same as for the Religious Studies Major. Included in the requirements are a minimum of 25 hours above the 100-level, including one course from four concentrations: traditions, historical studies, critical and evaluative studies, and cultural studies, and the Senior Seminar.

## Religious Studies Minor

**Required:** minimum of 18 hours

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. The minor consists of 18 semester hours including one course each in Traditions, Historical Studies, Critical and Evaluative Studies, and Cultural Studies.

## RELIGIOUS STUDIES COURSES (REL)

### For Undergraduates

#### 104 Religion, Ritual, and the Arts (3:3).

AULER/CLER: AE, CAE

A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary.

#### 107 Myth and Ritual in the Ancient Near East (3:3).

AULER/CLER: AE, CAE

Exploration of classical Western religious themes (marriage, battle, underworld, journey) in the earliest form of their expression in ancient Near Eastern myth and ritual.

#### 109 Religion and Contemporary Culture (3:3).

AULER/CLER: AE, CAE

Understandings of religion as shaped by contemporary social institutions, the arts, politics, and philosophy.

#### 110 Introduction to Religious Studies (3:3).

AULER/CLER: AE, CAE

Inquiry into religion through consideration of forms, patterns, categories, symbols, and practices which characterize various religious experiences.

#### 111 Non-Western Religion (3:3).

AULER/CLER: NW, CNW

Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms.

#### 121 Religious Themes in Contemporary Literature (3:3).

Religious attitudes and themes concerning suffering, bafflement, and evil in contemporary novels by such authors as Atwood, Chappel, Delillo, Dillard, Erdrich, Heller, Kundera, Levi, Morrison, Rushdie, Thomas, Tylor, and Vonnegut.

#### 131 Religion in America (3:3).

AULER/CLER: HP, CHP-CMO

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.

#### 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.

#### 202 Introduction to the Hebrew Scriptures (3:3).

AULER/CLER: HP, CHP-CPM

Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context.

#### 204 New Testament and the Origins of Christianity (3:3).

AULER/CLER: HP, CHP-CPM

Study of the New Testament texts in their historical, sociological, and literary contexts.

#### 207 Modern Problems of Belief (3:3).

AULER/CLER: AE, CAE

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.

#### 210 Christianity I (3:3).

AULER/CLER: HP, CHP-CPM

Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation.

#### 211 Hinduism (3:3).

AULER/CLER: NW, CNW

Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought.

#### 212 Christianity II (3:3).

AULER/CLER: HP, CHP-CMO

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.

#### 215 Judaism (3:3).

AULER/CLER: HP, CHP-CMO

Introductory study of Judaism, its history, texts, life, and thought.

**218 Nonwestern Religions: China (3:3).**

AULER/CLER: NW, CNW

A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.

**220 Nonwestern Religions: Japan (3:3).**

AULER/CLER: NW, CNW

A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.

**221 Buddhism (3:3).**

AULER/CLER: NW, CNW

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.

**225 Islam (3:3).**

AULER/CLER: NW, CNW

Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures.

**229 Experimental Course: African American Religions (3:3).**

Study of religious traditions of African-Americans through an examination of history, literature, art, beliefs, ritual practices and values. (Offered SP'00)

**232 American Religious Thought: A Survey (3:3).**

AULER/CLER: AE, CAE

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.

**240 Modern Jewish Thought (3:3).**

A survey of modern Jewish thinkers from Spinoza to Rozenzweig.

**250 Religious Traditions and Care of the Earth (3:3).**

AULER/CLER: NW, CNW

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. (SP)

**251 Topics in Religious Social Ethics (3:3).**

AULER/CLER: AE, CAE

• *May be repeated for credit when topic varies.*

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. (SP)

**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. (Same as PHI 259)

**301 History of Early Christianity (3:3).**

Development of various kinds of Christian beliefs and practices from the second to seventh centuries. Focus on primary sources.

**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.

**309 Gender and Spirituality in the West (3:3).**

AULER/CLER: AE, CAE

Examines assumptions about gender roles in Western religious tradition in relation to changing roles of men and women, spiritual needs and new forms of their expression.

**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.

**311 Topics in Biblical Studies (3:3).**

*Pr. 201 or 202 or 204, or permission of instructor*

• *May be repeated for credit when topics vary, with permission of instructor*

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.

**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.

**313 Topics in Ancient Judaism (3:3).**

• *May be repeated for credit when topics vary, with permission of instructor*

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. (Alt SP)

**314 Saint and Society in the Early Middle Ages (3:3).**

Examination of the concept of sanctity and of the rise and function of the veneration of holy men and women in Christian tradition from the fourth to the seventh century.

**315 Religious Autobiography in the West (3:3).**

AULER/CLER: WL, CWL

Exploration of changing views of selfhood in the Western autobiographical traditions from Augustine's Confessions to the present.

**318 Magic, Science, and Religion (3:3).**

Examination of theories of religion advanced by anthropologists, sociologists, historians and theologians. Consideration of case studies to understand religion as a system of beliefs and practices.

**323 Religious Movement and Communities: Selected Topics (3:3).**

• *May be repeated when topic varies.*

Selected topics will bring to bear historical, analytical, theological and ethical tools to understand religious movements. Faculty and topics will vary. (FA/SP)

**324 Philosophical Issues in Religion (3:3).**

Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.

**325 Contemporary American Jewish Thought (3:3).**

Analysis and evaluation of American Jewish thinkers: Kaplan, Heschel, Soloveichik, and Fackenheim. Topics include the Holocaust, Israel, relations with Gentiles, Jewish life in a democracy, and relations with African Americans.

**326 American Religious Thought I (3:3).**

AULER/CLER: AE, CAE

Exploration of American religious thought from settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics.

**327 American Religious Thought II: The Romantic Tradition (3:3).**

A study of thinkers like Emerson, Whitman, and Thoreau that focuses on issues concerning religion in a democracy, divinity and nature, and the 'revelatory' character of poetry.

**328 American Religious Thought III: The Pragmatic Tradition (3:3).**

AULER/CLER: AE, CAE

Study of classic pragmatic religious thinkers, including Peirce, James, Royce, Santayana, and Dewey. Focuses on issues concerning the character of religious experience, divinity and nature, the problem of evil.

**330 Major American Religious Thinkers (3:3).**

Pr. permission of instructor.

- May be repeated for credit when topic varies.

Topics to vary. Analysis and evaluation of major works by an American religious thinker, e.g., Jonathan Edwards, or works exemplifying a particular intellectual movement, e.g., the Puritan Christian Enlightenment.

**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.

**340 Modern Jewish Thinkers (3:3).**

Pr. 240.

- May be repeated for credit when topic varies.

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.

**351 Religion in Traditional Societies (3:3).**

AULER/CLER: NW, CNW

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.

**365 Myth and Theory (3:3).**

An examination of theories of myth in light of intensive readings in Asian, African and Western Mythology, with emphasis upon the role of myth in religion and culture.

**366 Religions of China: Selected Topics (3:3).**

Explores selected aspects of Chinese religions. Possible topics include ritual, Taoist alchemy, ancestor worship, Ch'an Buddhism, the underworld and the dead.

**367 Religions of Japan: Selected Topics (3:3).**

Exploration of selected aspects of Japanese religions. Possible topics include ritual, Japanese festivals, Shinto, ancestor worship, Zen Buddhism, the underworld and the dead.

**401, 402, 403, 404 Tutorial (1 to 3), (1 to 3), (1 to 3), (1 to 3).**

Pr. permission of instructor.

Directed program of reading, research, and private instruction.

**410 Senior Seminar (1-3).**

- Required of all Seniors.

• May be repeated for up to 9 hours of credit when topic varies  
Colloquium on a unifying theme or major recent work in Religious Studies. Topic will vary with instructor.

**493 Honors Work (3-6).**

Pr. see prerequisites under Honors Program, XXX 493 (p. 172).

- May be repeated for credit if the topic of study changes.

**For Advanced Undergraduates and Graduate Students****503 Topics in Religious Studies (3:3).**

Pr. permission of instructor.

- May be repeated once for credit.

Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition.

Please refer to The Graduate School Bulletin  
for additional graduate level courses.

**RESIDENTIAL COLLEGE (RCO)**

College of Arts &amp; Sciences

Mary Foust Hall

(336) 334-5915

<http://www.uncg.edu/res/>**FACULTY**

Frances C. Arndt, Director and Lecturer in Residential College

Mary Beth Boone, Lecturer in Residential College

Betty A. Carpenter, Assistant Director and Lecturer in Residential College

Michael Cauthen, Lecturer in Residential College

M. Jeffrey Colbert, Lecturer in Residential College

Ellen C. Essick, Lecturer in Residential College

Timothy E. Flood, Lecturer in Residential College

Katherine H. Grenier, Lecturer in Residential College

Justen Infinito-Allocco, Lecturer in Residential College

Deirdre Kearney, Lecturer in Residential College

Deborah Seabrooke, Lecturer in Residential College

Jeffrey T. Adams, Department of German/Russian/Japanese Studies

Rebecca G. Adams, Department of Sociology

Murray D. Arndt, Emeritus, Department of English

Kathy L. Bell, Department of Psychology

Georgiann Bogdan, Department of Anthropology

Robert M. Calhoun, Department of History

Richard H. Fabiano, Department of Mathematical Sciences

Michael E. Lewis, Department of Geography

Laura R. Linder, Department of Broadcasting & Cinema

William A. Magee, Department of Religious Studies

Charles D. Orzech, Department of Religious Studies

Stephen Q. Ruzicka, Department of History

Ann Berry Somers, Department of Biology

Kathryn F. Williams, Department of Classical Studies

The Residential College was created at UNCG in 1970 to provide a setting which encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts.

The Residential College is a two-year program for freshmen and sophomores with a limited number of upperclassperson participants. Members of the program live and have classes in a coeducational residence hall. A Residence Hall Director, who often 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 dormitory.

Faculty members from many different departments and schools teach in the Residential College. Courses taught meet All-University Liberal Education Requirements and requirements of the College of Arts and Sciences.

All students are asked to participate in an interdisciplinary core course focusing on the American experience and to choose another class from a wide range of other academic subjects. These seminars, along with varied types of independent study and community service work, make up six to nine hours of a student's semester course load. The remaining semester hours are taken in the University outside the Residential College. (Residential College students are full members of UNCG and are expected to participate in the life of UNCG.)

All students who have been admitted to UNCG automatically qualify for application to Residential College. Anyone who wishes to receive more information about the program is encouraged to write directly to the Residential College.

### RESIDENTIAL COLLEGE COURSES (RCO)

#### 101 English Composition I (3:3).

AULER/CLER: RD, CRD

- Equivalent credit to ENG 101/FMS 103; students may not receive credit for both RCO 101 and either ENG 101 or FMS 103.

Designed to develop the student's ability to read with discrimination and write effectively. Seabrooke.

#### 102 English Composition II (3:3).

AULER/CLER: RD, CRD

- Equivalent credit to ENG 102/FMS 111; students may not receive credit for RCO 102 and either ENG 102 or FMS 111.

Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Flood, Seabrooke.

#### 108, 109, 208, 209 Residential College Core Course: The American Experience.

First year: The Deep Roots through 1890. Second year: America and the Modern World: 1890-present. The four semester series of courses is multi-disciplinary and is assigned credits in HP, AE, BL and SB areas. Sections offered for academic year 1999-2000 were:

#### 208 Roots of the American Experience. (3).

F. Arndt, Cauthen, Grenier, Magee, Ruzicka.

#### 209 The American Experience from the Revolution to 1890 (3).

F. Arndt, Calhoun, Cauthen, Colbert, Flood.

#### 200 Residential College Seminars

Concentrated and in-depth seminars meeting College of Arts and Sciences and All-University Liberal Education Requirements and intended to complement the core program. Seminars are set up each year, each with 3 hours credit. Seminars for 1999-2000 were:

#### 119-01 College Algebra. Fabiano.

AULER/CLER: MT/CMT

#### 133-01 Service Learning. Carpenter.

Elective

#### 134-01 Images of American Folk Art. Boone.

AULER/CLER: FA/CF/A

#### 222H-01 Detective Fiction. F. Arndt.

AULER/CLER: BL/CBL

#### 233-01 Masterpieces of Cinema. Linder.

AULER/CLER: FA/CF/A

#### 251-01 Introduction to Physical Anthropology. Bogdan.

AULER/CLER: NS, CLS

#### 252-01 Conservation Biology. Somers.

AULER/CLER: NS, CLS

#### 255H-01 Introduction to Earth Science. Lewis.

AULER/CLER: NS, CPS

#### 262-01 Non-Western Religions. Orzech.

AULER/CLER: NW, CNW

#### 265W-01 Chinese Religions: Taoism. Orzech.

AULER/CLER: NW, CNW

#### 273-01 General Psychology. Bell.

AULER/CLER: SB, CSB

#### 274-01 Introduction to Sociology. R. Adams.

AULER/CLER: SB, CSB

#### 275-01 Introduction to Women's Studies. Kearney.

AULER/CLER: SB, CSB

#### 276-01 Personal Health. Essick.

AULER/CLER: SB, CSB

#### 281-01 The Literary Study of the Bible. M. Arndt.

AULER/CLER: WL, CWL

#### 284-01 Masterworks of Modern German Literature. J. Adams.

AULER/CLER: WL, CWL

#### 291-01 The Institution of Education. Infinito-Allocco.

Elective

#### 292-01 The German Expressionist Cinema and Flim Noir. J. Adams.

Elective

#### 301 Independent Study (3). B. Carpenter.

#### 302 Advanced Study (3). B. Carpenter.

**DEPARTMENT OF  
ROMANCE LANGUAGES  
(FRE, ITA, SPA)**

*College of Arts & Sciences*

321 McIver Building

(336) 334-5655

<http://www.uncg.edu/rom>

**FACULTY**

*David A. Fein, Professor and Head of Department  
Professors Smith, Smith-Soto; Associate Professors Campo,  
Chesak, Goode, Koenig, Mather-Koestler, Sotomayor;  
Assistant Professors Grossi, Paredes, Rauch; Lecturers  
Amat, Bender, Daughton, Datallo, Dola, Green, Hill,  
Levine, Martin, McLin, Taylor*

The Department of Romance Languages offers a variety of programs in language, literature, and culture of the three major Romance areas of French, Spanish, and Italian. Students may begin the study of any of these at the elementary level or continue it at the intermediate level. Students with one or more years of high school French or Spanish who wish to continue the study of that same language must take the Language Placement Test. Incoming transfer students returning to the study of French or Spanish begun in high school but not previously pursued at the college level must also take the test. Intermediate proficiency is expected for further work in French or Spanish; according to the student's interests, he or she may then begin the study of literature or develop language skills in composition and conversation. Native or near-native speakers must consult with an appropriate departmental advisor before signing up for courses in the Romance Languages Department.

The Department's goals are three-fold:

1. To provide practical training in understanding, speaking, reading, and writing a foreign language;
2. To promote those values in the liberal arts tradition that derive particularly from the study of language and literature: increased understanding of language itself as structure and process, and the enlightening encounter with cultures and modes of thought different from one's own.
3. To prepare students interested in becoming French and Spanish teachers by providing a range of courses and experiences in their prospective field.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts in Romance Languages with concentrations in French, Spanish, French education, and Spanish education.

Special facilities and features include language laboratories, the possibility of study abroad, and French and Spanish honorary societies. Achievement in Romance studies is recognized by five annual awards to outstanding juniors and seniors.

**French or Spanish Major**

**Degree:** Bachelor of Arts

**Required:** 122 semester hours, to include at least 30 hours at or above the 300 course level

**AOS Codes:**

French, U159

French, with Secondary Subject-Area Teacher  
Licensure, U161

Spanish, U227

Spanish, with Secondary Subject-Area Teacher  
Licensure, U229

The French and Spanish Majors are designed to ensure a well-rounded preparation in language and literature. The programs are balanced and comprehensive, yet they allow students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize both programs. The majors in Romance Languages begin at the 300-level.

**Requirements for Both Majors**

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Requirements for the French Major**

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours at the 300 level or above, including:

1. Language: 6-9 hours from: 301\*, 311, 312, or 313, 315, 415  
\*may not be taken for credit by students who have successfully completed FRE 315 or above
2. Literature: 12 hours from: 353 (prerequisite to 400- and 500-level literature courses), 453, 454, 507, 553, 554, 555, 556, 557A, 558
3. Culture and Civilization: 3 hours from 341 or 342, 332, 532, 533, 557B (if topic is Paris)
4. Electives: 6-9 hours

Literature courses in English translation may not be used for credit toward the major.

**Requirements for the Second Major in French**

No requirement for the major can be met by a grade lower than C-. Minimum 24 semester hours at the 300 level or above, including:

1. Language: 6-9 hours from: 301\*, 311, 312, or 313, 315, 415  
\*may not be taken for credit by students who have successfully completed FRE 315 or above

- Literature: 9 hours from: 353 (prerequisite to 400- and 500-level literature courses); 453, 454, 507, 553, 554, 555, 556, 557, 558
- Electives: 6-9 hours

Students seeking teacher licensure must include Civilization (331a or 332 or 532 or 533), Composition (315 or 415) and Conversation (311 or 312 or 313) in the 24 semester hours. The Phonetics competency may be met by completing 311.

Literature courses in English translation may not be used for credit toward the second major.

#### Secondary Subject-Area Teacher Licensure in French

Students seeking teacher licensure must include Civilization (331a or 332 or 532 or 533). The phonetics (pronunciation) competency is met through 311. Literature courses should be chosen so as to represent a range of periods, movements, and/or genres. Admission to teacher education and student teaching in French requires a minimum GPA of 2.75 overall and in the major. Please see additional teacher licensure requirements discussed in Teacher Education Programs.

Literature courses in English translation may not be used for credit toward the major.

#### Requirements for the Minor in French

15-21 semester hours of courses in French above 203, excluding literature courses in English translation.

#### Requirements for the Spanish Major

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours above the 204 level, including:

- Bridge language course: 301
- Three literature courses: 351, one 400-level and one 500-level course
- Two composition courses, selected from 315, 341, 415
- One conversation course, selected from 311, 312, 313
- One course in civilization, selected from 332, 334, 532, 534
- Two elective courses

#### Requirements for the Second Major in Spanish

24 semester hours above the 204 level, including:

- Bridge language course: 301
- Two literature courses: 351, and one 400- or 500-level course
- One composition course, selected from 315, 341, 415
- One conversation course, selected from 311, 312, 313
- One course in civilization, selected from 332, 334, 532, 534
- Two elective courses

Literature courses in English translation may not be used for credit toward the second major.

#### Secondary Subject-Area Teacher Licensure in Spanish

Majors or second majors seeking teacher licensure must include Phonetics (416) as one of their electives. Admission to teacher education and student teaching in Spanish requires a minimum GPA of 2.75 overall and in the major. Please see additional teacher licensure requirements discussed in Teacher Education Programs.

#### Requirements for the Minor in Spanish

15-21 semester hours of courses in Spanish above 203, excluding literature courses in English translation.

#### Electives for Both Majors

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

#### Accelerated Master's Programs for French and Spanish Majors

Interested students should see Accelerated Master's Programs for Undergraduates for details about the BA in French or Spanish/MBA program requirements.

#### Related Courses, Second Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; European, Spanish or French, or Spanish American History; International Studies; Linguistics; Music; Art; Social Science; Anthropology; International Business Studies.

#### FRENCH COURSES (FRE)

Courses taught in English translation

**222 Explorations in French Literature: English Versions (3:3).**

*AULER/CLER: WL, CWL*

**323 Albert Camus: English Versions (3:3).**

*AULER/CLER: WL, CWL*

A full description of these courses will be found in numerical order in the French courses listed below. All remaining courses are taught in French.

#### For Undergraduates

**101, 102 Beginning French (3:3), (3:3).**

*Pr. 101 prerequisite to 102.*

Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

**113 Conversation in France (3).**

*Pr. two semesters of beginning French courses or permission of instructor.*

- Open only to students not meeting the prerequisites for 313.

Extensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

**203, 204 Intermediate French (3:3), (3:3).**

*CLER: CFL*

*Pr. 102 or equivalent; 203 prerequisite to 204.*

Review and further study of basic French structures with emphasis on active use of language skills; listening, speaking, writing, reading.

**222 Explorations in French Literature: English Versions (3:3).**

*AULER/CLER: WL, CWL*

- May not be used for credit toward French major.

The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

**224 Medieval French Literature in English Translation (3:3).**

• *May not be used for credit toward French major.*

Readings from major genres of the Middle Ages in English translation, as reflections of cultural, philosophical, and aesthetic values in the age of chivalry and belief. Fein.

**301 Advanced French (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

• *May not be taken for credit by students who have successfully completed FRE 315 or above.*

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. (FA)

**311 French Conversation and Phonetics (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

Training in spoken French and phonetics.

**312 French Conversation and Culture (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

Training in spoken French in the context of French culture.

**313 Conversation in France (3).**

*Pr. 204 or equivalent, or departmental permission.*

Intensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

**315 Advanced Grammar and Composition (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

Study of grammar and idiom. Formal and informal writing. (FA)

**323 Albert Camus: English Versions (3:3).**

AULER/CLER: WL, CWL

• *May not be used for credit toward French major.*

Reading and discussion of Camus' novels, plays, and essays in English. Smith.

**331A, 331B Culture and Civilization in France (3), (3).**

*Pr. for 331A, 204 or equivalent, or departmental permission*

• 331A—*taught in French*

• 331B—*taught in English; open only to students not meeting prerequisites for 331A.*

• 331B—*may not be used for credit toward French major.*

Offered only as a summer program in France. Special emphasis on Paris and one other region of France.

**332 Introduction to French Civilization and Culture (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

An introduction to French civilization, presenting an historical overview of major periods with emphasis on selected thematic topics.

**341, 342 Business French (3:3), (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world. Koenig.

**353 Survey of French Literature (3:3).**

AULER/CLER: WL, CWL

*Pr. 204 or equivalent, or departmental permission.*

French literature from Middle Ages through the twentieth centuries. (FA,SP)

**415 Advanced French Composition (3:3).**

*Pr. 311 or departmental permission.*

Review of grammar and practice in informal and formal writing skills. Emphasis on the explication de texte and the dissertation littéraires. (SP)

**453 Topics in French Literature: Ancien Régime (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Advanced studies in French literature of the Middle Ages and Renaissance, or of the seventeenth and early eighteenth centuries.

**454 Topics in Modern French Literature (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Advanced studies in French literature of the late eighteenth and nineteenth centuries, or of the twentieth century. (SP)

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

• *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****507 Teaching French Through French Literature (3:3).**

*Pr. 353 or departmental permission*

• *For upper-level majors and graduate students who plan to teach French.*

Strategies for teaching the French language through its literature. All major genres represented.

**511 The Practice of French Translation and Interpretation (3:3).**

*Pr. 300-level French course, or permission of instructor*

An exploration and application of the practices of translation from and into French. (FA/SP)

**532, 533 French Civilization (3:3), (3:3).**

*Pr. 353 or 332, or departmental permission.*

Study of France and the French people. Historical and geographical background, intensive study of national traits, home life, institutions, and culture. Stress on present-day France.

**553 Topics in French Literary Movements (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

In-depth study of a major literary trend: mannerism, classicism, realism, naturalism, and others.

**554 Topics in French Fiction (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Studies in prose fiction - roman, conte, nouvelle, etc. - through a variety of critical and historical approaches, each topic focusing on one such approach.

**555 Topics in French Poetry (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Studies in French poetry through a variety of critical and historical approaches.

**556 Topics in French Theatre (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Studies in French theatre through a variety of critical and historical approaches.

**557 Advanced Topics in French Literature (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Nontraditional perspectives on literature in the French language: thematic topics, and others.

**558 Topics in Francophone Literature (3:3).**

*Pr. 353 or departmental permission*

• *May be repeated for credit when topic varies.*

Studies in Francophone literature through a variety of aspects or genres, each topic focusing on one such aspect or genre.

**561 The Auteur Director (3:2:3).**

*Pr. BCT 171 or departmental permission.*

• *May be repeated for credit when topic varies.*

Works of an individual film director. Subject differs from offering to offering. (Same as SPA 561)

**562 Studies in Film Genre (3:2:3).**

*Pr. BCT 171 or departmental permission.*

• *May be repeated for credit when topic varies.*

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as SPA 562)

---

**SPANISH COURSES (SPA)**

Course taught in English Translation

**222 Hispanic Masterpieces in English Translation (3:3).**

*AULER/CLER: WL, CWL*

A full description of this course will be found in numerical order in the Spanish courses listed below. All remaining courses are taught in Spanish.

**For Undergraduates****101, 102 Beginning Spanish (3:3), (3:3).**

*Pr. 101 prerequisite to 102.*

Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

**203, 204 Intermediate Spanish (3:3), (3:3).**

*CLER: CFL*

*Pr. 102 or equivalent; 203 prerequisite to 204.*

Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading.

**222 Hispanic Masterpieces in English Translation (3:3).**

*AULER/CLER: WL, CWL*

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.

**301 Advanced Spanish (3:3).**

*Pr. 204 or equivalent, or departmental permission.*

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. (FA,SP)

**311 Spanish Conversation (3:3).**

*Pr. 301 or departmental permission.*

Intensive and methodical training in spoken Spanish.

**312 Spanish Conversation (3:3).**

*Pr. 311 or departmental permission.*

Further intensive and methodical training in spoken Spanish.

**313 Conversation in a Spanish-Speaking Country (3:3).**

*Pr. 204 or departmental permission.*

Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad.

**314 Spain Today (3).**

*Pr. 204 or departmental permission.*

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.

**315 Intermediate Spanish Composition (3:3).**

*Pr. 301 or departmental permission.*

Intensive study of grammar and idiom. Formal and informal writing.

**332 Introduction to Spanish Culture (3:3).**

*Pr. 204 or departmental permission.*

Introduction to the culture of Spain. Selected readings on the culture by noted Spanish authors, films, slides with classroom discussions.

**334 Introduction to Spanish American Culture (3:3).**

*Pr. 204 or departmental permission.*

Introduction to the culture of Spanish America. Selected writings by noted Spanish American authors, films, slides with classroom discussion.

**341 Business Spanish (3:3).**

*Pr. 204 or equivalent.*

Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish speaking countries.

**351 Approaches to Hispanic Literature (3:3).**

*AULER/CLER: WL, CWL*

*Pr. 301 or departmental permission.*

Reading of representative Hispanic texts, by genres. Attention will be given to basic vocabulary, concepts and techniques of literary analysis. (FA,SP)

**401 Special Topics in Language and Literature (3:3).**

*Pr. 351 and departmental permission.*

• *May be repeated for credit when topic varies.*

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.

**402 Spanish Literature I (3:3).**

*AULER/CLER: WL, CWL*

*Pr. 351 or departmental permission.*

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.

**403 Spanish Literature II (3:3).**

*AULER/CLER: WL, CWL*

*Pr. 351 or departmental permission.*

Spanish Literature from the 1800s through the present. Special attention to cultural and historical background and literary techniques of analysis.

**404 Spanish American Literature I (3:3).**

AULER/CLER: WL, CWL

*Pr. 351 or departmental permission.*

Survey of Spanish American literature, from the beginnings through the late 1800s, with attention to techniques of literary analysis.

**405 Spanish American Literature II (3:3).**

AULER/CLER: WL, CWL

*Pr. 351 or departmental permission.*

Second half of a survey of Spanish American literature, from the late 1800s through the present day, with attention to techniques of literary analysis.

**415 Advanced Written and Spoken Spanish (3:3).***Pr. 311 and 315 or equivalent.*

Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles.

**416 Spanish Phonetics (3:3).***Pr. 311 or 312 or 313, or departmental permission.*

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.

**493 Honors Work (3-6).***Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**497 Directed Study in Spanish Language (3:3).***Pr. departmental permission required.*

Directed study and research in Spanish language.

**498 Directed Study in Hispanic Literature (3:3).***Pr. departmental permission required.*

Directed study and research in literary topics.

**499 Experimental Course: Internship in Spanish (3:0:10:12).***Pr. one 400-level Spanish course or departmental permission;**GPA of 3.5 or higher in Spanish; demonstration of oral proficiency in Spanish*

Internship experience in an appropriate institution, business or agency which will allow students to serve Greensboro's Hispanic community while using their Spanish skills. (Offered SP'00)

**For Advanced Undergraduates and Graduate Students****502 Topics in Spanish Literature (3:3).***Pr. one 400-level course in Hispanic literature or departmental permission.*

- *May be repeated for credit when topic varies.*

In-depth studies, through a variety of critical and historical approaches, based on themes, geographical areas, outstanding figures, genres, or periods.

**504 Topics in Spanish American Literature (3:3).***Pr. one 400-level course in Hispanic literature or departmental permission.*

- *May be repeated for credit when topic varies.*

In-depth study, through a variety of critical and historical approaches, based on geographical areas, outstanding figures, genres, or periods.

**516 Introduction to Spanish Syntax (3:3).***Pr. 415 or departmental permission.*

Introduction to Spanish syntax. Analysis of Spanish grammar; syntactic categories and phrase structure.

**532 Spanish Civilization (3:3).***Pr. one 400-level course in Hispanic literature or departmental permission.*

Development of Spanish culture. Historical and geographical background for study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions.

**534 Spanish-American Civilization (3:3).***Pr. one 400-level course in Hispanic literature or departmental permission.*

Development of Spanish-American culture.

**561 The Auteur Director (3:2:3).***Pr. BCT 171 or departmental permission.*

- *May be repeated for credit when the topic varies.*

Works of an individual film director. Subject differs from offering to offering. (Same as FRE 561)

**562 Studies in Film Genre (3:2:3).***Pr. BCT 171 or departmental permission.*

- *May be repeated for credit when the topic varies.*

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as FRE 562)

**589 Experimental Course: History of the Spanish Language (3:3).***Pr. SPA 416 or departmental permission*

Development and evolution of the Spanish language from the Pre-romantic stages to the XVI century. Evolution of Spanish in the Americas from Colonial times to the present. (Offered SP'00)

---

**ITALIAN COURSES (ITA)****For Undergraduates****101, 102 Beginning Italian (3:3), (3:3).***Pr. 101 prerequisite to 102.*

Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.

**203, 204 Intermediate Italian (3:3), (3:3).**

CLER: CFL

*Pr. 102 or equivalent; 203 prerequisite to 204.*

Review and further study of Italian, followed by reading of contemporary authors.

**222 Italian Masterpieces in English Translation (3:3).**

AULER/CLER: WL, CWL

Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

**313 Conversation in Italy (3:3).***Pr. 204 or equivalent.*

An intensive conversation course oriented towards life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCG Summer Program in Italy.

**For Advanced Undergraduates and Graduate Students****517 The Auteur Director (3:2:3).**

*Pr. BCT 171 or departmental permission.*

• *May be repeated for credit when the topic varies.*

Works of an individual film director. Subject differs from offering to offering. (Same as FRE, SPA 561)

**518 Studies in Film Genre (3:2:3).**

*Pr. BCT 171 or departmental permission.*

• *May be repeated for credit when the topic varies.*

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as FRE, SPA 562)

*Please refer to The Graduate School Bulletin for additional graduate level French, Italian, and Spanish courses.*

**DEPARTMENT OF SOCIAL WORK (SWK)**

*School of Human Environmental Sciences*

451 Graham Building  
(336) 334-5147

<http://www.uncg.edu/swk>

**FACULTY**

*John Rife, Associate Professor and Chair of Department Professor Wineburg; Associate Professor Hurd, Lindsey; Academic Professional Associate Professor Moore; Assistant Professors Claes, Demison; Academic Professional Assistant Professor Edwards; Instructor Wall; Senior Research Scientist Bailey*

**Social Work Major (Bachelor of Science)**

**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:**

Social Work, U225

School Social Work with Special Subject-Area

Teacher Licensure, U226

The purpose of the Social Work major is to prepare students for entry level generalist practice in social work. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

**Accreditation**

The program is accredited by the Council on Social Work Education for an eight year period ending in June, 2005.

**Admission to the Social Work Major**

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission to the major is based upon:

1. Satisfactory completion of SWK 215 with a grade of C or higher.
2. A minimum University GPA of 2.0
3. Completion of a minimum of 51 semester hours
4. Completion and submission of the BS in Social Work Application Packet by May 1 of the year in which the student is seeking admission.

Admission is competitive and limited. Decisions concerning admission are announced by June 1 and are effective with the beginning of the fall semester.

**Admission to Field Instruction**

1. Prior admission to the Social Work Major.
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 100, PSY 121, STA 108, SOC 101, and completion of the Department's culture and diversity requirement.
3. Completion of 84 hours with a 2.3 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 315, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction.

**General Information**

Admission to the University does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance. Malpractice insurance information is available in the departmental office.

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Science in Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351) must reapply for admission to the social work program. The Director of the Bachelor of Science in 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 Science in Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351). If more than two years elapse, the student must reapply for admission to the social work program. Students who have previously entered field instruction and have not successfully completed it may only reapply once for readmission.

## Requirements

### All-University Liberal Education Requirements (AULER) (45 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Mathematics (MT)	3
Required: STA 108	
Natural Science (NS)	6
Required: BIO 105 and one other NS course	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101 for 3 of the 6 credits	
Social & Behavioral Sciences (SB)	6
Required: ECO 101 and SOC 101	
AULER Electives (EL)	6
Required: HDF 212 and PSC 100	

### Major Requirements

1. Admission to Field Instruction. SWK 215, 310, 311, 315, 325, 351.
2. Practice sequence. SWK 411, 412, 413, 414, 415, and 416.
3. Six hours in social work at the 500-level.

### Related Area Requirements

1. BIO 105
2. ECO 101
3. PSC 100
4. PSY 121
5. STA 108 (students may substitute ECO 250 or SOC 302 with advisor's approval)
6. SOC 101
7. HDF 212
8. Culture and Diversity Requirement: all students must establish elementary competence in culture and human diversity. To do so, a student may establish foreign language proficiency at the elementary level (0-6 hours) or complete six semester hours in course work from the following list: AFS 100, 210; ATY 330; ENG 331, 374, 376; HIS 301, 302, 328, 329; PSC 335, 336; REL 111, 131, 325; SES 135, 335; SOC 227, 329; WMS 250

### Electives

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

## Social Work as a Second Major

### Required: minimum of 24 semester hours

A student may double major by combining social work with another major. The student must complete all of the required related area and major courses for social work. The student must also take at least 24 hours in the second major and meet the appropriate requirements of that department for the second major. Students considering this option are advised to consult extensively with their advisors.

## Social Work Major with Special Subject-Area Licensure in School Social Work

Students intending to become licensed for school social work by the Department of Public Instruction need to complete the licensure program which has been developed with the School of Education (see **Teacher Education Programs**).

In addition to completing the requirements for the social work major, the student must be admitted to the Teacher Education Program and successfully complete the following courses: ELC 381 and SWK 582. The field instruction (SWK 413 and 414) must be taken in a school social work setting. Licensure for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Licensure should contact the advisor for School Social Work Licensure in the Department of Social Work.

## Social Work Minor

### Required: minimum of 15 semester hours

The Social Work minor requires 15 hours of Social Work courses to include: SWK 215, 310, 311, 315, and one 500-level course in social work.

## SOCIAL WORK COURSES (SWK)

### For Undergraduates

#### 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.

#### 310 Social Policy and Services (4:3:3).

*Pr. 215 or permission of instructor*

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. (FA)

#### 311 Human Behavior and Social Environment (3:3).

*AULER/CLER: SB, CSB*

*Pr. 215 or permission of instructor*

Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (FA)

#### 312 Social Environmental Analysis (3:3).

*Pr. 310 and 311.*

Examination and analysis of human service delivery systems in the context of race, age, sex differences, sexual preferences, and other social and cultural differences. Emphasizes the roles of professionals in policy. (SP)

#### 315 Social Work, Diversity, and Vulnerable Populations (3:3).

*Pr. 215, 310, 311; major or minor in Social Work.*

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.

**325 Research in Social Work Practice (3:3).**

*Pr. 215, 310, 311, and STA 108 or SOC 302, and admission to major.*

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. (SP)

**351 Professional Skills (3:3:1).**

*Pr. 215, 310, 311, and admission to major.*

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. (SP)

**411 Social Work Methods I (3:3).**

*Pr. admission to practice sequence.*

*Coreq. must be taken concurrently with SWK 413 and 415.*

• *Majors only.*

Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (FA)

**412 Social Work Methods II (3:3).**

*Pr. 411.*

*Coreq. must be taken concurrently with SWK 414 and 416.*

• *Majors only.*

Focus on development of social work practice skills emphasizing delivery of social services. (SP)

**413 Field Instruction I (5:0:16).**

*Pr. admission to the Department, completion of 215, 310, 311, 315, 325 and 351, and admission to field instruction.*

*Coreq. 411 and 415.*

Educationally directed learning experienced by performing a range of activities related to entry level practice. (FA)

**414 Field Instruction II (5:0:16).**

*Pr. 411, 413 and 415.*

*Coreq. 412 and 416.*

Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (SP)

**415 Field Instruction Seminar I (1:1).**

*Pr. admission to the practice sequence.*

*Coreq. must be taken concurrently with SWK 411 and 413.*

Critical review and analysis of application of social work theory in practice setting. (FA)

**416 Field Instruction Seminar II (1:1).**

*Pr. 415.*

*Coreq. must be taken concurrently with SWK 412 and 414.*

Continues critical review and analysis of social work theory in practice setting. (SP)

**451 Special Problems in Social Work (1 to 3).**

*Pr. requires written plan, permission of sponsoring instructor, and approval of department head.*

• *May be repeated for credit when topics vary.*

Intensive independent study of specialized topics.

**For Advanced Undergraduates and Graduate Students**

Undergraduate social work majors may not enroll in a 500-level social work course unless they have completed at least 84 semester hours including SWK 215, 310, 311, 315, 325, and 351; or have received special permission of the instructor. Undergraduate social work minors must also have completed a minimum of 84 semester hours including SWK 215, 310, and 311 or receive permission of the instructor to take a 500-level social work course.

**505 Interpersonal Skills Lab (3:3).**

*Pr. permission of instructor.*

Prepares students for entry into field instruction; examination and practice of interpersonal communication skills needed for professional practice and social service delivery.

**510 Selected Topics in Social Work (1 to 3).**

*Pr. permission of instructor.*

Opportunity for students to study in depth a topic of special interest. May be repeated for credit when topic varies.

**520 Methods and Practice of Family and Marital Therapy (3:3).**

*Pr. 6 hours of marital and family theory plus permission of instructor.*

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.

**530 Social Agency Program Development (3:3).**

*Pr. permission of instructor.*

Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

**540 Social Work in Community Correction (3:3).**

*Pr. permission of instructor.*

Discussion of preventative and diversion programs. Consideration of probation and parole services. Emphasis on the professional role as service provider.

**550 Social Services in Health Care (3:3).**

*Pr. permission of instructor.*

Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

**551 Special Problems in Social Work (1 to 3).**

*Pr. requires written plan, permission of sponsoring instructor, and approval of department head.*

Intensive, independent study of specialized topics.

**570 Social Services for the Aging (3:3).**

*Pr. permission of instructor.*

Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

**575 Social Work and the Law (3:3).**

*Pr. permission of instructor.*

Focus on the professional and ethical responsibilities, knowledge base of the law which is required for social work practice, and legal issues for the profession.

**580 Long Term Care Policies for Elderly (3:3).**

*Pr. permission of instructor.*

Consideration of financing, organization and delivery of health and human services to those who are elderly and disabled or limited in capabilities for a relatively long period.

**582 School Social Work (3).**

*Pr. permission of instructor.*

Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

**584 Social Services for Children (3:3).**

*Pr. permission of instructor.*

Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

**585 Social Work with Families in Crisis (3:3).**

*Pr. 310, 311, 312 and 351 or HDF 212 and HDF 410 or permission of instructor.*

Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

**590 Social Services in Industry (3:3).**

*Pr. permission of instructor.*

Overview of employee assistance programs, explanation of worker-as-client, and introduction to social work strategies and service in the workplace.

**595 Information Technology in the Human Services (3:3).**

*Pr. one course in social research methods or introduction to computers, or permission of instructor.*

Exploration of impact of information technology on human services, including effects on service delivery, confidentiality issues, management, and new roles for social workers. Includes hands-on computer experience.

*Please refer to The Graduate School Bulletin for additional graduate level courses, including 500- and 600-level courses restricted to those students admitted to the Master in Social Work program.*

**DEPARTMENT OF SOCIOLOGY (SOC)**

*College of Arts & Sciences*

337 Graham Building

(336) 334-5295

<http://www.uncg.edu/soc>

**FACULTY**

*David J. Pratto, Professor and Head of Department*

*Professors Adams, Humphrey, Markham; Associate*

*Professors Brown, Erdmans, Luebke; Assistant Professors*

*Ahmad, Allan, Cureton, Mitchell, Westerveldt*

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 is also available. Courses in this program are offered during the regular academic year. For details, see *The Graduate School Bulletin*.

**Sociology 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:**

Sociology, U221

Criminology, U222

Sociology, with Teacher Licensure in Social Studies, 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 both sociology and another field, c) minor in sociology, d) major in sociology with a concentration in criminology, or e) complete the social studies licensure for secondary teachers with a major in sociology. Requirements for these five options are described separately below. Students interested in taking several courses on inequality, aging and health, or community organizations should see the Sociology Department's Director of Undergraduate Studies for recommendations.

**Requirements**

**College of Arts and Sciences Liberal Education**

**Requirements (CLER) (54-55 hours)**

**for All Concentrations**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the Col-

lege Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

### Major Requirements for Sociology and Criminology Concentrations

Minimum of 30 semester hours in sociology and at least a 2.0 GPA for all courses in the major, to include:

SOC 101, 301, 302, 490

#### Additional Requirements for Sociology

Three courses selected from the following: SOC 341, 342, 344, 345

Three additional sociology courses

#### Additional Requirements for Criminology Concentration

SOC 324, 341, 342

Three courses from the following: SOC 222, 223, 250, 317, 325, 332, 413, 420, 521

#### Related Area Requirements

See the Sociology Department's Director of Undergraduate Studies for recommended cognate courses.

#### Electives

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

## Sociology as a Second Major

**Required:** minimum of 24 semester hours

#### Required Courses

SOC 101, 301, 302, 490

Two courses from the following: SOC 341, 342, 344, 345

Two additional sociology courses

#### Related Area Requirements

Completion of requirements for another major.

#### Electives

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

## Sociology Minor

15 semester hours in sociology.

## Teacher Licensure in Social Studies

**Required:** minimum of 36 semester hours in social studies

Please see **Teacher Education Programs** for more details.

#### Major Requirements

SOC 101, 301, 302, 490

Two courses from the following: SOC 341, 342, 344, 345

#### Related Areas Requirements

12 hours in history and 6 hours in each of the following disciplines: anthropology, economics, geography, and political science.

#### Teacher Licensure Requirements

1. AULER requirements as identified within each major
2. HEA 201 Personal Health

3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 390 Issues in Secondary Education
6. CUI 450 Psychological Foundations of Education
7. CUI 470 Reading Education
8. Student Teaching
9. For 9-12 subject area licensure, students must take the appropriate Teaching Practices and Curriculum Course (CUI 551, 552, 553, 557, or 559) and CUI 465 Student Teaching and Seminar.

#### Electives

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

## SOCIOLOGY COURSES (SOC)

*Please note that not all courses are offered every year, but required courses are offered at least once a year.*

### For Undergraduates

#### 101 Introduction to Sociology (3:3).

AULER/CLER: SB, CSB

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.

#### 201 Social Problems (3:3).

AULER/CLER: SB, CSB

Contemporary American society and selected social issues from the sociological perspective. Attention given to value systems and institutions and to social processes of major current significance.

#### 222 Sociology of Deviant Behavior (3:3).

AULER/CLER: SB, CSB

Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change.

#### 223 Global Deviance (3:3).

Explores and examines contemporary meaning and forms of deviant behavior using cross cultural and international perspectives. (FA)

#### 227 Race and Ethnic Relations (3:3).

AULER/CLER: SB, CSB

Interaction between peoples of differing racial, ethnic, and cultural background, with comparison of American relationships to those in other parts of the world.

#### 230 Sociology of Friendship (3:3).

A sociological perspective on friendship. Topics include definition of friendship, history of friendship, research, results of surveys and ethnographies, friendship processes and structure, and friendship in context. (SP)

#### 250 Juvenile Delinquency (3:3).

Course assesses the nature and extent of juvenile participation in unconventional behavior and identification with norms and values promoting delinquency. (FA,SP)

**261 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.

**300 Post Soviet Societies (3:3).**

*AULER/CLER: NW, CNW*

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.

**301 Introduction to Methods and Research (3:3).**

*Pr. 101 and one additional sociology course.*

Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies. Students design and conduct field and survey research studies.

**302 Introduction to Data Analysis (3:2:1).**

*Pr. 101 and one additional sociology course.*

Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis.

**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.

**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.

**325 Sociology of Work Organizations (3:3).**

*Pr. 101 or 201, or permission of instructor.*

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.

**326 The Community (3:3).**

*Pr. 101 or 201, or permission of instructor.*

Recent changes and current structure of American communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power.

**328 Social Movements and Revolutions (3:3).**

Systematic study of such forms of collective social behavior as social movements and revolutions with a strong international and comparative focus.

**329 Sociological Perspectives on Women (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.

**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.

**332 Law and Society (3:3).**

- *Freshmen must have permission of instructor to register for this course*

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. (FA)

**335 Marriage and the Family (3:3).**

Analysis of marriage and family with particular attention to change and interrelationships with other institutions.

**339 Population Problems (3:3).**

*Pr. one course in sociology or permission of instructor.*

Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution.

**341 Sociological Perspectives on Social Psychology (3:3).**

*Pr. 101 and two additional sociology courses or permission of instructor.*

- *May not be taken for credit if student has had SOC 571.*

Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change.

**342 Social Stratification (3:3).**

*Pr. 101 and two additional sociology courses or permission of instructor.*

Examination of theories of stratification and U.S. and other stratification systems with attention to wealth, prestige, and power inequality, mobility, class consciousness and revolution.

**344 Global Society (3:3).**

*Pr. 101 and two additional sociology courses or permission of instructor.*

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.

**345 Social Change (3:3).**

*Pr. 101 and two additional sociology courses or permission of instructor.*

Examination of nature, process, and consequences of social change with consideration of its control in all types of societies.

**354 Women, Work, and Management (3:3).**

*Pr. junior standing, SOC 101 or MGT 200 or permission of instructor.*

Examination of women's participation in the U.S. labor force and work organizations with special attention to issues for women in management. (Same as MGT 354)

**362 Sociological Perspectives on Education (3:3).**

*Pr. 101 or permission of instructor*

Introduction to sociological theories and research about how social forces influence school, inequality and conflict in schools, how schools confer status on people, and how schools are organized and changed.

**365 Public Opinion and Mass Communication (3:3).**

*Pr. one course in sociology or permission of instructor.*

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.

**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.

**370 Environmental Sociology (3:3).**

*Pr. 101*

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. (FA)

**413 Corrections and Penology (3:3).**

*Pr. 6 hours of sociology or permission of instructor.*

Major sociological issues concerning the process of sentencing, incarceration, and rehabilitation of juvenile and adult criminal offenders. Current correctional procedures and alternatives.

**420 Family Violence (3:3).**

*Pr. junior standing or permission of instructor.*

Examines the forms, causes, incidence, and prevention of violence within the family and other intimate relationships. (FA)

**425 Experimental Course: Contemporary Gangs (3:3).**

Examines the nature and extent of gang membership, specifically the activities of cliques, near groups, cultural gangs, and established gangs. (Offered SP 00 and FA 00)

**490 The Development of Sociological Theory (3:3).**

*Pr. 101, 301, 302, and two of 341, 342, 344, and 345, or permission of instructor.*

Emergence of sociological theory from social philosophy and the place of sociological theory in development of social science.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**495 Senior Seminar: Contemporary Works in Sociology (3:3).**

*Pr. senior major.*

Critical review of significant recent books representing various fields in sociology.

**497, 498 Special Problems in Sociology (2 to 3), (2 to 3).**

*Pr. permission of faculty member with whom student wishes to work.*

Opportunity for students to have directed instruction on problems of special interest.

**499 Internship in Sociology (3-6:2:8-20).**

*Pr. junior or senior standing; Sociology as primary major; minimum 2.8 GPA; 2 letters of recommendation (at least one must be from the Sociology faculty)*

- *Must preregister for course during the November registration period for Spring semester*
- *Preference given to seniors*

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. (SP)

**For Advanced Undergraduates and Graduate Students****501, 502 Selected Topics in Sociology (3:3), (3:3).**

Opportunity for advanced student to study in-depth topic or issue of special interest.

**521 Advanced Topics in Juvenile Delinquency (3:3).**

Social dimensions of juvenile delinquency: causation, prevalence, current trends. Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration.

**522 Seminar in Population and Urban Studies (3:3).**

*Pr. permission of instructor.*

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.

**526 Comparative Minority Relations (3:3).**

*Pr. 6 hours in sociology or permission of instructor.*

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.

**533 Political Sociology (3:3).**

*Pr. one course in field of large-scale organization or permission of instructor.*

Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories.

**543 Urban Sociology (3:3).**

*Pr. 6 hours of sociology at 300 level or above or permission of instructor.*

Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict, and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development.

**552 Sociology of Science and Technology (3:3).**

*Pr. six hours of sociology at 300 level or above or permission of instructor.*

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.

**553 Sociology of Occupations and Professions (3:3).**

*Pr. 3 hours of sociology or permission of instructor.*

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.

**555 Sociology of the Family (3:3).**

*Pr. 314, 318, 355, or permission of instructor.*

Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data, and substantive findings.

**561 Sociology of Leisure (3:3).**

*Pr. 101 or permission of instructor.*

Sociological inquiry into the nature and uses of leisure in human societies. Among topics considered are sports, play, and games, popular culture and high culture, the relationship of work to time and leisure, leisure services and public policy.

**562 Sociology of Education (3:3).**

*Pr. 6 hours of sociology at 300 level or above or permission of instructor.*

Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the envionring society.

**571 Advanced Topics in Social Psychology (3:3).**

*Pr. 3 hours in sociology and 3 hours in psychology or permission of instructor.*

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.

**572 The Small Group (3:3).**

*Pr. 3 hours in sociology and 3 hours in psychology, or permission of instructor.*

How small groups form, function, and dissolve, considering especially the fundamental process involved: communication, conformity, cohesiveness, leadership, and status differentiation. Theory, research, and practical application emphasized.

**574 Socialization (3:3).**

*Pr. 6 hours of sociology or permission of instructor.*

Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society, and the individual throughout the life cycle.

**586 Social Aspects of Aging (3:3).**

*Pr. 3 hours in sociology or permission of instructor.*

Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research.

**597, 598 Special Problems in Sociology (3), (3).**

*Pr. permission of faculty member with whom student wishes to work.*

Opportunity for advanced students to undertake independent study or research of special interest.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## SPECIAL PROGRAMS IN LIBERAL STUDIES

*College of Arts & Sciences*

105 Foust Building  
(336) 334-5241  
<http://www.uncg.edu>

The College of Arts and Sciences offers five programs of focused interdisciplinary study, each of which is firmly grounded in the liberal arts. These programs, designed and administered by faculty committees, are listed below.

In addition, when existing programs in the liberal arts do not meet certain academic needs, students may petition to pursue an interdisciplinary major that they design, in consultation with relevant faculty. Students interested in pursuing this possibility should first discuss it with relevant faculty and then consult with the Associate Dean of the College (Room 100, Foust Building). If the request seems justifiable, a faculty committee is appointed to work with the student in developing a program in an academically feasible and coherent manner. Upon the approval of that faculty committee and the Associate Dean, a self-designed interdisciplinary program of study is established as a major for the student, a faculty advisor is appointed, and the Director of Student Academic Services and the University Registrar are notified.

Special Programs in Liberal Studies include:

**African American Studies** (minor only)

**Archaeology** (major)

**Environmental Studies** (minor only)

**International Studies**

including the following areas of study:

Area I: A Global Approach to International Development  
(major or minor)

Area II: Inter-Cultural Studies (major or minor)

Area III: Regional Studies, including  
Russian Studies (major or minor)

European Studies (second major or minor)

African Studies (minor only)

Asian Studies (minor only)

**Linguistics** (major)

See alphabetical program listings for complete details and requirements for each of these programs.

As with other programs in the college, students must meet the liberal education requirements of the College of Arts and Sciences (CLER). See pp. 51-52 for a detailed listing of courses meeting each area requirement.

## DEPARTMENT OF SPECIALIZED EDUCATION SERVICES (SES)

*School of Education*

341A Curry Building  
(336) 334-5843  
<http://www.uncg.edu>

### FACULTY

*Marilyn Friend, Professor and Chair of Department*

*Professor E. Shroyer; Associate Professors Compton, Vallecorsa; Assistant Professor Niemeyer; Lecturers Brandon, S. Shroyer, Torres*

The primary goal of the Department of Specialized Education Services is to prepare professionals for diverse roles in working with individuals with disabilities across the lifespan in a variety of educational and community environments. Programs in the department emphasize the delivery of services in integrated settings, with a focus on interdisciplinary and interagency collaboration. Upon graduation, students are prepared for professional careers in public and private schools, residential settings, community agencies, clinics, and organizations. Faculty teaching, research, and service activities facilitate these outcomes. The Department offers a Bachelor of Science degree in Education of Deaf Children as well as undergraduate coursework in the interdisciplinary Birth-Kindergarten (B-K) Program.

### Education of the Deaf Major

**Degree:** Bachelor of Science

**Available Concentrations and AOS Codes:**

Teacher Education Preparation, U145

**Required:** 128 semester hours, to include at least 36 hours at or above the 300 course level

Educational Interpreter Training, U154

**Required:** 129 semester hours, to include at least 36 hours at or above the 300 course level

The Education of Deaf Children Program provides opportunities for study in two concentrations: Teacher Preparation and Educational Interpreting. Both 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 the Central North Carolina School for the Deaf.

Also see **Teacher Education** for Teacher Education admission requirements and second major requirement.

### Teacher Education Preparation Concentration Requirements

The Teacher Preparation concentration provides training at the undergraduate level for teachers of deaf and hard-of-hearing children. In addition to courses in the major area, students elect a specialization such as preschool education, elementary education, or secondary education (mathematics,

history, English, etc.). Internships for teaching take place at the Central North Carolina School for the Deaf and in area public school programs with students who are deaf or hard-of-hearing. Transfer students may require additional semesters to complete the undergraduate degree program. Upon completion of the program, students are eligible for licensure by the North Carolina Department of Public Instruction (K-12 Hearing Impaired) and the Council on Education of the Deaf.

#### All University Liberal Education Requirements (39 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this concentration are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Natural Science (NS) Required: one Physical Science course and one Life Science course; no lab required	6
Social and Behavioral Sciences (SB) Required: PSY 121, SOC 101	6
AULER Electives Required: HEA 201	3

Waivers have been approved for this program in the areas of: Literature (BL or WL), 3 hours, and AULER Electives, 3 hours.

Note: Where appropriate, teacher licensure requirements (listed below) may be selected to fulfill liberal education requirements.

#### Major Requirements

Minimum 39 semester hours in the major:

SES 135, 240, 243, 335, 461, 483, 485, 555, 577, 578; CSD 334  
Completion of Sign Assessment I

#### Related Area Requirements

1. PSY 121
2. HDF 302 or PSY 250
3. SOC 101 (or approved substitute)
4. ELC 381
5. PSY 502, or SES 540, or approved substitute

#### Specialization

15 semester hours in elementary education, preschool education, secondary education, or in another sequence approved by the Department of Specialized Education Services:

##### Preschool Specialization

Required: HDF 452, 552, with 9 hours to be selected from: CUI 346 or LIS 346; HDF 212, 441, 532

##### Elementary Specialization

Required: ART 367; CUI 346 or LIS 346, with 9 hours or 3 courses to be selected from: CUI 320 or 521, 360 or 520, 370 or 519, 380 or 518; LIS 556, 582

##### Secondary Specialization

The Secondary Specialization is met by the second academic concentration requirement (see below).

#### Teacher Licensure Requirements

1. AULER requirements as identified within each major.
2. PSY 121
3. ELC 381
4. CUI 430 or 450
5. CUI 420 or 470 (secondary) or 517

6. HEA 201
7. SES 461
8. Completion of pre-student-teaching field experience
9. Students must have a 2.7 overall grade point average to be admitted to teacher education, and a 2.7 grade point average in all courses with a SES prefix in order to be admitted to student teaching. Any grade below C- in a required core course makes a student ineligible to continue in the licensure track.

#### Second Academic Concentration Requirement

All students majoring in Teacher Education Preparation - Deaf and Hard-of-Hearing Children, who select the preschool or elementary specialization, are required to complete another approved second academic concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the All-University Liberal Education Requirements and the Second Academic Concentration. The following concentrations have been approved for Education of the Deaf: Art, English, Linguistics, Mathematics, Psychology, and Sociology. Other second concentrations require program approval.

#### Electives

Electives sufficient to complete the 128 semester hours required for degree.

#### Educational Interpreter Training Concentration Requirements

The Educational Interpreter Concentration provides training at the undergraduate level for individuals to work with students who are deaf and hard-of-hearing in public school settings. Internships for interpreting occur in area public schools having programs for students who are deaf and hard-of-hearing. Transfer students may require additional semesters to complete the undergraduate degree program.

#### All University Liberal Education Requirements (42 semester hours)

All students in this program must complete AULER requirements. Areas with specific requirements for this concentration are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Natural Science (NS) Required: one Physical Science course and one Life Science course; no lab required	6

Required: one Physical Science course  
and one Life Science course; no lab required

#### Major Requirements

A minimum of 60 semester hours to include:

SES 135, 240, 243, 335, 462, 463, 483, 486, 487, 488, 540, 543, 555, 557, 558, 572, 578; CSD 334

Completion of Sign Assessment I and Interpreting Assessment I

#### Related Area Requirements

24 semester hours:

CED 310; CST 105, 207; CUI 202; ELC 381; ENG 260 or CUI 526; PSY 121; THE 250

Six semester hours selected from the following:

ATY 385 or 387; CSC 101; CUI 555 or 450; LIS 346, 554 or 556; PSY 341

## Interdisciplinary Birth-Kindergarten (B-K) Program

The Specialized Education Services Department participates as part of an interdisciplinary team which offers an undergraduate program in Early Childhood Education resulting in a B-K licensure. This degree provides inclusive coursework and field experiences in settings for young children with and without disabilities. The emphasis of this program is to prepare professionals (i.e., teachers, early interventionists, itinerant teachers) to work with infants, toddlers, preschoolers, and kindergartners with and without disabilities and their families. For additional information about admission to this program and its requirements, see **Human Development and Family Studies**, pp. 176-180.

## SPECIALIZED EDUCATION SERVICES COURSES (SES)

### For Undergraduates

#### 135 Sign Language for the Deaf I (3:3).

American Sign Language and fingerspelling with emphasis on the development of basic receptive and expressive skills. (FA,SP,SU)

#### 240 Communication Development in Children (3:3).

AULER/CLER: SB/CSB

- Students cannot receive credit for both this course and CSD 308.

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. (FA,SU)

#### 242 Introduction to Exceptional Children: Early Years (2:2).

Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed. (SP)

#### 243 History and Psychology of the Deaf (3:3).

Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education. (FA)

#### 333 Special Problems (1 to 3).

- Pr. permission of faculty supervisor
- May be repeated for credit.

Guided individual study in an area of special interest to the student.

#### 335 Sign Language for the Deaf II (3:3).

Pr. 135 or permission of instructor.

Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems. (FA,SP)

#### 425 Infant and Toddler Programs: Foundations and Methods (4:3:3).

Pr. HDF 211, 212, 302; SES 242

Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as HDF 425) (FA,SP)

#### 435 Preschool/Kindergarten Curriculum (4:3:3).

Pr. HDF 211, 212, 302; SES 242; SES HDF 425

Provides information on principles and components of preschool kindergarten curricula, and strategies of learning for young children. Emphasis includes young children with and without disabilities. Laboratory experience required. (Same as HDF 435) (FA,SP)

#### 441 Young Children's Learning Environments (3:3:2).

Pr. HDF 211, 302; SES 242

Principles and methods of working with typical and atypical young children. Emphasis on identifying and evaluating strategies for enhancing children's development within a program setting. Lab experience required. (Same as HDF 441) (FA,SP)

#### 455 Rural Education I: Deaf and Hard-of-Hearing (3:3).

Pr. permission of instructor.

Study and description of rural communities and social problems within communities. Emphasis on change and diversity and how unique responses to needs of deaf and hard-of-hearing children are warranted. (FA)

#### 456 Rural Education II: Deaf and Hard-of-Hearing (3:3).

Pr. 455 and permission of instructor.

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. (SP)

#### 457 Rural Education III: Deaf and Hard-of-Hearing (3:3).

Pr. 455, 456 and permission of instructor.

Specialized in-service training techniques and knowledge about deaf and hard-of-hearing children. Module development for staff, parents, and children in rural public schools. (FA)

#### 461 Internship in Teaching the Deaf (12:1:15).

Pr. admission to Student Teaching

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. (FA,SP)

#### 462 Educational Interpreting I (3:3).

Pr. 335 or permission of instructor.

Basic principles and strategies of interpreting/transliterating for mainstreamed students who are deaf or hard-of-hearing. (FA)

#### 463 Educational Interpreting II (3:3).

Pr. 462 or permission of instructor.

A continuation of Educational Interpreting I with emphasis on technical and specialized terminology. Includes basic introduction of Cued Speech transliterating, oral interpreting, and interpreting for deaf-blind students. (SP)

#### 483 Teaching Academic Subjects to the Deaf - Primary (3:3:3).

Pr. permission of instructor.

Methods for teaching academic content to elementary level deaf and hard of hearing students. Integration of manual, auditory, and oral communication skills. Field experience in schools required. (FA)

**485 Teaching Academic Subjects to the Deaf - Secondary (3:3:3).**

*Pr. permission of instructor.*

Methods of teaching academic materials to secondary level deaf and hard of hearing students. Emphases include curricular principles and components; functional behavioral assessment; and teaching strategies. Field experience in schools required. (FA)

**486 Educational Interpreting: Seminar and Practicum (6:3:4).**

*Pr. 463.*

Field experiences in mainstream programs at elementary, middle school, and high school levels. Observation, notetaking, and participating as interpreter for selected activities. Discussions of field experiences, assignments, projects, and job-related issues. (FA,SP)

**487 Educational Interpreting Internship (12).**

*Pr. 486; completion of Interpreting Assessment I.*

Two consecutive full-time interpreting or transliterating assignments in public school mainstream programs under the direction of the cooperating interpreter/transliterater and the University supervisor. (FA,SP)

**488 Interpreting: Sign-to-Voice (3:3).**

Development of receptive sign language techniques and voicing skills involved in interpreting or transliterating a signed message into spoken English. (SP)

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students****540 Introduction to Exceptional Individuals (3:3).**

- *Restricted to seniors and graduate students*
- *May not be taken by students who have credit for PSY 502*

Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child. (FA)

**543 Inclusion of Individuals with Special Needs (3:3).**

*Pr. permission of instructor*

- *Restricted to seniors and graduate students*

Explores critical issues, service delivery alternatives, and promising practices that promote responsible inclusion of individuals with special needs in integrated learning environments.

**555 Sign Language III (3:3).**

*Pr. 335 or permission of instructor.*

Advanced manual communication with emphasis on interpreting and translating for deaf adults in specialized settings. (FA)

**557 Interpreting: English to ASL I (3:3).**

*Pr. 555 or permission of instructor.*

Analysis of the linguistic principles of American Sign Language and its role in the education of deaf and hard-of-hearing children and in the Deaf community. (SP)

**558 Interpreting: English to ASL II (3:3).**

*Pr. 557.*

Further study of American Sign Language with emphasis on the use of linguistic principles to interpret concepts presented in English. (FA)

**572 Issues in Educational Interpreting (3:3).**

A study of the state and national code of ethics for interpreters/transliterators. Educational, cultural, legislative, and professional issues are addressed as they relate to the field of educational interpreting. (FA)

**577 Teaching Speech to the Deaf (3:3).**

*Pr. 240 or equivalent and CSD 334*

Principles and strategies for developing and maintaining spoken language and using residual hearing and speechreading in children with hearing impairments. (SP)

**578 Teaching Language to the Deaf (3:3).**

*Pr. 240 or equivalent.*

Principles and strategies for developing English language proficiency in deaf and hard of hearing students. Emphasis on integration of English instruction with academic content. (FA) (

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

---

**CORNELIA STRONG COLLEGE**

140 Moore-Strong Hall  
(336) 256-0171  
<http://strong.uncg.edu>

**Senior Fellow**

Dennis Leyden, Department of Economics

**Senior Tutor**

Robert J. O'Hara, Department of Biology

**Admissions Tutor**

Laurie White, Honors Program

**Fellows**

Deborah Bell, Department of Broadcasting/Cinema and Theatre

Susan Buck, Department of Political Science

Bruce Caldwell, Department of Economics; Honors Program

Kenneth Caneva, Department of History

Ronald D. Cassell, Department of History

Linda Danford, Department of Classical Studies

Stephen Danford, Department of Physics and Astronomy

Stephen Flynn, Office of International Programs

Joan Glynn, Office of Alumni Affairs

Maureen Grasso, Department of Textile Products Design and Marketing

Virginia Karb, School of Nursing

Jerome Lee, University Police

Charles Lyons, Office of International Programs

William Magee, Department of Religious Studies

Carol Marsh, School of Music

Eleanor McCrickard, School of Music

Pamela McRae, Department of English; Honors Program

Mark Schumacher, Jackson Library

Susan Shelmerdine, *Department of Classical Studies*  
 Larry Taube, *Department of Information Systems and  
 Operations Management*

Denise Tucker, *Department of Communication*  
 Janice Tullos, *Instructional and Research Computing  
 Honorary Fellows*

Walter H. Beale, *Department of English; College of Arts  
 and Sciences*

John T. Campbell, *Director, Housing and Residence Life*  
 Patricia A. Sullivan, *Chancellor*

Cornelia Strong College is one of three residential colleges at The University of North Carolina at Greensboro. It is named after Cornelia Strong, professor of mathematics and astronomy in the University from 1905 to 1948. Strong College is open to all students in the University through a competitive admission process, and is particularly suited to those who are seeking a richer and more rewarding academic experience than they might have in a traditional residence hall. Like the University's Residential College in Mary Foust Hall, Strong College offers its members the opportunity to participate in an informal social and academic community within the context of the greater University. Unlike the Residential College, however, Strong College does not have a special curriculum—its members take the usual complement of courses throughout the University. Students may reside in Strong College for their full tenure at the University.

Modeled on the undergraduate colleges of universities such as Rice, Yale, and Harvard, Strong College is made up of about 260 undergraduate members in residence ("the Junior Common Room") and a group of faculty Fellows and Associates ("the Senior Common Room"), as well as a small number of resident graduate members and non-resident undergraduates. All members of Strong College may participate in a variety of co-curricular activities in the arts and sciences, including a weekly College Tea, informal discussion groups, and social events throughout the year. Both student-sponsored and faculty-sponsored events are encouraged, and Strong College endeavors to provide an environment within which the initiatives of all of its members can bear fruit.

The home of Strong College is Moore-Strong Hall, named after Professor Strong and Mary Taylor Moore, Registrar to the University from 1909 to 1948. Built in 1960 and renovated in 1994, Moore-Strong Hall provides several common rooms for College members, as well as a small library. The building as a whole is centrally air conditioned, and has cable television and some connections to the campus computer network.

For more information about Cornelia Strong College, please write to the Strong College Office, 140 Moore-Strong Hall, The University of North Carolina at Greensboro, Greensboro, North Carolina 27402, USA, or connect to the Strong College server <<http://strong.uncg.edu>> on the World Wide Web.

## STUDENT ACADEMIC SERVICES

159 Mossman Building  
 (336) 334-5730

Students who are placed on academic probation at the end of their first semester at UNCG are required to participate in the Student Academic Success Program, sponsored by Student Academic Services, during their second semester at the University.

One of the requirements of the Student Academic Success Program is completion of the following course, "Strategies for Academic Success."

### SAS COURSE

#### 100 Strategies for Academic Success (0:2).

- Enrollment required of, and restricted to, students who are placed on academic probation at the end of their first semester at UNCG.
- Graded P/NP (Pass/Not Pass)
- Attendance requirements enforced

Topics will include self-assessment, motivation, goal-setting, study skills, learning styles, time management, and campus resources. Students will develop and follow and individualized learning plan to address their particular challenges and needs. (FA,SP,SU)

## STUDY ABROAD PROGRAMS

127 McIver Street  
 (336) 334-5404

<http://www.uncg.edu/lpg/oip>

### COMMITTEE MEMBERS

Thomas Fitzgerald, *Chair, Study Abroad Committee,  
 Department of Anthropology*

Susan Andreatta, *Department of Anthropology*

Brad Burch, *University Registrar's Office*

Ronald Cassell, *Department of History*

Nancy Cassill, *Department of Textile Products Design and  
 Marketing*

Toni Knight, *Dean's Office, School of Education*

Jean-Paul Koenig, *Department of Romance Languages*

Carl T. Lambeth, *Department of Housing and Interior  
 Design*

Frank Land, *Department of Business Administration*

Lynette K. Laurance, *Associate Dean, School of Health and  
 Human Performance*

Elizabeth W. Lindsay, *Department of Social Work*

Gail McDonald, *Department of English*

Elizabeth J. Natalle, *Department of Communication*

William Butterbrodt, *International Programs Center, ex  
 officio*

Stephen Flynn, *International Programs Center, ex officio*  
 Penelope Pynes, *Department of German, Russian, and  
 Japanese Studies, ex officio*

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. Opportunities for such exchange are currently available in Australia, Canada, Estonia, Finland, France, Germany, Japan, Mexico, Poland, Spain, Sweden, and the United Kingdom.

- **The University of North Carolina Exchange Programs (UNC-EP).** Through this UNC program (headquartered at UNCG), UNCG is able to place students in any of 35 countries overseas. These programs are available through either UNC-EP negotiated exchange agreements or through the International Student Exchange Program (ISEP), a Washington-based exchange organization. The cost of such study is about the same as being in residence at UNCG.

- **Semester Abroad Programs.** On a regular basis the Department of Romance Languages offers programs in Spain. UNCG faculty lead these groups and directly award academic credit. Although not student exchange programs, these study abroad options are nonetheless less costly than study abroad opportunities offered through other colleges' programs.

- **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.

#### Summer Abroad Programs

UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as Costa Rica, Greece, Spain and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

#### The UNCG Study Abroad Committee and the Office of International Programs

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in international education. The Committee is constantly working to expand study abroad options for UNCG students, and to make them available at reasonable cost. The Committee may recommend to the student's department that up to 30 semester hours of credit be earned for one year's study overseas.

The Office of International Programs, in addition to handling most other administrative matters affecting study abroad, publicizes the various programs and advises prospective participants. Those interested in study abroad are advised as a first step to contact the OIP, 112 Foust Building, 336/334-5404, or visit its Web site at: <[www.uncg.edu/ipg/oip](http://www.uncg.edu/ipg/oip)>.

## TEACHER EDUCATION AND LICENSURE

*School of Education*

The Teachers Academy  
 319 Curry Building  
 (336) 334-3414  
<http://www.uncg.edu>

*Ceola Ross Baber, Associate Dean for Teacher Education  
 and Director, Teachers Academy*

Teacher licensure in North Carolina and qualification for licensure in most of the other states may be earned at five 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 and Middle Grades 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 Business and Economics, the School of Health and Human Performance, the School of Human Environmental Sciences, and the School of Music offer teacher education curricula in their respective fields. The Departments of Art, Social Work, and Broadcasting/Cinema and Theatre offer teacher education curricula in their respective subject areas.

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.

#### Admission to Teacher Education

All students who wish to be recommended for licensure in any of the subject areas must be admitted to a specific Teacher Education Program. Application for admission should be made in The Teachers Academy (located in 319 Curry Building, 334-3414) after completing at least 51 semester hours (junior status) of work and prior to completing 50% of the professional coursework, excluding student teaching. Application is usually made at the end of the sophomore year.

The following requirements must be met:

1. Grade point average of at least 2.5 (some departments require a GPA higher than a 2.5 to be admitted to teacher education). To determine if students meet this standard, the grade point average (GPA) is calculated using all relevant undergraduate coursework. For students transferring to UNCG, this includes the transferable hours as determined by the UNCG Admissions Office. For second degree and initial licensure only students, this means that their cumulative undergraduate GPA must be equal to the GPA required for admission into the desired teacher education program.
2. Completion of at least 12 semester hours at UNCG.
3. Recommendation of the school or department where major is to be taken.
4. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Pre-Professional Skills Test.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Teachers Academy (located in Curry Building, 334-3414) for:

1. Clarification of admission requirements.
2. Appeal of the application of a rule or regulation.

### 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 2.5 (some departments require a GPA higher than a 2.5 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 from the Teachers Academy beginning first day of classes, Spring semester. Forms must be submitted by February 15 of the year before the student teaching is to be done.

Student teaching assignments are usually made in schools within commuting distance of UNCG. Teacher education students are not subject to special fees but 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 the Teachers Academy to be certain of the semester when student teaching will be offered in a particular subject area.

### General and Professional Education Requirements

Requirements for teacher licensure are specified in the respective program descriptions. In addition to the courses specified for the particular degree or major, the following requirements must be met:

#### For Elementary and Middle Grades Licensure

1. AULER requirements as identified within each major.
2. PSY 121 General Psychology
3. ELC 381 The Institution of Education
4. Additional licensure requirements as specified on p. 229.
5. Appropriate method course(s) and student teaching

#### For K-12 Special Subject-Area Licensure

1. AULER requirements as identified within each major.
2. HEA 201 Personal Health (counts as [SB] AULER requirement)
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. Additional program specific requirements such as CUI 202 or HDF 302 for French and Spanish Licensure Programs.
8. Appropriate method course(s) and student teaching

#### For Secondary Subject-Area Licensure (Grades 9-12)

1. AULER requirements as identified within each major.

2. HEA 201 Personal Health (counts as [SB] AULER requirement)
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 390 Issues in Secondary Education
6. CUI 450 Psychological Foundations of Education
7. CUI 470 Reading Education
8. Additional program specific requirements
9. Appropriate method course(s) and student teaching

Please note that changes are pending on some CUI course numbers.

### Second Academic Concentration Requirement

All students majoring in Elementary, Middle Grades, Health, Physical Education and Deaf Education are required to complete an approved second academic concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward the all-university liberal arts requirement and the second major or concentration. This requirement became effective for all students who entered the University in fall 1989 as freshmen. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school/department for this requirement or additional requirements specific to individual programs.

### Teacher Licensure in Social Studies

Students majoring in anthropology, economics, geography, history, political science, psychology, or sociology can seek teacher licensure in comprehensive social studies. Students seeking social studies licensure must take a total of 36-42 hours in the social sciences beyond their major requirements from the departments of anthropology, economics, geography, history, political science, and sociology. Courses must be selected from the following approved list. This list is also available from the Student Advising and Recruitment Center (Curry 323), 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 Initial A Licensure in Secondary Social Studies

Anthropology: select one from: ATY 212, 258; select one from:

ATY 325, 330, 333, 335, 337

Economics: ECO 201, 202

Geography: select one from: GEO 105, 114, 202; select one from: GEO 102, 104, 344, or other regional course

History: HIS 211 and 212; WCV 101 or 102; and one selected from: HIS 204, 215 or 216, 239 or 240

Political Science: PSC 100, and one selected from PSC 260 or 290

Sociology: SOC 101, 301, or other relevant courses approved by program coordinator.

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 social studies advisor in the School of Education. See other sections in this chapter for additional teacher licensure requirements.

**Application for Teacher Licensure**

An application for licensure should be filed with the Teachers Academy during the last semester of the senior year. Students should be aware that the licensure process will take up to 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 teaching 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 series exams and demonstration of technology competencies.

**Teacher Education Curricula**

Programs in teacher education are offered at UNCG in the three broad areas listed below. Their description is found under the school and/or department listed on the right.

**Birth-Kindergarten, Elementary and Middle Grades Licensure Program**

Birth through Kindergarten (B-K)	Department Human Development & Family Studies and Specialized Education Services
----------------------------------	---

Elementary Education (Grades K-6)	Curriculum & Instruction
-----------------------------------	--------------------------

Middle Grades Education (Grades 6-9)	Curriculum & Instruction
--------------------------------------	--------------------------

<b>K-12 Special Subject-Area Licensure Program</b>	<b>Department</b>
--	-------------------

Art Education	Art
---------------	-----

Dance Education	Dance
-----------------	-------

Education of the Deaf	Specialized Education Services
-----------------------	--------------------------------

Health Education	Public Health Education
------------------	-------------------------

Music	Music
-------	-------

Physical Education	Exercise and Sport Science
--------------------	----------------------------

School Social Worker	Social Work
----------------------	-------------

Second Language in French, German, & Spanish	Romance Languages, and German & Russian
--	---

Theatre Education	Theatre
-------------------	---------

<b>Secondary Subject-Area Licensure (Grades 9-12) Program</b>	<b>Department</b>
---	-------------------

Biology	Biology
---------	---------

Chemistry	Chemistry
-----------	-----------

English	English
---------	---------

Latin	Classical Studies
-------	-------------------

Mathematics	Mathematical Sciences
-------------	-----------------------

Physics	Physics and Astronomy
---------	-----------------------

Social Studies (Comprehensive)	Curriculum & Instruction
--------------------------------	--------------------------

NOTE: Programs in French, German, and Spanish are listed under Special Subject-Area Licensure (Second Language)

Requirements for teacher licensure are specified in the program descriptions under each respective department (see Part 5).

Please note that undergraduate licensure students graduating in 1999 and after must demonstrate mastery of basic and advanced technology skills in order to qualify for licensure. The course LIS/CUI 120, Introduction to Instructional Technology, has been developed to assist students in meeting the basic technology competencies as well as beginning their advanced technology portfolio.

**DEPARTMENT OF TEXTILE PRODUCTS DESIGN AND MARKETING**

*School of Human Environmental Sciences*

210 Stone Building

(336) 334-250

<http://www.uncg.edu/tdm>

**FACULTY**

*Carl Dyer, Professor and Chair of Department*

*Professors Cassill, Kim; Associate Professor Grasso;*

*Assistant Professors Jones, Plumlee, Vass; Lecturer Gibson;*

*Adjunct Associate Professors McEnally, Williamson*

The Textile Products Design and Marketing program offers two concentrations for majors and minors: Textile Products Marketing and Textile Products Design. These concentrations prepare students for positions with companies who focus on the development, design or marketing strategies in the soft goods chain or textile related industries.

During the first two years of study, students will complete a majority of their general education requirements and begin introductory textile, design, and marketing courses. Since many students frequently change majors early in their academic careers, the majority of textile products design and marketing courses are offered during the junior and senior years.

Students begin in-depth study in either Textile Products Design or Textile Products Marketing in their junior year. All students take supporting courses in the Bryan School of Business and Economics, preferably during their sophomore and junior years. Marketing students can complete sufficient courses (21 hours) in the Bryan School to complete a minor in Business.

Internship experiences are completed between a student's junior and senior years. Students prepare for this opportunity by completing a pre-internship class. Internships are structured and supervised to ensure that students have a quality experience. Because of the proximity to North Carolina's textile and apparel industry, the majority of students have experiences within the state.

International exposure is built into the total curriculum beginning in the freshman year with a non-western course, "Culture, Human Behavior and Clothing", and continues throughout the program. Study of foreign languages is encouraged and international study experiences are possible.

**Textile Products Design and Marketing****Major****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:**

Textile Products Marketing, U505

Designed to prepare students for careers in textile products marketing such as apparel manufacturing, distribution, and retailing.

Textile Products Design, U509

Designed to prepare students for careers in apparel and other textile products design and production.

**Requirements for both Concentrations****All-University Liberal Education Requirements****(AULER) (46 semester hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this major are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
Analytic and Evaluative Studies (AE)	3
Required: ATY 213	
Fine Arts (FA)	3
Required: ART 101	
Natural Science (NS)	7
Required: CHE 103 or 106; CHE 110; TDM 211	
Non-Western Studies (NW)	3
Required: TDM 121	
Reasoning and Discourse (RD)	6
Required: ENG 101 or FMS 103 or RCO 101 and CST 105	
Social and Behavioral Sciences (SB)	6
Required: ECO 201, and SOC 101 or PSY 121	

These requirements are retroactive for students who follow the 1991-92 Bulletin and Bulletins thereafter. In addition, TDM 211 and TDM 121 are approved to meet Natural Science (NS) and Non-Western Studies (NW) requirements respectively.

**Major and Related Area Requirements****TDM Core Courses For Both Concentrations**

TDM 121, 211, 242, 261, 312, 481

**Textile Products Marketing Requirements**

1. TDM 231, 251, 321, 361, 362, 372, 461, 462, 463, 530, 560
2. Related Areas: ECO 201; MGT 200; MKT 320; ACC 201; ISM 110; and two additional 3-hour courses to satisfy the Business minor in the Bryan School of Business and Economics.

**Textile Products Design Requirements**

1. TDM 244, 250, 321, 341, 342, 372, 441, 461, 462, 463, 530, 543, 544, 545, 552
2. Related Areas: ISM 110; MGT 200 and 312

**Electives**

Electives sufficient to complete total semester hours required for degree.

**Textile Products Design and Marketing****Minor****Required:** minimum of 15 semester hours

Major in the Bryan School of Business and Economics or in the College of Arts and Sciences may elect a minor in Textile Products Design and Marketing by completing 15 semester hours, one course of which must be at the 500 level. There are two areas in the TDM Department from which a student can develop a minor: Textile Products Marketing or Textile Products Design. Required courses (6 hours) for the minor are TDM 211 and 261; the remaining courses can be selected from the following concentrations provided prerequisites are met:

**Textile Products Marketing**

TDM 251, 231, 361, 362, 372, 463, 530, 560, 562

**Textile Products Design**

TDM 242, 244, 250, 341, 342, 372, 441, 543, 552

**TEXTILE PRODUCTS DESIGN & MARKETING COURSES (TDM)****For Undergraduates****121 Culture, Human Behavior, and Clothing (3:3).**

AULER/CLER: NW, CNW

Interaction of clothing and textiles with the individual and society: sociological and psychological implications for non-western cultures.

**211 Textile Science (3:3).**

AULER/CLER: NS, CPS

Principles of fiber science with emphasis on fiber chemical composition, physical structure, and properties; analyses of yarn and fabric structures and their characterization; and fundamentals of coloration and finishing.

**231 Textile Products: Production, Distribution and Consumption (3:3).**

Overview of the fiber-textile-sewn products industries from raw material through consumption; includes scope and structure of the industries, auxiliary enterprises, and career possibilities.

**242 Design Principles Applied to Textile Products (3:3).**

Pr. 211.

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.

**244 Visual Communication for the Textile Products Industry (3:2:3).**

Pr. 242.

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. (FA)

**250 Apparel/Textile Product Assembly Processes (3:1:6).**

Pr. 242.

Analysis and assembly of apparel/textile products considering product design specifications, input materials, equipment requirement, quality and cost. Use of industrial equipment to assembly textile products.

**251 Principles of Apparel Evaluation (3:3).**

*Pr. 211, 231.*

An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships. (FA)

**261 Introduction to Textile Products Merchandising (3:3).**

Survey of textile products business focusing on fashion socio-economics, principles governing fashions' origins and movement, merchandising technology and implications for textile products' merchandisers. Career opportunities investigated.

**312 Textile Product Performance (3:2:3).**

*Pr. 211, CHE 103 or 106, CHE 110.*

Study of the properties of textile fibers, yarns, and finished fabrics using standard methods of textile evaluation.

**321 Social Psychology of Dress (3:3).**

*Pr. SOC 101 or 341 or PSY 121.*

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. (SP)

**341 Apparel Design Techniques (3:1:6).**

*Pr. 211, 242, and grade of C or better in TDM 250.*

Development of apparel designs by flat pattern techniques and original design process. (FA)

**342 Advanced Applications of Flat Pattern Drafting Techniques (3:1:6).**

*Pr. grade of C or better in TDM 341.*

Flat pattern techniques in development of slopers and patterns for women's, men's and children's apparel. Original designs will be executed using an industrial design process and quality production techniques. (SP)

**361 Textile Products Buying and Merchandising I (3:3).**

*Pr. TDM 231, 261, or permission of instructor.*

Investigation of the role and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying. (SP)

**362 Textile Marketing Communications (3:3).**

*Pr. 242.*

Examination of textile marketing communications including the study of the marketing and promotional mix of fiber producers, mills, manufacturers, and retailers. Investigation of merchandise presentation with textile products and services. (FA)

**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. (FA)

**400 Special Problems in Textile Products Design and Marketing (1 to 4).**

Individual study. Conference hours to be arranged.

**441 Computer Applications for Textile Products (3:1:6).**

*Pr. 341.*

Utilizing computer technology to create, merchandise, and develop textile product lines including design, fabrication, production specifications, markers, grading and presentations.

**461 Pre-internship: Textile Products Industries (3:3).**

*Pr. 12 hours in TDM; application required.*

Analyses of trends and current developments influencing the textile and apparel industry. Examination of process, content, requirements, and options for self-directed learning opportunities in textile products. (SP)

**462 Internship: Textile Products Design and Marketing (3:3).**

*Pr. 18 hours in TDM; overall GPA of 2.2; application required.*

*\* May not be taken concurrently with TDM 461.*

Campus monitored, structured educational experiences in off-campus textile products industries. Site visits by professor, weekly written assignments, required oral presentations to academic and business professionals. (SU)

**463 International Sourcing of Textile Products (3:3).**

*Pr. 231.*

Examination of textile products sourcing strategies, business and cultural environments, and financial transactions used in conducting business in the international marketplace.

**481 Contemporary Professional Issues in Textile Products (3:3).**

*Pr. Senior TDM majors.*

Study of contemporary issues related to textile products in their social, economic and political context. Emphasis on understanding cultural differences in the global marketplace. (SP)

**482 Special Problems in Textile Products Design or Marketing (1 to 4).**

Individual study. Conference hours to be arranged.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

*\* May be repeated for credit if the topic of study changes.*

**For Advanced Undergraduates and Graduate Students**

**500 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.

**513 Textile Products Analysis and Standards (3:3).**

*Pr. 211, 312.*

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. (Alt SP)

**530 Economics of the Textile and Apparel Complex (3:3).**

*Pr. ECO 201 or graduate standing or permission of instructor.*

Economics and social aspects of production, distribution, and utilization of apparel and textiles.

**543 Apparel Design by Draping (3:1:6).***Pr. 341.*

Principles and methods of apparel design by draping; manipulation of fabric on the three-dimensional body form; emphasis on creative solutions to design problems and the interrelationships between fabric, design, and form. (FA)

**544 Analysis of Sizing, Grading, and Fit (3:2:3).***Pr. 342*

- *Textiles Products Design majors and minors only.*

Comprehension of basic sizing systems based on body properties of men, women, and children. Grading concepts and fit principles relative to specific markets, end uses, aesthetics, and comfort. (FA)

**545 Experimental Product Design (3:2:3).***Pr. 342, 441, 543, and 544.*

Interrelationship of factors involved in textile product design for the mass market; use of industrial design processes and equipment, cost analysis, and production methods. (SP)

**552 Textile Products Production Management (3:3).***Pr. 211, 261.*

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. (SP)

**560 Textile Products Marketing (3:3).***Pr. 231, MKT 320.*

An intensive analysis of marketing principles applied to the textile products industry. (FA)

**563 Behavior of Textile Products Consumers (3:3).***Pr. 321, MKT 320, or permission of instructor.*

Study of environmental, individual, and psychological influences on behavior of consumers in the textile products consumption process. (SP)

**563 Analysis of the Textile Products Industry (3:3).***Pr. MKT 320 or permission of instructor.*

Analysis of the textile products industry from raw materials through consumption. Examination of production and marketing of textile products, technological developments, and domestic and global market strategies. (SU)

**582 Problems in Textile Products Design and Marketing (2 to 6).**

Individual study.

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## DEPARTMENT OF THEATRE (THE) FORMERLY PART OF THE DEPARTMENT OF BROADCASTING/CINEMA & THEATRE (BCT)

*College of Arts & Sciences*

200 Taylor Building

(336) 334-5576

<http://www.uncg.edu/cbt>

**FACULTY**

*Robert C. Hansen, Professor and Head of Department*

*Professors Behm, Bell, Cook; Associate Professors*

*McMullen, Paludan, Wolf, Wren; Assistant Professors*

*Barrett, Gulley; Lecturers Howieson, Shackelford*

The Theatre Department offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in theatre. The Department offers the following undergraduate degree programs:

**BA in Drama****BFA in Drama, with concentrations in**

Acting

Design/Technology

Technical Production

Theatre Education (Teacher Licensure)

The degrees, which are accredited by the National Association of Schools of Theatre, provide students with a vital mix of course work that combines both theory and practice and allows for the development of skills and talents.

The Department also offers two minors in Drama and Technical Theatre. Each minor requires completion of 18 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 complimentary fields such as Broadcasting and Cinema, Communication, English, Art and Dance.

The Department's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in UNCG Theatre, Studio Theatre, Workshop Theatre, Summer Repertory Theatre, and the North Carolina Theatre for Young People productions. Participation in Department sponsored plays and musicals is open to majors and non-majors alike.

The Department encourages students to pursue internship opportunities, particularly in the summer months. The University also offers an exciting array of study abroad programs.

The Department utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Brown, Aycock, and Curry buildings on campus. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty on creative and research projects during their course of study.

Admission to the Department's degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

## Admission to Closed Courses

Due to enrollment pressures and limitations on space in certain classes, the Department adheres to the following policy governing enrollment in its courses:

1. Individual faculty are responsible for adding or dropping students from their classes once enrollment limits have been met.
2. Students may be dropped from closed courses even though they may have successfully completed the registration process for the following reasons:
  - a. Student is not a major or minor
  - b. Student has not completed course prerequisites or does not meet other enrollment restrictions as stated in the *Undergraduate Bulletin*

## Post-Baccalaureate Unclassified Students

Post-Baccalaureate unclassified students are restricted from taking any 500-level class without the permission of the Department Head and course instructor. Only officially admitted MFA and MEd students can register for 600-level courses.

## Drama Major

**Degree:** Bachelor of Arts

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

**AOS Code:** U880

The BA in Drama provides a broadly based approach for students who wish to emphasize theatre as an undergraduate major. A strong core of courses in stagecraft, acting, directing, playscript analysis, and theatre history is supplemented by additional work in performance, technical theatre, and other theatre studies. BA Drama Majors have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates.

BA drama students are required to complete one production assignment each semester during the freshman year and a total of six more during the sophomore, junior, and senior years. THE 150/450 credit is granted for these assignments (see below).

The BA in Drama major may also include a program for certification in theatre arts as described below.

All Theatre majors are expected to read and abide by the policies published in the Theatre Program student handbooks, available by mail or in Taylor Building, Room 202.

## College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER).

See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

## Major Requirements

1. THE 122, 123, 201, 251, 460, 580W, 581W, 582W with 4 semester hours of 150 and 4 semester hours of 450. Junior transfer students must complete a minimum of two semester hours of each, and senior transfer students must complete a minimum of two semester hours of 450.
2. One performance course selected from THE 113, 252, 254, 320, 349, 400, 520, 524, 542, 599
3. One design course selected from THE 365, 375, 376
4. One course selected from THE 221, 301, 565, 579, 586, 596, 597, 598
5. Nine semester hours from categories 2 and/or 3 and/or 4 and/or THE 200, 253, 366, 522, 533

## Electives

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

## Drama Minor

**Required:** minimum of 18 semester hours

**AOS Code:** U880

All Drama minors are required to take THE 201 (3 hours). In addition, at least 15 hours must be taken from the following courses (three courses should be selected at the 200-level or above): THE 113, 122, 123, 221, 251, 252, 254, 301, 320, 349, 450, 460, 520, 580, 581, 582, 586, 598.

## Technical Theatre Minor

**Required:** minimum of 18 semester hours

**AOS Code:** U884

All Technical Theatre minors are required to take THE 201 (3 hours) and THE 122 or 123 (3 hours). In addition, at least 12 hours must be taken from the following courses: THE 122, 123, 200, 253, 365, 367, 375, 376, 450, 522, 525, 533, 546, 549, 550.

## Drama Major

**Degree:** Bachelor of Fine Arts

**Required:** 124-128 semester hours, to include at least 36 hours at or above the 300 course level

**Available Concentrations and AOS Codes:**

Acting, U881

Design/Technology, U882

Technical Production, U885

Theatre Education, with Special Subject-Area

Teacher Licensure, U883

The BFA Drama Major emphasizes that theatre is a discipline involving three basic factors: talent, study, and practice. Only students who show evidence of talent and who work to perfect it through classroom study combined with practical application in the production program will be continued in the

major. Transfer students should note that this program is concerned with the maturation of the young artist. Thus enrollment for six semesters (three years) is required even when study is begun in the junior year. Students are formally reviewed for continuance in the BFA programs each year. Continuance depends on academic and artistic achievement, and the student's overall professional development.

#### **Admission to the BFA in Drama Concentration**

Students pursuing the BFA in Drama select from four concentrations: Acting; Design/Technology; Technical Production; or Theatre Education (with teacher licensure).

#### **Admission to Acting, Design/Technology, and Technical Production Concentrations**

Provisional admission is granted to the BFA in Acting, the BFA in Design/Technology, and the BFA in Technical Production during Fall semester. At the end of Fall semester, students formally audition or, in the case of Design/Technology and Technical Production applicants, are interviewed for admission to these programs. Students should consult their faculty advisors for detailed audition and interview requirements. Admission to these programs are very competitive.

#### **Admission to Theatre Education Concentration**

Provisional admission is granted to students following the Theatre Education concentration for the first three semesters. After receiving passing scores on the PRAXIS I (Pre-Professional Skills Test), and achieving a 2.7 GPA, students apply for admission to the Teachers Academy in the second semester of the sophomore year. Admission procedures are specifically outlined in the Department's "Theatre Education Handbook" which may be obtained in the Theatre Office, 202 Taylor Building.

#### **Continuance in the BFA Drama Major**

As part of developing the appropriate professional understanding, BFA 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 BFA Acting students' production assignments must be in technical-related activities.

BFA Design/Technology and Technical Production students must complete one production assignment each semester in the freshman year and a total of six more assignments during the sophomore, junior, and senior years.

BFA in Theatre Education students must maintain a 2.7 minimum GPA, complete 70 hours of field experience in K-12 schools prior to student teaching, and complete a minimum of two production assignments in their program.

BFA transfer students in Acting, Design/Technology, and Technical Production are required to complete one production assignment each semester in the program. THE 150 and THE 450 credit is earned for these production assignments as noted in the outline of requirements stated below.

#### **Internship Requirements**

BFA Acting, Design/Technology, and Technical Production majors are required to complete an internship. The internship may be fulfilled in the UNCG Summer Theatre Program, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre faculty. Transfer students should make arrangements to schedule the internship as soon as

possible. Internships must be approved prior to completion of the internship duties.

All Theatre majors are expected to read and abide by the policies published in the student handbooks, available by mail or in 202 Taylor Building.

### **Requirements For the Acting, Design/Technology, and Technical Production Concentrations (124-125 semester hours)**

#### **All-University Liberal Education Requirements (AULER) (45 hours)**

All students in this program must complete AULER requirements. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

#### **Writing Intensive Course Requirement**

In addition, candidates for BFA degrees must complete four writing-intensive courses in compliance with the College of Arts and Sciences Liberal Education Requirements (CLER). See p. 51 for additional information about writing-intensive courses.

#### **Acting Concentration (124 hours)**

##### **Major Requirements**

1. Acting Studies: THE 113, 190 repeated for one credit hour each semester for six semesters, 251, 252, 351, 352, 524, 590, 592, 599.
2. Technical Theatre Studies: THE 122, 123; one course selected from 365, 375, and 376.
3. Other Theatre Studies: THE 150 repeated for four semester hours, and THE 450 repeated for four semester hours, THE 201, 460, 580W, 581W, and 582W.
4. Completion of approved internship.

##### **Related Area Requirements**

1. MUS 125 (2 s.h.)
2. THE 349 plus three dance courses selected in consultation with advisor
3. ESS 170
4. ENG 339 or 340

##### **Electives**

Electives sufficient to complete the 124 hours required for degree.

#### **Design/Technology Concentration (125 hours)**

##### **Major and Related Area Requirements**

1. Technology Studies: THE 122, 123, THE 150 repeated for four semester hours, 200, 257, 365, 375, 376, 450 repeated for four semester hours, 477, 583, 584. Four courses selected from THE 253, 366, 367, 522, 523, 525, 533, 534, 535, 536, 543, 546, 547, 549, 550, 565, 579; ART 120, 140; BCN 291.
2. Performance Studies: THE 251 and 460.
3. Other Theatre Studies: THE 201, 580W, 581W, and 582W.
4. Completion of approved internship.

##### **Electives**

Electives sufficient to complete the 125 semester hours required for degree.

**Technical Production Concentration (125 hours)****Major and Related Area Requirements**

1. Technology Studies: THE 122, 123, 150 repeated for four semester hours, 200, 257, 365, 375, 376, 450 repeated for four semester hours, 477, 583, 584.  
Six courses selected from THE 253, 366, 367, 522, 523, 525, 533, 534, 535, 536, 546, 547, 549, 550, 565, 579; ART 120, 140; BCN 291
2. Performance Studies: THE 251 and 460
3. Other Theatre Studies: THE 201, 580W, 581W, and 582W
4. Completion of approved internship

**Electives**

Electives sufficient to complete the 125 semester hours required for degree.

**Requirements for the Theatre Education Concentration (128 semester hours)****All-University Liberal Education Requirements****(AULER) (45 hours)**

All students in this program must complete AULER requirements. Areas with specific requirements for this concentration are indicated below. See pp. 45-46 for a detailed listing of the complete AULER area requirements and courses meeting those requirements.

AULER Area/Required Courses	Sem Hrs
British or American Literature (BL) Required: THE 320	3
Fine Arts (FA) Required: THE 582	3
Non-Western Studies (NW) Required: THE 586	3
Reasoning and Discourse (RD) Required: ENG 101 or FMS 103 or RCO 101, and CST 105	6
Social and Behavioral Sciences (SB) Required: PSY 121 and HEA 201	6

**Writing Intensive Course Requirement**

In addition, candidates for BFA degrees must complete four writing-intensive courses in compliance with the College of Arts and Sciences Liberal Education Requirements (CLER). See p. 51 for additional information about writing-intensive requirements.

**Major Requirements (54 hrs)**

1. Theatre Studies (51 sh): THE 113, 122, 123, 150; 201, 251, 252, 301,\*320, 328, 376, 400, 454, 460, 536, 542, 560, 579, 580, 581, \*582, 596
2. Technical Theatre/Design (3 sh): one course selected from THE 200, 365, 375, 522, 533, 546.

\* also fulfills AULER credit

**Stage Management Assignment**

Students must also complete an assistant stage managing and a stage managing assignment.

**Required Professional Education Courses (23 hrs)**

1. ELC 381 Institution of Education
2. CUI 545 Diverse Learners
3. CUI 450 Psychological Foundations of Education
4. CUI 470 Reading Education
5. CUI 465F\* Student Teaching in Theatre Arts

Note: students are required to complete 70 hours of field experience in school prior to beginning student teaching.

**Related Education Requirement (1 hr)**

LIS 120 Introduction to Instructional Technology in a Classroom Setting

**Education Elective (3 hrs)**

Select one course from CUI 527, 543, 555; SES 135  
Courses may be substituted by permission.

**THEATRE COURSES (THE)**

The following courses were formerly listed with a course prefix of BCT.

**For Undergraduates****113 Voice for the Actor (3:3).**

Pr. Drama students only.

The study of the mechanics of the voice for dramatic literature, developing intelligible speech through the use of Standard American Sounds. (Formerly BCT 113)

**121 Drama Appreciation (3:3).**

AULER/CLER: FA/CA

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. (Formerly BCT 121)

**122 Stage Crafts I (3:3:3).**

Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program. (Formerly BCT 122)

**123 Stage Crafts II (3:2:3).**

Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program. (Formerly BCT 123)

**150 Theatre Practice (1:0:4).**

\* May be repeated for credit.

Departmental workshop. Open to any student interested in participating in any phase of the theatre production programs. (Formerly BCT 150)

**190 Dynamics in Acting (1:0:3).**

Pr. sophomore BFA/ Acting major.

\* May be repeated for credit.

Daily practical exercise in physical disciplines to develop concentration, imagination, and the voice. (Formerly BCT 190)

**200 Theatre Graphics (3:2:3).**

Pr. 122.

Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre. (Formerly BCT 200)

**201 Playscript Analysis (3:3).**

*Pr. admission to appropriate degree program or permission of instructor.*

Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers. (Formerly BCT 201)

**221 Development of American Musical Theatre (3:3).**

*AULER/CLER: FA/CFA*

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. (Formerly BCT 221)

**250 Fundamentals of Acting (3:3).**

*AULER/CLER: FA/CFA*

• *For non-majors only.*

Understanding and appreciation of the problems, demands, and disciplines of the actor's art. (Formerly BCT 250)

**251 Acting I (3:1:4).**

Introduction to acting techniques: voice, movement, warmup exercises for the actor. Improvisation exercises and stage movement. (Formerly BCT 251)

**252 Acting II (3:1:4).**

*Pr. 251.*

Application of basic techniques developed in 251 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation which includes units on period style and adaptation of literature for performance. (Formerly BCT 252)

**253 Advanced Make-Up (3:2:3).**

*Pr. 123 or permission of instructor.*

Special emphasis on character analysis, physiognomy, color, three-dimensional make-up, rubber prosthesis, beard and wig make-up for theatre, film and television production. (Formerly BCT 253)

**254 The Mask in Performance (3:2:3).**

*Pr. 250 or 251*

A cross-cultural introduction to masks throughout history, their construction, and use in performance. (Alt Yr) (Formerly BCT 254)

**256 Applied Theatre I (1-4:0:3-12).**

• *May be repeated for credit*

Supervised practical experience in various areas of theatre production. (Formerly BCT 256)

**257 Arts Management (3:3).**

Introduction to arts management for non profit arts organizations. Topics include management principles, marketing, fundraising, and financial planning. (Same as MUS 257) (FA/SP) (Formerly BCT 257)

**301 Playwriting (3:3).**

Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays. (Formerly BCT 301)

**320 Oral Interpretation (3:3).**

*AULER/CLER: BL, CBL*

Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama. (Formerly BCT 320)

**323 The Arts as Human Experience (3:3).**

*AULER/CLER: FA/CFA*

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. (Same as ART 323, DCE 323, MUS 323) (Formerly BCT 323)

**328 Theatrical Design for Schools K-12 (3:3).**

*Pr. 122 and admission to appropriate degree program; or permission of instructor.*

Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production. (Formerly BCT 328)

**333 Special Problems (1 to 3).**

*Pr. permission of faculty supervisor is required prior to registration.*

• *May be repeated for credit.*

Guided individual study in an area of special interest to the student. (Formerly BCT 333)

**349 The Actor's Space (3:1:4).**

*Pr. 251 and 252*

Concentrated study of kinesthetic and spatial awareness. Special emphasis on physical and vocal adjustments to the demands of different performance spaces. (Alt Yr) (Formerly BCT 349)

**350 Workshop Theatre Practice (1:0:3).**

• *May be repeated for credit.*

Supervised production work in the Workshop Theatre. (Formerly BCT 350)

**351 Acting III (3:1:4).**

*Pr. 251, 252, and permission of acting faculty.*

• *BFA Acting majors only.*

Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques. (Formerly BCT 351)

**352 Acting IV (3:1:4).**

*Pr. 351.*

Intermediate acting technique. Emphasis on the practical application of Stanislavski's principles of Psycho-Technique and their subsequent interpretations. (Formerly BCT 352)

**365 Costume Design (3:2:3).**

*Pr. 123 or permission of instructor.*

Principles and practice of costume design for performance. (Formerly BCT 365)

**366 Costume Crafts (3:2:3).**

*Pr. 123 or permission of instructor.*

Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts. (Formerly BCT 366)

**367 Costume and Scenic Property Crafts (3:1:3).**

*Pr. 122 and 123.*

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. (Alt Years) (Formerly BCT 367)

**375 Scene Design (3:2:3).**

*Pr. 122 or permission of instructor.*

Principles and practice of scene design for performance. (Formerly BCT 375)

**376 Lighting Design (3:2:3).**

*Pr. 122 or 291 or permission of instructor.*

Principles and practice of lighting design for theatre, television and film. (Formerly BCT 376)

**396 Creative Drama for the Classroom Teacher (2:2:1).**

*Pr. elementary education majors with sophomore standing, or permission of instructor.*

- *Not open to theatre majors.*

Elementary school creative drama and its place in the curriculum. Emphasis on fundamentals, materials, teaching techniques, and evaluation. (Formerly BCT 396)

**400 Performance Styles (2:0:3).**

*Pr. 251, 252 or permission of instructor.*

Introduction to acting styles including Greek, Commedia dell'Arte, Elizabethan, Comedy of Manners, and Musical Theatre. (FA,SP,SU) (Formerly BCT 400)

**450 Advanced Theatre Practice (1:0:4).**

*Pr. 4 credit hours of 150 and junior standing.*

- *May be repeated for credit.*

Supervised participation at an advanced level in any phase of the theatre production program. (Formerly BCT 450)

**454 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. (FA) (Formerly BCT 454)

**460 Directing I (3:3).**

*Pr. 201, junior standing, and admission to appropriate degree program, or permission of instructor.*

Fundamental principles of directing for the theatre including adapting literature for performance. (Formerly BCT 460)

**477 Design and Technical Theatre Practicum (1-2:0:3-6).**

*Pr. junior standing, admission to the BFA Design and Technical Theatre program.*

- *May be repeated for credit.*

Practice in design or technical production for performance. (Formerly BCT 477)

**493 Honors Work (3-6).**

*See prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes.*

(Formerly BCT 493)

**For Advanced Undergraduates and Graduate Students****520 Advanced Oral Interpretation (3:3).**

*Pr. 320 or graduate standing.*

Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature. (Formerly BCT 520)

**522 Advanced Stagecrafts (3:2:3).**

*Pr. 122 and admission to appropriate degree program, or permission of instructor.*

Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials. (Formerly BCT 522)

**523 Technical Direction (3:3).**

*Pr. 122 and 375 or 376; and junior, senior, or graduate standing; and admission to appropriate degree program; or permission of instructor.*

Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects. (Formerly BCT 523)

**524 Professional Theatre Audition Techniques (3:3).**

*Pr. 251, 252, and admission to appropriate degree program; or permission of instructor.*

Audition theory, techniques, and practice for theatre, television, and films. (Formerly BCT 524)

**525 Computer Assisted Drafting (3:1:6).**

*Pr. 535, or HID 111 and HID 112, or ART 222 or equivalent technical drawing aptitude and admission to appropriate degree program.*

Fundamental principles and application of 3-D design utilizing a DOS based drafting and design program. (Formerly BCT 525)

**533 Scene Painting I (3:1:4).**

*Pr. 122 and 375, and admission to appropriate degree program; or permission of instructor.*

Tools, materials, and techniques of scene painting. (Formerly BCT 533)

**534 Scene Painting II (3:1:4).**

*Pr. 122, 375 and 533, and admission to appropriate degree program; or permission of instructor.*

Advanced problems in scene painting. (Formerly BCT 534)

**535 Scene Drafting and Construction (3:3).**

*Pr. 375 and admission to appropriate degree program; or permission of instructor.*

Advanced problems in scene construction combined with the development of scene drafting skills and techniques. (ALT years) (Formerly BCT 535)

**536 Stage Management (1-2).**

*Pr. 122; or permission of instructor.*

- *May be repeated for a total of three credits.*

The role of the stage manager. Supervised participation as a stage manager in the theatre production program. (Formerly BCT 536)

**542 Directing Practicum (1:0:3).**

*Pr. 460 and admission to appropriate degree program; or permission of instructor.*

- *May be repeated for a total of two semester hours*

Practice in directing the play; preparations of a 25-minute play or excerpt, and presentation in the Workshop Theatre. (Formerly BCT 542)

**543 Advanced Costume Design (3:2:3).**

*Pr. admission to appropriate degree program; or permission of instructor.*

Advanced problems in costume design for performance. (Formerly BCT 543)

**544 Advanced Scene Design (3:1:6).**

*Pr. 375 and admission to appropriate degree program; or permission of instructor.*

Advanced problems in scene design for single set productions in performance. (Formerly BCT 544)

**545 Advanced Stage Lighting Design (3:2:3).**

*Pr. 376 and admission to appropriate degree program; or permission of instructor.*

Advanced problems in lighting design for performance. (Formerly BCT 545)

**546 Theatrical Sound Design and Technology (3:3).**

*Pr. 122 and admission to appropriate degree program; or permission of instructor.*

An introduction to the theory, aesthetics, and technology of theatrical sound design. (Formerly BCT 546)

**547 Multi-Set Design Techniques (3:1:6).**

*Pr. 375 and admission to appropriate degree program; or permission of instructor.*

Advanced problems in scene design for multi-set productions in performance. (Formerly BCT 547)

**549 Historical Costume Pattern Drafting and Draping (3:1:6).**

*Pr. admission to appropriate degree program; or permission of instructor.*

Historical pattern-making techniques for stage costumes; theory and practice in costume construction. (Formerly BCT 549)

**550 Stage Millinery and Accessories (3:1:4).**

*Pr. admission to appropriate degree program; or permission of instructor.*

Historical millinery and accessories in relation to stage adaptation, and construction techniques. (Formerly BCT 550)

**560 Directing II (3:3).**

*Pr. two theatre courses and THE 201 and 460, or permission of instructor.*

An intermediate directing course that involves the student in the theory and practice of contemporary plays. (SP) (Formerly BCT 560)

**565 Theatre Field Studies (1-3:3).**

• *May be repeated for up to 4 credit hours.*

Guided off-campus study in the Theatre disciplines. Travel required. Site and topic will vary from semester to semester. (Formerly BCT 565)

**579 Theatre Management (3:3).**

*Pr. drama major, and admission to appropriate degree program; or permission of instructor.*

Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs. (Formerly BCT 579)

**580, 581, 582 Theatre History I, II, III (3:3), (3:3), (3:3).**

*AULER/CLER: FA/CFA, for THE 582 only*

Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600-1850; third semester: 1850 to the present. (Formerly BCT 580, 581, 582)

**583, 584 Period Styles in Performance Design I, II (3:3), (3:3).**

*Pr. admission to BFA/MFA design program; or permission of instructor.*

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. (Formerly BCT 583, 584)

**586 Non-Western Theatre and/or Film. (3:2:3).**

*AULER/CLER: NW/CNW*

• *May be repeated for up to 6 credit hours depending on course content.*

Dramatic literature, theatre, and/or film in India, China, Japan, and Africa. Subject varies with instructor. (FA,SP,SU) (Formerly BCT 586)

**590 Acting V (3:1:4).**

*Pr. 351 and 352, and admission to appropriate degree program; or permission of instructor.*

Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists. (Formerly BCT 590)

**592 Period Acting I (3:1:4).**

*Pr. 351, 352, and admission to appropriate degree program; or permission of instructor.*

Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period. (Formerly BCT 592)

**594 Applied Theatre II (1-4:0:3-12).**

*Pr. 256 and admission to appropriate degree program; or permission of instructor.*

Intensive experience in one or more areas of theatre production. (Formerly BCT 594)

**596 Creative Dramatics for School and Community (3:2:2).**

*Pr. admission to appropriate degree program; or permission of instructor.*

Research and literature for creative dramatics for children, ages five through 14. Practice in leading groups of children in creative dramatics. (Formerly BCT 596)

**597 Puppetry (3:2:2).**

*Pr. admission to appropriate degree program; or permission of instructor.*

Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets. (Formerly BCT 597)

**598 Children's Theatre for School and Community (3:2:2).**

*Pr. admission to appropriate degree program; or permission of instructor.*

Research and literature of children's theatre; methods of producing plays with children in school and community situations. (Formerly BCT 598)

**599 Acting for the Camera (3:2:2).**

*Pr. admission to appropriate degree program; or permission of instructor.*

• *For advanced undergraduates and graduate students in Theatre.*

Practical experience in camera technique for actors in dramatic film and television production. (Formerly BCT 599)

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

**UNIVERSITY STUDIES (UNS)**

*Office of the Provost*  
 Student Academic Services  
 159 Mossman Building  
 (336) 334-5730

University Studies is a one-semester elective course designed to prepare entering freshmen to better meet the many demands and challenges of the university experience. Students will gain understanding of personal responsibility for college experience, and will identify, define, and utilize strategies for personal and academic success at this University. Classes will be limited in size and will be restricted to first-semester freshmen.

**UNIVERSITY STUDIES COURSE (UNS)****For Undergraduates****101 University Studies (1:2).**

- Enrollment is restricted to first-semester freshmen in the Fall Semester
- May NOT be repeated for credit or grade improvement

This course exposes students to essential competencies for academic and personal success, including knowledge of university environment, self-awareness, critical thinking, and decision making skills.

**WESTERN CIVILIZATION (WCV)**

*College of Arts & Sciences*  
 History Department  
 219 McIver Building  
 (336) 334-5992  
<http://www.uncg.edu/his>

Western Civilization is a two-semester, interdisciplinary course emphasizing critical developments from ancient to modern times. Students who take the course receive credit for Historical Perspectives on Western culture. The course is divided into two broad units. The first unit (Western Civilization 101) covers the ancient world to about 1600. The second unit (Western Civilization 102) covers the modern period, from about 1600 to the twentieth century. Sections of the course may be taught by one or more faculty members and may have different thematic emphases. Readings typically include a basic history text and selections from authors central to the Western tradition.

**WESTERN CIVILIZATION COURSES (WCV)****For Undergraduates****101, 102 Western Civilization (3:3), (3:3).**

*AULER/CLER: WCV 101: HP, CHP-CPM; WCV 102: HP, CHP-CMO*

Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times. Emphasis on themes relating history to the humanities, social sciences, or natural sciences.

**WOMEN'S STUDIES PROGRAM (WMS)**

*College of Arts & Sciences*  
 200 Foust Building  
 (336) 334-5673  
<http://www.uncg.edu/wms>

**COORDINATING COUNCIL MEMBERS**

*Mary Ellis Gibson, Director, Women's Studies Program,  
 Department of English*

*Hephzibah Roskelly, Associate Director, Women's Studies  
 Program, Department of English*

*Patricia Chamings, School of Nursing*

*Nan Enstad, Department of History*

*Kathleen Forbes, Director of Liberal Studies Program,  
 Division of Continual Learning*

*Diane L. Gill, Department of Exercise and Sport Science*

*Karen Katula, Department of Biology*

*Karen Kilcup, Department of English*

*Bruce Kirchoff, Department of Biology*

*Laura Linder, Department of Broadcasting & Cinema*

*Martha R. McEnally, Department of Business Administration*

*Mary Y. Morgan, Department of Human Development and  
 Family Studies*

*Elizabeth J. Natalie, Department of Communication*

*Promod Pratap, Department of Physics and Astronomy*

*Ben Ramsey, Department of Religious Studies*

*Paige Smith, Department of Public Health Education*

*Jacquelyn White, Department of Psychology*

Faculty members affiliated with the Women's Studies Program are housed in departments throughout the College of Arts and Sciences and the Schools. Interested students should contact the program director, Mary Ellis Gibson.

Faculty members affiliated with the Women's Studies Program are housed in departments throughout the College of Arts and Sciences and the Schools. Interested students should contact the program director, Mary Ellis Gibson.

**Women's Studies Major**

**Degree:** Bachelor of Arts

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

**AOS Code:** U870

**College of Arts and Sciences Liberal Education Requirements (CLER) (54-55 hours)**

All students must meet the All-University Liberal Education Requirements (AULER). The College of Arts and Sciences, however, has established liberal education requirements for its programs which, while including those of AULER, contain additional requirements in several categories. Therefore, students following this program should adhere to the College requirements. Please note that students who satisfy the College Liberal Education Requirements (CLER) will also satisfy the All-University Liberal Education Requirements (AULER). See pp. 51-52 for a complete description of the College requirements and pp. 45-46 for a listing of courses meeting AULER/CLER requirements.

**Major Requirements**

Minimum 30 hours above the 100-level.

**Core Content (18 hours)**

The following courses are required of all majors:

WMS 250, 333, 350; HIS 328 or 329; ENG 331; one Social & Behavioral Science course chosen from the following: HDF 407, 502, PSY 346, SOC 329.

**Additional Electives (12-18 hours)**

Students choose 12-18 additional hours from among the following courses (if not taken to fulfill core requirements):

BCN 325; CED 574; COM 559; CST 559; CUI 555; ENG 332, 531; ESS 532; HDF 407, 410, 502; HEA 260, 360, HEA 333/NUR 330; HIS 304, 359, 328, 329, 555; PSC 335, 336; PSY 346; REL 309, 310; SOC 354/MGT 354, SOC 329; SPA 222; WMS 400\*, 450, 460.

\*Only two Independent Studies equivalent to six credit hours may be taken toward the Women's Studies major.

**Women's Studies Minor****Required: minimum of 18 semester hours**

WMS 250 and 350 are required courses for the minor.

Students take four additional courses distributed across the following categories, so that no more than two courses are taken within any one category. (Substitute courses are permitted with consent of the Director. WMS 450 may be substituted depending on topic.)

Category A. Social and Behavioral Science Courses:

HDF 407, 502; PSC 335, 336; PSY 346; SOC 329, 354

Category B. Humanities Courses:

BCN 325; CST 559; ENG 331, 332, 531; HIS 304, 328, 329, 359; REL 309, 310; WMS 333

Category C. Professional Courses:

ESS 532; HEA 260; MGT 354; NUR 330/HEA 333; WMS 460

**WOMEN'S STUDIES COURSES (WMS)****For Undergraduates****250 An Introduction to Women's Studies: The American Woman (3:3).**

*AULER/CLER: SB, CSB*

A multidisciplinary introduction to the study of images, roles and status of women in American history and culture. Special attention will be paid to the development of sex roles and the social mythology which surrounds them.

**333 Women in Non-Western Cultures (3:3).**

*AULER/CLER: NW, CNW*

Explores problems and opportunities for women in non-western cultures, effects of the rapid process of social change, and the oppressive and liberating forces in women's lives.

**350 Introduction to Feminist Theories (3:3).**

*AULER/CLER: AE, CAE*

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.

**400 Independent Study (1 to 3).**

*Pr. permission of sponsoring instructor*

- *May be repeated once for credit*

Intensive independent study of specialized topics.

**450 Topics, Seminar in Women's Studies (3:3).**

- *May be repeated for credit when topics vary*

An in-depth study of a selected topic or topics in Women's Studies involving directed reading and research. Category credit varies.

**460 Internship in Women's Studies (3:0.5:9).**

*Pr. WMS 250, plus 6 additional hours in WMS; 6 hours in core courses in major, if other than WMS*

- *For Women's Studies majors and minors only*

Practical experience in a variety of professional settings. Includes bi-weekly seminar with internship coordinator. Students complete at least 7-10 hours a week at internship sites.

**493 Honors Work (3-6).**

*Pr. see prerequisites under Honors Program, XXX 493 (p. 172).*

- *May be repeated for credit if the topic of study changes*

*Please refer to The Graduate School Bulletin for additional graduate level courses.*

## ACCELERATED MASTER'S PROGRAMS FOR UNDERGRADUATES

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

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should speak with an advisor in the department of their undergraduate major as early as possible. Students should have Advanced Placement (AP) credit in order to reduce the number of undergraduate hours necessary to be taken during the senior year.

The program represents two distinct patterns. The first allows students to continue with graduate work in the same discipline as the undergraduate major. The second pattern enable students to complement the undergraduate major with graduate study in another area. See specific Accelerated Master's Programs listed below for complete requirements.

### Accelerated Master's Programs for Undergraduates

BS in Accounting/MS in Accounting .....	278
BA in Anthropology/MBA .....	278-279
BA in Anthropology/MA in Economics .....	278-279
BA in Biology/MS in Chemistry .....	280
BS in Chemistry/MS in Chemistry .....	280-281
BA in Chemistry/MBA .....	281
BA in Economics/MA in Economics .....	282
BA in Economics/MPA in Public Affairs .....	282-283
BA in French/MBA .....	283
BA in German/MBA .....	284
BA or BS in Mathematics/MA in Mathematics .....	284
BA in Music/MBA .....	284-285
BA in Physics/MBA .....	285-286
BA in Political Science/MA in Economics .....	286
BA in Political Science/MBA .....	286-287
BA in Political Science/MPA in Public Affairs .....	287
BA in Spanish/MBA .....	288

### Accelerated Masters Program for Undergraduates— BS in Accounting and MS in Accounting

The accelerated program in Accounting provides the opportunity for a student to complete a BS in Accounting (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree.

Interested students should:

- have Summer School credit or Advanced Placement credit in order to reduce the number of undergraduate hours necessary to be taken during the senior year. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Department of Accounting as early as possible.

- earn a minimum GPA of 3.0 in accounting courses and 3.0 in the University.
- take ACC 318 and 319 or 325 by the end of their junior year.
- take the GMAT in the fall of the senior year.
- seek admission to the Graduate School in the fall of the senior year.

### Requirements for Combined Accelerated BS in Accounting/MS in Accounting

<b>A. AULER Component (45 hours max)</b>	<b>Hrs</b>
See additional AULER area requirements and available AP credit on p. 52 and p. 17 respectively.	30
<b>Special AULER area requirements for this program:</b>	
Mathematics (MT)—required: MAT 150 or 191	3
Reasoning and Discourse (RD)—required: ENG 101, FMS 103 or RCO 101, and one other RD course	6
Social and Behavioral Sciences (SB)—required ECO 201, 202	6
<b>Total Hours</b>	<b>45</b>
<b>B. Bryan School of Business &amp; Economics Requirements (30 hours)</b>	
BUS 105; ECO 250, 300; FIN 315, ISM 110, 280, 360; MGT 309, 312, 331, 491; MKT 320; CST 105, and 9 hrs of a foreign language (see Bryan School for details)	37
<b>Total hours</b>	<b>37</b>
<b>C. Accounting Major Requirements (22 hours)</b>	
ACC 201, 202, 203, 318, 319, 325, 420, 430, 440, 450	29
<b>Total hours</b>	<b>29</b>
<b>D. Electives (25 hours)</b>	
Electives sufficient to complete 122 semester hours.	
<b>Total electives</b>	<b>11</b>
<b>TOTAL UNDERGRADUATE SEMESTER HOURS</b>	<b>122</b>
<b>D. Requirements for MS in Accounting (30 hours)</b>	
18-21 semester hours of accounting (6 hours of accounting may be taken at the 500 level but may be applied towards either the BS or MS degree)	18-21
9-12 semester hours of graduate electives	9-12
<b>TOTAL SEMESTER HOURS FOR MS IN ACCOUNTING</b>	<b>30</b>

### Accelerated Masters Program for Undergraduates— BA in Anthropology and MBA in Business Administration

The accelerated program in Anthropology/Business Administration provides the opportunity for a student to complete a BA in Anthropology (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Anthropology as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in Anthropology/MBA in Business Administration

#### A. College Liberal Arts Component (61 hours max)

See additional CLER area requirements and available AP credit on p. 52 and p. 17 respectively.

Special CLER area requirements for this program:  
Analytic & Evaluative Studies (AE)—required: ATY 213 or 360 (see B below)

Natural Science (NS)—required: ATY 253 (see B below) or ATY 331

Non-Western Studies (NW)—required: one from ATY 325, 330, 333, 335, or 337 (see B below)

Social and Behavioral Sciences (SB)—required: ATY 212, ECO 201 (see C below), and one other

Maximum hours 48-61

Total Hours (reduced) 36-49 (-12)

#### B. Anthropology Major Requirements (24 hours)

1. ATY 213 (also meets CLER AE requirement), 253 (also meets part of CLER NS requirement), 360 (also meets CLER AE requirement), 387, 411

2. Six hours at the 400 or 500 level

3. Electives (can be used to meet CLER NW requirement)

Total hours 24

#### C. Prerequisites for the MBA (18 hours)

1. ISM 110 (prerequisite for ECO 250)

2. ECO 201 (also meets part of CLER SB requirement), 202, 250

3. ACC 201; MGT 312

Total hours 18

Total Undergraduate Requirements 91

#### D. Other Undergraduate Electives

Ethnology Concentration in Anthropology recommended

Total Undergraduate Semester Hours 122

#### E. Related Requirements for the MBA (43.5 hours)

Senior Year (7.5 hours)

MBA 603, 610 (Fall) 3.0

MBA 605, 606, 607 (Spring) 4.5

Summer Following Senior Year (4.5 hours)

Internship and 4.5 credits 4.5

Graduate or 5th Year (24 hours)

Required foundation and strategic management level requirements; electives 24.0

Summer (7.5 hours)

Remaining required and elective courses 7.5

Total MBA Semester Hours 43.5

## Accelerated Masters Program for Undergraduates—BA in Anthropology and MA in Economics

The accelerated program in Anthropology/Economics provides the opportunity for a student to complete a BA in Anthropology (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in Economics.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Anthropology as early as possible.
- plan to take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year.

### Requirements for Combined Accelerated BA in Anthropology/MA in Economics

#### A. College Liberal Arts Component (61 hours max)

See additional CLER area requirements and available AP credit on p. 52 and p. 17 respectively.

Special CLER area requirement for this program:  
Analytic & Evaluative Studies (AE)—required: ATY 213 or 360 (see B below)

Natural Science (NS)—required: ATY 253 (see B below) or ATY 331

Non-Western Studies (NW)—required: one from ATY 325, 330, 333, 335, or 337 (see B below)

Social and Behavioral Sciences (SB)—required: ATY 212, ECO 201 (see C below), and one other

Maximum hours 48-61

Total Hours (reduced) 36-49 (-12)

#### B. Anthropology Major Requirements (24 hours)

1. ATY 213 (also meets CLER AE requirement), 253 (also meets part of CLER NS requirement), 360 (also meets CLER AE requirement), 387, 411

2. Six hours at the 400 or 500 level

3. Electives (can be used to meet CLER NW requirement)

Total hours 24

#### C. Economics Prerequisites (30 hours)

1. ECO 201 (also meets part of CLER SB requirement), 202, ISM 110 (by end of 4th semester)

2. ECO 250, 301, 351 (by end of 6th semester)

3. Senior Year: ECO 327, 554 (Fall); ECO 319, 346 (Spring)

Total hours 30

Total Undergraduate Requirements 103

#### D. Other Undergraduate Electives

Ethnology Concentration in Anthropology recommended

Total Undergraduate Semester Hours 122

## ACCELERATED MASTER'S PROGRAMS FOR UNDERGRADUATES

**E. Requirements for MA in Economics (30-33 hours)**

Fall of Senior Year (minimum 6 hours)	
ECO 619 (graduate credit)	3
ECO 554 (undergraduate or graduate credit)	3
ECO 654 (graduate credit)	3
Spring of Senior year and/or 5th Year (24-27 hours)	
ECO 645A (Fall)	3
ECO 645B (Spring)	2
ECO 646 (Fall)	2
Either ECO 647 (Spring)	4
or ECO 648 (Spring)	4
Both ECO 694 and 695 or 694 and 696	6
Sufficient Electives	7-13
<i>Total Semester Hours for MA in Economics</i> (requires 694 and 695)	30

OR

<i>Total Semester Hours for MA in Applied Economics</i> (requires 694 and 696)	33
---	----

### Accelerated Masters Program for Undergraduates— BA in Biology and MS in Chemistry

The accelerated program in Biology provides the opportunity for a student to complete a B.A. in Biology (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

- have some Advanced Placement credit upon admission to UNCg in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Biology as early as possible.

- plan to take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year.

#### Requirements for Combined Accelerated B.A. in Biology/M.S. in Chemistry

<b>A. College Liberal Arts Component (61 hours max)</b>	Hrs	Redc
See additional CLER area requirements and available AP credit on p. 52 and p. 17 respectively. Special CLER area requirements for this program:	35-48	
Mathematics (MT)—required: MAT 191 (see C below)	3	3
Natural Science (NS)—required for the CPS component: CHE 111, PHY 211 & 251 (see C & D below); required for the CLS component: BIO 111 (see B below)	9-10	10
Maximum hours	48-61	
Total Hours (reduced)	48	(-13)

#### **B. Biology Major (B.A.) Requirements (38 hours)**

1. BIO 111 (meets CLER NS/CLS requirement), 112	8
2. Ecology: BIO 301	3
3. Cell Biology: BIO 355	3
4. Genetics: BIO 392	3
5. Diversity: one of BIO 322, 341, 354, 370	3-4

6. 17-18 additional hours above the 100 level with no more than four hours at the 200 level	17-18
Total hours	38

#### **C. Related Requirements (11 hours)**

1. General Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8
2. Mathematics: MAT 191 (meets CLER MAT requirement)	3
Total hours	11

#### **Total Undergraduate Requirements (maximum)**

<b>D. Chemistry Prerequisites (29 hours)</b>	
1. General Physics: PHY 211 & 251 (meets part of CLER NS/CPS requirement), 212 & 252	8
2. Organic Chemistry: CHE 351, 352, 354	8
3. Inorganic Chemistry: CHE 242, 442	5
4. Analytical Chemistry: CHE 331, 333	4
5. Physical Chemistry: CHE 506	4
Total hours	39

#### **TOTAL UNDERGRADUATE SEMESTER HOURS**

<b>E. Related Requirements for M.S. in Chemistry (30 hours)</b>	
Senior Year (6 hours)	
CHE 501, 553 (Fall)	3
CHE 502, 632 (Spring)	3
Summer (3 hours)	
Approved BIO or CHE elective Graduate or 5th Year (19 hours)	3
CHE 641, 661, approved BIO or CHE elective (Fall)	9
CHE 680, 699 (Spring)	6-12
<b>TOTAL MS SEMESTER HOURS</b>	<b>30</b>

### Accelerated Masters Program for Undergraduates— BS in Chemistry and MS in Chemistry

The accelerated program in Chemistry provides the opportunity for a student with strong preparation in chemistry to complete a BS in Chemistry (122 hours) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

- have some Advanced Placement credit upon admission to UNCg in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.
- plan to take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year.

### Requirements for Combined Accelerated BS in Chemistry/MS in Chemistry

A. College Liberal Arts Component (61 hours max) Hrs Redc  
See additional CLER area requirements and 35-48  
available AP credit on p. 52 and p. 17 respectively.

Special CLER area requirement for this program:

Mathematics (MT)—required: MAT 191 (see C below) 3 -3  
Natural Science (NS)—required for the 9-10 -7

CPS component: CHE 114, PHY 291 & 251 (see C below)

Maximum hours 48-61  
Total Hours (reduced) 38-51 (-10)

#### B. Chemistry Major (BS) Requirements (42 hours)

1. CHE 111, 112, 114 (meets part of CLER NS/CPS requirement), CHE 115 8  
2. CHE 242, 331, 333, 351, 352, 354, 372, 442, 461, 462, 463, 464 27  
3. CHE 401, 402 1  
4. CHE 531, 533, 581 6  
Total hours 42

#### C. Related Requirements (22 hours)

1. MAT 191 (meets CLER MAT requirement), MAT 292, 293 9  
2. PHY 291 (meets part of CLER NS/CPS requirement), 292, 251, 252 8  
3. Science electives 6-8  
Total hours 23-25  
Total Undergraduate Requirements (max) 118

#### D. Other Undergraduate Electives 4

TOTAL UNDERGRADUATE SEMESTER HOURS 122

#### E. Related Requirements for MS in Chemistry (30 hours)

Senior Year (6 hours)  
CHE 553, 601 (Fall) 3  
CHE 602, 632 (Spring) 4  
Summer (3 hours)  
Approved BIO or CHE elective 3  
Graduate or 5th Year (19 hours)  
CHE 641, 661, approved BIO or CHE elective 9  
CHE 680, 699 6-12  
TOTAL MS SEMESTER HOURS 30

### Accelerated Masters Program for Undergraduates— BA in Chemistry and MBA in Business Administration

The accelerated program in Chemistry/Business Administration provides the opportunity for a student to complete a BA in Chemistry (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful

selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in Chemistry/MBA in Business Administration

A. College Liberal Arts Component (61 hours max) Hrs Redc

See additional CLER area requirements and 35-48  
available AP credit on p. 52 and p. 17 respectively.

Special CLER area requirement for this program:

Mathematics (MT)—required: MAT 191 (see C below) 3 -3  
Natural Science (NS)—required for the CPS component: 9-10 -7

CHE 111, PHY 211, 251 (see B & C below)

Social and Behavioral Sciences (SB)—required 9 -3  
ECO 201 (See D below) and two other SB courses

Maximum hours 48-61

Total Hours (reduced) 48 (-13)

#### B. Chemistry Major (BA) Requirements (32-33 hours)

1. General Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115 8  
2. Inorganic Chemistry: CHE 242 2  
3. Quantitative Analysis: CHE 331, 333 4  
4. Organic Chemistry: CHE 351, 352, 354 8  
5. Seminar: CHE 401, 402 1  
6. Physical Chemistry: CHE 461 or 506 4  
7. Two courses from: CHE 442, 531, 556, 581 5-6  
Total hours 32-33

#### C. Related Requirements (14 hours)

1. Calculus: MAT 191 (meets CLER MAT requirement), MAT 292 6  
2. Physics: PHY 211 (also meets part of CLER NS/CPS requirement), 212, or 291, 292, and 251, 252 8  
Total hours 14

#### D. MBA Prerequisites (18 hours)

1. ISM 110 (prerequisite for ECO 250) 3  
2. ECO 201 (also meets part of CLER SB requirement), 202, 250 9  
3. ACC 201, 202 6  
Total hours 18  
Total Undergraduate Requirements 112-113

#### D. Other Undergraduate Electives 9-10

TOTAL UNDERGRADUATE SEMESTER HOURS 122

#### E. Related Requirements for the MBA (43.5 hours)

Senior Year (7.5 hours)  
MBA 601, 604 3.0  
MBA 605, 606, 607 4.5  
Summer Following Senior Year (4.5 hours)  
Internship and 4.5 credits 4.5  
Graduate or 5th Year (24 hours)  
Required foundation and strategic management level requirements; electives 24.0  
Summer (7.5 hours)  
Remaining required and elective courses 7.5  
TOTAL MBA SEMESTER HOURS 43.5

## Accelerated Masters Program for Undergraduates— BA in Economics and MA in Economics

The accelerated program in Economics provides the opportunity for a student to complete a BA in Economics (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree.

Interested students should:

- have Summer School credit or Advanced Placement credit in order to reduce the number of undergraduate hours necessary to be taken during the senior year. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Department of Economics as early as possible.
- earn a minimum GPA of 3.5 in economics courses and 3.0 in the University.
- take ECO 301, 319 and 351 (required for accelerated students) by the end of their junior year.
- take ECO 554 as either undergraduate or graduate credit depending on the undergraduate credit needs of the student.
- receive provisional admission to the MA program in order to take 600 level courses for graduate credit while enrolled as an undergraduate.
- take the GRE in the fall of the senior year.
- seek admission to the Graduate School in the fall of the senior year.

### Requirements for Combined Accelerated BA in Economics/MA in Economics

A. AULER Component (36 hours max)	Hrs	Rdc
See additional AULER area requirements and available AP credit on p.45 and p. 17 respectively.	45	30

Special AULER area requirements for this program:

Mathematics (MT)— required: MAT 120 or 191	3	
Reasoning and Discourse (RD)— required: ENG 101, FMS 103 or RCO 101, and one other RD course	6	
Social and Behavioral Sciences (SB)— required ECO 201, 202 (See B below)	6	-6

Total Hours	45	
Total Hours (reduced)	39	(-6)

### B. Economics Major Requirements (30-37 hours)

NOTE: see p. 243 for admission requirements to the Department of Economics. A 3.50 GPA in economics is required for admission to the accelerated program.

1. ECO 101 or 201 and 202 (also meet AULER SB requirement), 250, 301, 327, 346		18
2. ECO electives	12-19	
Total hours	30-37	
C. Electives	46-53	
<b>TOTAL UNDERGRADUATE SEMESTER HOURS</b>		<b>122</b>

### D. Requirements for MA in Economics (30-33 hours)

Fall of Senior Year (minimum 6 hours)		
ECO 619 (graduate credit)		3
ECO 554 (undergraduate or graduate credit)		3
ECO 654 (graduate credit)		3
Spring of Senior year and/or 5th Year (24-27 hours)		
ECO 645A (Fall)		3
ECO 645B (Spring)		2
ECO 646 (Fall)		2
Either ECO 647 (Spring)		4
or ECO 648 (Spring)		4
ECO 694 and 695, or ECO 694 and 696		6
Sufficient Electives		7-13
<b>TOTAL SEMESTER HOURS for MA in ECONOMICS</b>		<b>30</b>
(requires 694 and 695)		
OR		
<b>TOTAL SEMESTER HOURS for MA in APPLIED ECONOMICS</b>		<b>36</b>
(requires 694 and 696)		

## Accelerated Masters Program for Undergraduates— BA in Economics and MPA in Public Affairs

The accelerated program in Economics/Public Affairs provides the opportunity for a student to complete a BA in Economics (122 hours) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

- have Summer School credit or Advanced Placement credit in order to reduce the number of required hours necessary to be taken during the senior year. See courses on p. 17 for which AP credit is available.
- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Economics as early as possible.
- take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year.

### Requirements for Combined Accelerated BA in Economics/MPA in Public Affairs

A. AULER Component (36 hours max)	Hrs	Rdc
See additional AULER area requirements and available AP credit on p. 45 and p. 17 respectively.	45	30

Special AULER area requirements for this program:

Mathematics (MT)— required: MAT 120 or 191	3	
Reasoning and Discourse (RD)— required: ENG 101, FMS 103 or RCO 101, and one other RD course	6	
Social and Behavioral Sciences (SB)— required ECO 201, 202 (See B below)	6	-6
Total Hours	45	

Total Hours (reduced)	39	(-6)
-----------------------	----	------

**B. Economics Major Requirements (30-37 hours)**

NOTE: a grade of C- in ECO 301 and a minimum GPA of 2.0 is required for admission to the Department of Economics

1. ECO 201 and 202 (also meet AULER SB requirement), 250, 301, 327, 346	18
2. ECO electives	12-19
Total hours	30-37
<b>C. Electives (46-53 hours)</b>	
1. Recommended in PSC: PSC 210, 310	6
2. Other recommended electives: ACC 201, 202, MGT 312, 320, 330	15
3. Other electives	25-32
Total hours	46-53

**TOTAL UNDERGRADUATE SEMESTER HOURS** 122

**D. Related Requirements for MPA in Public Affairs (42 hours)**

<b>Senior Year (14 hours)</b>	
PSC 600, 602, 511C (Fall)	7
PSC 601, 603, 511B (Spring)	7
<b>Summer following Senior year (6 hours)</b>	
PSC 695, 696 (internship)	6
<b>raduate or 5th Year (19 hours)</b>	
PSC 511J, 604, two PSC electives, Comps I (Fall)	10
PSC 612, two PSC electives, Comps II (Spring)	9
<b>Summer following 5th year (3 hours)</b>	
One	3-hour PSC elective
<b>TOTAL MPA SEMESTER HOURS</b>	<b>42</b>

## Accelerated Masters Program for Undergraduates— BA in French and MBA in Business Administration

The accelerated program in French/Business Administration provides the opportunity for a student to complete a BA in French (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Romance Languages as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

## Requirements for Combined Accelerated BA in French/MBA in Business Administration

**A. College Liberal Arts Component (61 hrs max)** Hrs Redc  
See additional CLER area requirements and 21-34  
available AP credit on p. 52 and p. 17 respectively.

**Special CLER area requirements for this program:**

Mathematics (MT)— required: MAT 120 or 191 (see C below)	3	-3
Social and Behavioral Sciences (SB)— required ECO 201 (See C below) and two other SB courses	9	-3
World Literature (WL)— required FRE 307 (See B below)	3	-3
Foreign Language (FL)— satisfied by placement exam	0-12	-12
Maximum hours	48-61	
<b>Total Hours (reduced)</b>	<b>39-40</b>	<b>(-21)</b>

**B. French Major Requirements (30 hours)**

Note: FRE 204 or an appropriate score on the placement exam is a prerequisite for FRE 301 and above.

1. FRE 301	3
2. FRE 353 (also meets CLER WL requirement), 354	6
3. FRE 315, 415	6
4. One course from: FRE 311, 312, 313	3
5. Two literature courses: 400 or 500 level	6
6. Additional courses (recommended: FRE 341 or 342; FRE 331 or 332)	6
<b>Total hours</b>	<b>30</b>

**C. Prerequisites for the MBA (21 hours)**

1. MAT 120 or 191 (also meets CLER MAT requirement and is prerequisite for ECO 250)	3
2. ISM 110 (prerequisite for ECO 250)	3
3. ECO 201 (also meets part of CLER SB requirement), 202, 250	9
3. ACC 201; MGT 312	6
<b>Total hours</b>	<b>21</b>

**Total Undergraduate Requirements** 90-91

**D. Other Undergraduate Electives** 31-32

**TOTAL UNDERGRADUATE SEMESTER HOURS** 122

**E. Related Requirements for the MBA (43.5 hours)**

<b>Senior Year (7.5 hours)</b>	
MBA 603, 610 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
<b>Summer Following Senior Year (4.5 hours)</b>	
Internship and 4.5 credits	4.5
<b>Graduate or 5th Year (24 hours)</b>	
Required foundation and strategic management level requirements; electives	24.0
<b>Summer (7.5 hours)</b>	
Remaining required and elective courses	7.5
<b>TOTAL MBA SEMESTER HOURS</b>	<b>43.5</b>

## Accelerated Masters Program for Undergraduates— BA in German and MBA in Business Administration

The accelerated program in German/Business Administration provides the opportunity for a student to complete a BA in German (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with the Department Head in the Department of German and Russian as early as possible.

In the spring of the junior year, students should:

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in German/MBA in Business Administration

A. College Liberal Arts Component (61 hours max) Hrs Redc  
See additional CLER area requirements and available AP credit on p. 5s and p. 17 respectively.

Special CLER area requirement for this program:

Mathematics (MT)— 3 -3  
required: MAT 120 or 191 (see C below)

Social and Behavioral Sciences (SB)—required: ECO 201 9 -3  
(see C below), and two other SB courses

World Literature (WL)—required: GER 217, 218, or 221 3 -3  
(see B below)

Foreign Language (CFL)—satisfied by placement exam 0-12 -12  
Maximum hours 48-61

Hours (reduced) 39-40 Total (-21)

### B. German Major Requirements (24 hours)

Note GER 204 or an appropriate score on the placement exam is a prerequisite for GER 301 and above.

1. GER 301 or 302 3
2. GER 217 or 218 or 221 (with appropriate amount of 3 reading done in German, courses also meet CWL requirements)
3. Any two of the following: GER 305, 306, 404, 405, or 406 6
4. Additional courses (recommended: GER 215, 2166, 307, 311) 12

Total hours 24

### C. Prerequisites for the MBA (21 hours)

1. MAT 120 or 191 (also meets CLER MT requirement and is prerequisite for ECO 250) 3
2. ISM 110 (prerequisite for ECO 250) 3
3. ECO 201 (also meets part of CLER SB requirement), 202, 250 9
4. ACC 201; MGT 312 6  
Total hours 21  
Total Undergraduate Requirements 84-85

D. Other Undergraduate Electives 37-38

TOTAL UNDERGRADUATE SEMESTER HOURS 122

### E. Related Requirements for the MBA (43.5 hours)

Senior Year (7.5 hours)

MBA 603, 610 (Fall) 3.0

MBA 605, 606, 607 (Spring) 4.5

Summer Following Senior Year (4.5 hours)

Internship and 4.5 credits 4.5

Graduate or 5th Year (24 hours)

Required foundation and strategic management 24.0

level requirements; electives

Summer (7.5 hours)

Remaining required and elective courses 7.5

Total MBA Semester Hours 43.5

## Accelerated Masters Program for Undergraduates— BA or BS in Mathematics and MA in Mathematics

The Department of Mathematical Sciences offers an accelerated program that permits the exceptionally well qualified student to receive an undergraduate degree in mathematics (BA or BS) within a four year period and a Masters degree in mathematics (MA) in an additional year.

A thorough knowledge of calculus is necessary for much of the advanced work required to complete the undergraduate degree. Because of this, it is unlikely that a student would be able to complete the accelerated program without having AP calculus credit. Advanced Placement credit in other areas would also be helpful in order to reduce the number of required undergraduate hours; see courses on p. 17 for which AP credit is available.

Most mathematics courses depend on previous knowledge and have significant prerequisites. It is therefore very important that students identify themselves as potential candidates for the accelerated program early in their academic careers in order to receive appropriate advising. Although formal admission to the accelerated program does not occur until the student achieves junior status, proper advising must take place as early as possible so that appropriate coursework can be chosen in the correct sequence. This is particularly important with respect to mathematics courses so that the student will be ready to begin advanced work in mathematics suitable for the masters degree as soon as possible.

Students in the accelerated program must meet all requirements for the respective degree received. No coursework may be counted toward more than one degree. Requirements for the undergraduate degrees are listed on pp. 188-190. The MA in mathematics requires 30-33 hours of graduate level mathematics including a thesis. Specific requirements for the MA are listed in *The Graduate School Bulletin*.

## Accelerated Masters Program for Undergraduates— BA in General Music and MBA in Business Administration

The accelerated program in General Music/Business Administration provides the opportunity for a student to complete a BA in General Music (122 hours) within a four-year period and to shorten the time required to finish the Master of Business Administration degree.

## Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the School of Music as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in General Music/MBA in Business Administration

A. AULER Component (45 hours max)**	Hrs	Redc
See additional AULER Area requirements and available AP credit on p. 45 and p. 17 respectively.	27	

Special AULER area requirements for this program:

Mathematics (MT)—required: MAT 120 or 191 (see C below)	3	
Nonwestern Studies (NW)—required: MUS 343 (see B below)	3	
Social and Behavioral Sciences (SB)—required ECO 201, 202 (See C below)	6	
AULER Electives (EL)—required: 6 hours of the same foreign language	6	
<b>Total Hours</b>	<b>45</b>	

\*\* NOTE: Students must select two writing intensive courses

<b>B. General Music Major Requirements (49 hours)</b>		
1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301	15	
2. History: MUS 331 or 334, 332, 333, 343 (meets AULER NW requirement)	9	
3. Class Piano: 4 semesters through 134 or proficiency 4		
4. Performance Studies: 10 semester hours including at least 2 hours at 351 level	10	
5. Large Ensemble	5	
6. MUS Elective: one 400-500 level course in history/literature, theory, or pedagogy	3	
7. MUS 090 for 4 semesters	0	
8. MUS 091 for 7 semesters	0	
<b>Total hours</b>	<b>46</b>	
<b>C. MBA Prerequisites, in addition to AULER (12)</b>		
1. ISM 110 (prerequisite for ECO 250)	3	
2. ECO 250	3	
3. ACC 201; MGT 312	6	
<b>Total hours</b>	<b>12</b>	
<b>Total Undergraduate Requirements</b>	<b>103</b>	
<b>D. Other Undergraduate Electives</b>	<b>19</b>	
<b>TOTAL UNDERGRADUATE SEMESTER HOURS</b>	<b>122</b>	

### E. Related Requirements for the MBA (43.5 hours)

Senior Year (7.5 hours)		
MBA 603, 610 (Fall)	3.0	
MBA 605, 606, 607 (Spring)	4.5	
Summer Following Senior Year (4.5 hours)		
Internship and 4.5 credits	4.5	

### Graduate or 5th Year (24 hours)

Required foundation and strategic management 24.0  
level requirements; electives

**Summer (7.5 hours)**  
Remaining required and elective courses 7.5

**TOTAL MBA SEMESTER HOURS 43.5**

## Accelerated Masters Program for Undergraduates— BA in Physics and MBA in Business Administration

The accelerated program in Physics/Business Administration provides the opportunity for a student to complete a BA in Physics (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

• have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

• identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Physics as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in Physics/MBA in Business Administration

A. College Liberal Arts Component (61 hrs max)	Hrs	Redc
See additional CLER area requirements and available AP credit on p. 52 and p. 17 respectively.	35-48	

Special CLER area requirements for this program:

Mathematics (MT)—required: MAT 191 (see C below)	3	-3
Natural Science (NS)—required for the CPS component: CHE 111, PHY 291 & 251 (see B & C below)	9-10	-7
Social and Behavioral Sciences (SB)—required ECO 201 (See D below) and two other SB courses	9	-3
<b>Maximum hours</b>	<b>48-61</b>	
<b>Total Hours (reduced)</b>	<b>48</b>	<b>(-13)</b>

<b>B. Physics Major (BA) Requirements (28 hours)</b>		
1. Calculus-based Physics: PHY 291 or 211, 251 (meets part of CLER NS/CPS requirement), 292 or 212, 252	8	
2. Modern Physics and Lab: PHY 321, 321L	4	
3. Mechanics and Lab: PHY 2323, 323	4	
4. Electricity/Magnetism and Lab: PHY 325, 325L	4	
5. Thermal Physics: PHY 327	3	
6. Optics and Lab: PHY 425, 425L or 512 or 573	3 or 4	
<b>Total hours</b>	<b>26 or 27</b>	
<b>C. Related Requirements (23 hours)</b>		
1. Chemistry: CHE 111 (meets part of CLER NS/CPS requirement), 112, 114, 115	8	
2. Calculus: MAT 191 (meets CLER MAT requirement), 9 292, 293	3	
3. Differential Equations: MAT 390	3	
3. Computer Science: CSC 130	3	
<b>Total hours</b>	<b>23</b>	

Note: The BS degree in Physics is possible if the student also takes PHY 521, 523, and 525.

<b>D. MBA Prerequisites (18 hours)</b>	
1. ISM 110 (prerequisite for ECO 250)	3
2. ECO 201 (also meets part of CLER SB requirement), 202, 250	9
3. ACC 201; MGT 312	6
<b>Total hours</b>	<b>18</b>
<b>Total Undergraduate Requirements</b>	<b>116</b>
<b>D. Other Undergraduate Electives</b>	
	6
<b>TOTAL UNDERGRADUATE SEMESTER HOURS</b>	<b>122</b>
<b>E. Related Requirements for the MBA (43.5 hours)</b>	
<b>Senior Year (7.5 hours)</b>	
MBA 603, 610 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
<b>Summer Following Senior Year (4.5 hours)</b>	
Internship and 4.5 credits	4.5
<b>Graduate or 5th Year (24 hours)</b>	
Required foundation and strategic management level requirements; electives	24.0
<b>Summer (7.5 hours)</b>	
Remaining required and elective courses	7.5
<b>TOTAL MBA SEMESTER HOURS</b>	<b>43.5</b>

### Accelerated Masters Program for Undergraduates— BA in Political Science and MPA in Public Affairs

The accelerated program in Political Science/Public Affairs provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

- plan to take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year; students will not be allowed to enroll for spring MPA courses (see E below) unless admitted to the MPA program.

#### Requirements for Combined Accelerated BA in Political Science/MPA in Public Affairs

A. College Liberal Arts Component (61 hrs max) Hrs Redd  
See additional CLER area requirements and 33-46  
available AP credit on p. 52 and p. 17 respectively.

<b>Special CLER area requirements for this program:</b>	
Reasoning and Discourse (RD)— required: ENG 101, FMS 103 or RCO 101, and C ST 341 (see C below)	6 -3
Social and Behavioral Sciences (SB)— required: PSC 100, ECO 201, and SOC 101 (see B & C below)	9 -9
<b>Maximum hours</b>	<b>48-61</b>
<b>Total Hours (reduced)</b>	<b>49 (-12)</b>
<b>B. Political Science Major Requirements (30 hours)</b>	
1. American Politics & Policy: PSC 100 (also meets part of CLER SB requirement), 210	6
2. International & Comparative: PSC 260, 240	6
3. Research Methods: PSC 301	3
4. Electives: 300 level and above	15
<b>Total hours</b>	<b>30</b>
<b>C. Recommended Electives (15 hours)</b>	
1. COM 341 (also meets part of CLER RD requirement), 3	3
2. ECO 201 (also meets part of CLER SB requirement), 202, 260	9
3. SOC 101 (also meets part of CLER SB requirement)	3
<b>Total hours</b>	<b>15</b>
<b>Total Undergraduate Requirements</b>	<b>94</b>
<b>D. Other Undergraduate Electives</b>	
	28
<b>TOTAL UNDERGRADUATE SEMESTER HOURS</b>	<b>122</b>
<b>E. Related Requirements for MPA (43 hours)</b>	
<b>Senior Year (15 hours)</b>	
PSC 600, 602, 511C (Fall)	7
PSC 601, 603, 603L, 511B (Spring)	8
<b>Summer following Senior Year (6 hours)</b>	
PSC 695, 696 Internship	6
<b>Graduate or 5th Year (19 hours)</b>	
PSC 511J, 604, two electives, Comps I (Fall)	10
PSC 612, two electives, Comps II (Spring)	9
<b>Summer (3 hours)</b>	
One PSC elective	3
<b>TOTAL MPA SEMESTER HOURS</b>	<b>43</b>

### Accelerated Masters Program for Undergraduates— BA in Political Science and MA in Economics

The accelerated program in Political Science/Economics provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the Master of Arts degree in Economics.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

- plan to take the GRE in the spring of the junior year.
- seek admission to the Graduate School in the fall of the senior year.

### Requirements for Combined Accelerated BA in Political Science/MA in Economics

A. College Liberal Arts Component (61 hrs max) Hrs	39-52	Redc
See additional CLER area requirements and available AP credit on p. 52 and p. 17 respectively.		
Special CLER area requirements for this program:		
Social and Behavioral Sciences (SB)—required: PSC 100, ECO 201 (see B & C below), and one other	9	-6
Maximum hours	48-61	
Total Hours (reduced)	42-55	(-6)
B. Political Science Major Requirements (30 hours)		
1. American Politics & Policy: PSC 100 (also meets part of CLER SB requirement), 210	6	
2. International & Comparative: PSC 260, 240	6	
3. Research Methods: PSC 301	3	
4. Electives: 300 level and above	15	
Total hours	30	
C. Economics Prerequisites (30 hours)		
1. ECO 201 (also meets part of CLER SB requirement), 202, ISM 110 (by end of 4th semester)	9	
2. ECO 250, 301, 351 (by end of 6th semester)	9	
3. Senior Year: ECO 327, 554 (Fall), ECO 319, 346 (Spring)	12	
Total hours	30	
Total Undergraduate Requirements	115	
D. Other Undergraduate Electives	7	
TOTAL UNDERGRADUATE SEMESTER HOURS	122	
E. Requirements for MA in Economics (30-33 hours)		
Fall of Senior Year (minimum 6 hours)		
ECO 619 (graduate credit)	3	
ECO 554 (undergraduate or graduate credit)	3	
ECO 654 (graduate credit)	3	
Spring of Senior year and/or 5th Year (24-27 hours)		
ECO 645A (Fall)	3	
ECO 645B (Spring)	2	
ECO 646 (Fall)	2	
Either ECO 647 (Spring)	4	
Or ECO 648 (Spring)	4	
Both ECO 694 and 695 or 694 and 696	6	
Sufficient Electives	7-13	
TOTAL SEMESTER HOURS for MA in ECONOMICS (requires 694 and 695)	30	
OR		
TOTAL SEMESTER HOURS for MA in APPLIED ECONOMICS (requires 694 and 696)	33	

### Accelerated Masters Program for Undergraduates— BA in Political Science and MBA in Business Administration

The accelerated program in Political Science/Business Administration provides the opportunity for a student to complete a BA in Political Science (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in Political Science/MBA in Business Administration

A. College Liberal Arts Component (61 hrs max) Hrs	39-52	Redc
See additional CLER area requirements and available AP credit on pp 52 and p. 17 respectively.		
Special CLER area requirements for this program:		
Social and Behavioral Sciences (SB)—required: PSC 100, ECO 201 (see B & C below), and one other	9	-6
Maximum hours	48-61	
Total Hours (reduced)	55	(-6)
B. Political Science Major Requirements (30 hours)		
1. American Politics & Policy: PSC 100 (also meets part of CLER SB requirement), 210	6	
2. International & Comparative: PSC 260, 240	6	
3. Research Methods: PSC 301	3	
4. Electives: 300 level and above	15	
Total hours	30	
C. Prerequisites for the MBA (18 hours)		
1. ISM 110 (prerequisite for ECO 250)	3	
2. ECO 201 (also meets part of CLER SB requirement), 202, 250	9	
3. ACC 201; MGT 312	6	
Total hours	18	
Total Undergraduate Requirements	103	
D. Other Undergraduate Electives	19	
TOTAL UNDERGRADUATE SEMESTER HOURS	122	
E. Related Requirements for the MBA (43.5 hours)		
Senior Year (7.5 hours)		
MBA 603, 610 (Fall)	3.0	
MBA 605, 606, 607 (Spring)	4.5	
Summer Following Senior Year (4.5 hours)		
Internship and 4.5 credits	4.5	
Graduate or 5th Year (24 hours)		
Required foundation and strategic management level requirements; electives	24.0	
Summer (7.5 hours)		
Remaining required and elective courses	7.5	
TOTAL MBA SEMESTER HOURS	43.5	

## Accelerated Masters Program for Undergraduates— BA in Spanish and MBA in Business Administration

The accelerated program in Spanish/Business Administration provides the opportunity for a student to complete a BA in Spanish (122 hours) within a four-year period and to shorten the time required to finish the MBA.

Interested students should:

- have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 17 for which AP credit is available.

- identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Romance Languages as early as possible.

In the spring of the junior year, students should

- take the GMAT
- apply for admission to the Graduate School and the MBA program

### Requirements for Combined Accelerated BA in Spanish/MBA in Business Administration

A. College Liberal Arts Component (61 hrs max) Hrs Redc  
See additional CLER area requirements and 21-34  
available AP credit on p. 52 and p. 17 respectively.

Special CLER area requirements for this program:

Mathematics (MT)—required: MAT 120 or 191 (see C)	3	-3
Social and Behavioral Sciences (SB)—required ECO 201 (See C) and two other SB courses	9	-3
World Literature (WL)—required SPA 351 (See B below)	3	-3
Foreign Language (FL)—satisfied by placement exam Maximum hours	0-12 48-61	-12
<b>Total Hours (reduced)</b>	<b>39-40</b>	<b>(-21)</b>

### B. Spanish Major Requirements (30 hours)

Note: SPA 204 or an appropriate score on the placement exam is a prerequisite for SPA 301 and above.

1. Bridge language course, SPA 301	3
2. Three literature courses: 351, one 400-, one 500-level	9
3. Two composition courses from 315, 341, 415 (recommended: SPA 341, Business Spanish)	6
4. One conversation course from 311, 312, 313	3
5. One civilization course from 332, 334, 532, 534	3
6. Two Spanish elective courses	6
<b>Total hours</b>	<b>30</b>

### C. Prerequisites for the MBA (21 hours)

1. MAT 120 or 191 (also meets CLER MAT requirement and is prerequisite for ECO 250)	3
2. ISM 110 (prerequisite for ECO 250)	3
3. ECO 201 (also meets part of CLER SB requirement), 202, 250	9
3. ACC 201; MGT 312	6
<b>Total hours</b>	<b>21</b>

### Total Undergraduate Requirements

90-91

D. Other Undergraduate Electives	31-32
<b>TOTAL UNDERGRADUATE SEMESTER HOURS</b>	<b>122</b>

### E. Related Requirements for the MBA (43.5 hours)

Senior Year (7.5 hours)	
MBA 603, 610 (Fall)	3.0
MBA 605, 606, 607 (Spring)	4.5
Summer Following Senior Year (4.5 hours)	
Internship and 4.5 credits	4.5
Graduate or 5th Year (24 hours)	
Required foundation and strategic management level requirements; electives	24.0
Summer (7.5 hours)	
Remaining required and elective courses	7.5
<b>TOTAL MBA SEMESTER HOURS</b>	<b>43.5</b>

# THE UNIVERSITY COMMUNITY

## HOUSING

All UNCG students have the option of living on or off campus. Approximately 3,500 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, or national origin.

Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

Each residence hall is staffed with part-time Residence Directors/Head Residents who are graduate students or seniors. These staff supervise undergraduate Community Advisors, who also live in the building. In addition, each hall forms a hall council made up of elected student representatives. These staff and student representatives work together to build an academically supportive community in each hall.

All residence hall rooms are furnished with beds, dressers, and desks. All have community bathrooms by floor or wing. Some residence halls are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, and kitchens. All have local telephone service and automated voice mail in their rooms. Long distance service is available through a designated carrier contracted by the University, or by using a personal calling card.

Students provide their own bed linens, blankets, lamps, and curtains. All windows are equipped with mini-blinds.

To request a space, students must log in to the UNCG Housing & Residence Life web site at <[www.uncg.edu/rli](http://www.uncg.edu/rli)>. Descriptions of the halls and directions for applying for housing are available beginning December 15 for Fall semester and September 15 for Spring semester. See p. 23 for current housing costs.

### Housing Options

The Office of Housing and Residence Life offers a variety of housing options to new and continuing students.

**New Freshmen Students** have the following options:

- All Women's Halls
- Coed Halls
- The First Year Experience (a predominantly freshman hall)
- Cornelia Strong College in Moore/Strong Hall\*
- The Residential College in Mary Foust Hall\*
- Grogan College in Grogan Hall
- Romance Languages in Hawkins Hall

**New Transfer Students** have the following options:

- All Women's Halls
- Coed Halls
- The International Program in Hawkins Hall
- Cornelia Strong College in Moore/Strong Hall\*
- The Suites of Tower Village

**New Graduate Students** have the following options:

- The International Program in Hawkins Hall
- The Suites of Tower Village
- South Spencer Hall

**Continuing Students** have the following options:

- All Women's Halls
- Coed Halls
- The International Program in Hawkins Hall
- Cornelia Strong College in Moore/Strong Hall\*
- The Suites of Tower Village

\* Separate application and acceptance is required for these programs.

### Residence Hall Policies

#### Guest Policies

All residence halls are locked 24 hours a day, seven days a week. All students are issued a hall entry key. Each student may host non-resident guests during the hall's posted visitation hours. Currently, each hall is governed by one of the following three policies:

#### Traditional Visitation

Guests allowed from 12:00 pm to 12:00 am, Monday through Thursday; until 2:00 am on Friday and Saturday; and until 1:00 am on Sunday.

#### Weekend Visitation

Guests allowed from 12:00 pm to 12:00 am Monday through Thursday, and from Friday at 12:00 pm through Sunday at 1:00 am.

#### 24/7 Visitation

Guests allowed 24 hours a day, seven days a week

#### Room Occupancy

The signing of a housing contract does not automatically assure one of space in a residence hall.

Housing agreements are in force for the period indicated on the contract. The right to occupy a room terminates as of the contract period. UNCG reserves the right to require any student whom it finds, after due process, an undesirable tenant to vacate a residence hall room within 48 hours notice. Should a student be dismissed or withdraw from UNCG, the room is expected to be vacated within 48 hours. The space then becomes available for reassignment by UNCG.

All room assignments are considered final until the first day of classes.

UNCG reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school year.

### Off Campus Housing

The Information Desk in Elliott University Center maintains a self-help facility which makes available listings of off-campus accommodations sent to EUC by private landlords. Persons can use the off-campus housing resource center in EUC during normal operating hours.

## UNIVERSITY DINING SERVICES

A variety of dining options are available on campus, including Chick-fil-A, two Pizza Hut Express locations, Taco Bell, College Avenue Bakery (featuring Krispy Kreme Doughnuts), Healthy Choice Deli, 1891 Ice Cream Shop, The C-Store and Smart Mart (convenience stores), Mrs. Field's Cookies, Spencer's Food Court, Elliott Center Soda Shop, and Dogwood Cafe. In addition, the new Bryan Mini Food features Blimpie, Starbucks, and Krispy Kreme. Students may use dining plan cash accounts to make purchases in any of these locations. The CAF, located in the University Dining Hall, offers traditional food all-you-can eat meals for breakfast, lunch and dinner.

All students who live in the University residence halls are required to participate in one of the dining plans. The CAF Dining Club is a plan designed for freshmen with unlimited CAF meals and access to the CAF. Sophomores, juniors, seniors, transfers, graduate students and commuters may also choose from the Meal Select Plan with 150 meals in the CAF and \$150 Dining Dollars. Juniors, seniors, graduate students and commuters have an additional option of the ALL Dining Dollars plan with \$750 per semester. (Any meals remaining during a semester do not carry forward to the next semester.)

Money that is part of an initial dining plan (Dining Dollars) carries over from fall to spring semester only. Additional deposits to a Spartan Express account can be made anytime through the Spartan Services Hospitality Desk, located in the Atrium, University Dining Hall, or at any dining services cash register. Cash, checks, MasterCard and VISA are accepted. Additional deposits to a dining account carry over as long as the student is enrolled at UNCG.

Changes in dining plans are allowed during the first weeks of the semester, until the last day of drop/add. No changes will be made after that date. No dining plan refunds are made except for "official withdrawal" from the University. ("Official withdrawals" are detailed in Residence Life Housing Contracts.) Dining plan refunds are prorated. See p. 23 for current dining plan costs.

## TRAFFIC & PARKING REGULATIONS

All student-legislated and administrative campus regulations are published in the UNCG Student Handbook which is distributed to all students each year. Students are responsible for knowing and abiding by those regulations established for the UNCG community. Some of these are reviewed below.

### Parking Regulations

Parking regulations are in effect 24 hours a day, 7 days a week, unless signs in an area indicate otherwise.

Vehicles found in violation of UNCG traffic rules will be issued a violation notice with a penalty of from \$15.00 to \$250.00 depending on the violation. Outstanding violations will be charged against the student's account in the Cashiers and Student Accounts Office. Vehicles deemed to be committing a serious enough violation or accumulating several violations may be booted and/or towed from campus at the owner's or operator's expense.

Students may keep motor vehicles on campus provided the vehicles are properly registered with Parking Services and display a valid UNCG parking permit. To obtain current parking permit fee information, call 336/334-3340.

UNCG reserves the right to make changes in these charges without advance notice.

## POLICIES RELATED TO ACADEMIC INTEGRITY AND STUDENT CONDUCT

General Policies related to student conduct on campus are found in the UNCG Student Calendar/Handbook and within the *Policies for Students* webpage at:

<<http://www.uncg.edu/saf/studiscp/Manual.html>>

Further information on these policies may be obtained from the Office of Student Conduct, 336/334-5553.

### Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase, or possession of alcoholic beverages by people under the age of 21, effective October 1, 1986. The University operates under this provision of the law.

Individual consumption of beer, unfortified wines, and/or spirituous liquors is permitted for those of legal age in student residence hall rooms and in selected public areas of the University in accordance with the Student Alcohol Policy contained on the UNCG *Policies for Students* webpage at:

<<http://www.uncg.edu/saf/studiscp/Alcohol.html>>

### University Policy Concerning Abuse of Alcohol/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/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. Its use 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 on the *Policies for Students* webpage at:

<<http://www.uncg.edu/saf/studiscp/Manual.html>>

Services for students experiencing problems with alcohol and other drugs are available through Student Health Services. They include the health clinic (334-5340) and counseling (334-5874). Educational programs are also provided through the Wellness Center (334-3190).

### Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale, or distribution of products such as marijuana, LSD, barbiturates, or amphetamines is strictly prohibited. UNCG is prepared to take conduct action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNCG has an obligation to report any information concerning such practices to proper authorities. Please refer to the University's Policy on Illegal Drugs in Appendix B.

**Firearms or Other Weapons on University Property**

North Carolina law declares it unlawful for anyone to possess or carry (whether openly or concealed) any gun, rifle, or other weapon on property owned, used, or operated by a public or private educational institution. See also UNCG's *Policies for Students* webpage at:

<<http://www.uncg.edu/saf/studiscp/Weapons.html>>

**Policies Relating to Disruption of Educational Process**

The complete statement of University Policies, Procedures, and Conduct Actions in Cases of Disruption of Educational Process is printed on the *Policies for Students* webpage at:

<[http://www.uncg.edu/saf/studiscp/Disrupt\\_Conduct.html](http://www.uncg.edu/saf/studiscp/Disrupt_Conduct.html)>

It was adopted by the UNC Board of Governors on October 26, 1970.

**Policy Relating to Disruptive Behavior in the Classroom**

The complete statement of the University's Policy Regarding Disruptive Behavior in the Classroom is printed on UNCG's *Policies for Students* webpage at:

<[http://www.uncg.edu/saf/studiscp/Disrupt\\_Class.html](http://www.uncg.edu/saf/studiscp/Disrupt_Class.html)>

This policy was adopted by the UNCG Faculty Council on April 9, 1991.

**SERVICES FOR STUDENTS****Adult Students, Office for (OAS)  
(104 Elliott University Center)**

The Office for Adult Students (OAS) within the Division of Student Affairs facilitates activities and services to enhance the adult student's university experience.

Located in Room 104 in Elliott University Center, this Office is open Mondays, Thursdays, and Fridays from 8 am to 5 pm, and Tuesdays and Wednesdays until 6:30 pm or by special appointment.

Adult students are encouraged to come by the office and become acquainted with the options and opportunities available on campus. In addition, they are invited to fully participate in the design and delivery of services to the adult population.

**Campus Ministries (Associated Campus Ministries Center, Stirling Street)**

Eight religious organizations are part of United Campus Ministries: Baptist Student Union, Hillel, Presbyterian, St. Mary's (Episcopal), Catholic Student Fellowship, Wesley-Luther (United Methodist and Lutheran), and InterVarsity Christian Fellowship (non-denominational). Each of these organizations sponsors a schedule of activities which are open to the entire University community. Campus ministers serve as advisors for their respective organizations and are also available for personal counseling or as resource persons for other groups or organizations. Several religious organizations are active at UNCG (p. 299).

**Career Services Center  
(First and Second Floors, Foust)**

The mission of the Career Services Center is to provide guidance and resources to undergraduate and graduate stu-

dents and alumni for their lifelong career development. The Career Services Center staff members strive to provide the very best services and strongly subscribe to a "student-centered" philosophy. Services are provided in three major areas:

1. Career planning
2. Experiential learning
3. Employment assistance/continuing education planning

Staff members are available to assist students and alumni with their career plans through individual appointments and group workshops. A number of tools are available to help students assess individual interests, values and skills, and work setting preferences. A computerized guidance system (Discover) is available to students and alumni who want to examine major/career options or gather information on various occupations. The Center maintains two Resource Libraries which house career information, employer literature, listings of part-time jobs, internships, and full-time employment, the Spartan Career Connection, and access to the Web.

Experiential learning services provided by the Center aid students in locating credit or non-credit, paid or unpaid internship opportunities within the local Triad area as well as in other locations worldwide. Also, part-time employment and summer job opportunity information is available.

Full-time job search assistance is provided through a number of programs and services. Individual appointments may be scheduled with staff to discuss career and job search strategies. Career-related workshops are scheduled throughout the fall and spring semesters to assist students with resumé development, interviewing preparation, job search strategies, and graduate school preparation. A number of special events are sponsored including the annual Career Day, Education Career Day, Internship/Summer Job Fair, Internship/Part-time Job Fair, and Nursing Career Day to aid students with making employer contacts. Seniors, graduate students and alumni are encouraged to register with the Career Services Center so that they may utilize the following services: the On-Campus Interview Sign-Up Program and the Computerized Resumé Referral Service. Students interested in internships may register to enable computerized resumé referral.

Please contact the Career Services Center for further information and individual appointments at 336/334-5454.

**Cashiers and Student Accounts Office  
(151 Mossman)**

The Cashiers and Student Accounts Office is open between 8:00 a.m. and 5:00 p.m., Monday through Friday, and is located in 151 Mossman Building (336/334-5831). Students may cash personal checks up to \$50 in this office with proper identification. All outstanding tuition and fee payments are made in the Cashiers and Student Accounts Office. The office also handles the distribution of financial aid checks at the beginning of each semester.

**Disability Services, Office of  
(157 Elliott University Center)**

The Office of Disability Services advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and aimed toward enabling students with disabilities to compete on an equal basis in the classroom with their peers. Currently, over 300 students receive some type of academic assistance. Students must register with the office and

provide any necessary documentation prior to receiving services. For further information, call 336/334-5440 (voice & TDD).

#### **Financial Aid Office (723 Kenilworth Street)**

Through its Financial Aid Office, UNCG administers an extensive financial aid program which provides assistance to approximately half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work.

The Financial Aid Office assists students with all phases of financial aid application, processing, and awarding. Current FAFSA applications may be obtained in this office as well.

For information on programs, services, and application procedures, contact the Financial Aid Office at 336/334-5702.

#### **IDs (see UNCG FirstCard)**

#### **Instructional and Research Computing (IRC) (235 Bryan)**

Instructional and Research Computing, a department of Information Technology, provides computing services to students and faculty at UNCG, including workshops, consultation, and short documents. Every registered UNCG student may activate an email account (UNIX) and a lab account for using software located on UNCG's network in the computer labs.

Microcomputers and printers are available in computer labs in many locations on campus. Both Macintosh and PCs are available. To find out about lab locations and hours, visit the IRC Lab web page at <<http://www.uncg.edu/irc/labs>> or come by the SuperLab in the library.

Student Consulting: The SuperLab in Jackson Library  
Phone: 336/334-4686

Hours: whenever Jackson Library is open

#### **The International House/Phillips-Hawkins Residence Hall**

The International House/Phillips-Hawkins Hall is a residential community on the UNCG campus open to all students who have an interest in living and learning about people from other parts of the world. In addition to international students studying at UNCG, the International House should be of particular interest to American students who have participated or wish to participate in study abroad or for students who wish to improve their foreign language skills. Operated in close collaboration with the Office of International Programs, the Departments of Romance Languages and German, Russian, and Japanese, the INTERLINK Language Center, and the International Student Association, and with the guidance of an advisory board of Faculty Fellows, the House offers a rich program of language learning, cultural orientation and social activities with an international flavor.

For more information, contact the Office of International Programs, 336/334-3404.

#### **International Programs Center (127 McIver Street)**

The International Programs Center provides leadership and coordination of the University's international education efforts. The Center administers student and faculty exchange programs between UNCG and partner universities abroad; assists students and scholars who seek funding for international activities; and provides support services and program-

ming to UNCG's growing international student population. The Center also coordinates The University of North Carolina Exchange Program (UNC-EP) on behalf of the UNC System (336/334-5404).

#### **Study Abroad**

The Center promotes and conducts UNCG's various Study Abroad programs (see p. 263-264), and provides counsel to students seeking to spend part of their educational program overseas. Students are encouraged to make use of Center resources as they plan their international experiences (336/334-5404).

#### **International Student Services**

The International Student Advisor and staff assist international students in making the experience of international education a rewarding one. Staff members provide information about Immigration and Naturalization Services (INS) regulations, and University/community resources. The Office also coordinates and supports UNCG's INTERLINK Program, which provides high quality English as a Second Language instruction to students needing language preparation before beginning their university studies (336/334-5404).

#### **INTERLINK Language Center (Mendenhall Basement)**

The INTERLINK Language Center offers intensive English instruction, cultural orientation, and academic preparation for international students, scholars, and professionals on a year-round basis. Its five level curriculum, with 23 hours per week of instruction, prepares students for success in academic and professional situations.

INTERLINK students have access to all University facilities, including computer labs, student recreation center, library, and health center. Students in the final levels of the program often audit University classes or take a course for credit while they are completing their English studies.

INTERLINK can be reached at 336/334-4700, fax 336/334-4701, or by email at <[interlink@uncg.edu](mailto:interlink@uncg.edu)>.

#### **Learning Assistance Center (159 Reynolds Hall)**

The Learning Assistance Center provides programs and services to help undergraduates improve their academic performance and achieve their educational goals. Free services for all undergraduates include: advising/counseling, tutoring, academic skills assessment, learning style assessment, academic skills workshops and learning assistance handouts and brochures. For further information on programs and services, call 336/334-3878.

#### **Library, Walter Clinton Jackson**

Jackson Library is the leading public research library in the Piedmont Triad of North Carolina. Located centrally on College Avenue, Jackson Library towers over other campus buildings.

The Library now owns over 2.6 million items including 690,000 federal and state documents and 940,000 items in microtext. It subscribes to approximately 5,100 printed periodicals, newspapers, and other serials, and more than 6,250 electronic journals in full text. The Library catalog, electronic reserves, over 120 online and full-text databases and other resources are available both in the Library and through any network-connected campus computer or the Web with a valid

UNCG ID. The Library's home page on the World Wide Web at <<http://library.uncg.edu/>> is an excellent starting point for learning about all Library services and resources.

The Library includes reading rooms, carrels and study areas in the stack sections, and faculty studies. Two special facilities are worth noting: the CITI (Center for Information Technology and Instruction), a computer lab frequently used for instruction; and Computing and Information Systems' SuperLab, an open computer lab with 118 PCs and Macs available for use by UNCG students, faculty, and staff. Both labs are located on the first floor in the Tower area.

The Music Division of Jackson Library, housed in the new Music Building, provides collections of books, periodicals, scores, listening materials and other resources relating to music. Total holdings exceed 47,000 items.

Special collections include the Woman's Collection; the world's largest collection of cello music materials; and the Randall Jarrell, Lois Lenski and George Herbert collections. Subjects of particular interest include collections dealing with the history of physical education and dance; American detective fiction by and about women; book arts; juvenile literature; and girls books in series. The Special Collections Division has a notable collection of rare books in several fields, including author collections of the important editions of the works of Emily Dickinson, T.E. Lawrence and Charles Dickens.

The Library is a depository for the University archives and for materials relating to the history of UNCG. The Women Veterans Historical Project, located within the University Archives, preserves the record and encourages the study of women working in and with the military of the United States. It documents the experience of women veterans, with particular emphasis on World War II and the women of North Carolina and the institution that is now UNCG.

Jackson Library is a selective depository for U.S. government documents as well as a depository for state documents.

All students cross-registered in the Greater Greensboro Consortium have direct lending access to the libraries of these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

Friends of the Library, established in 1959, supports the mission of the Library and provides major support for special collections and other projects.

#### **Orientation for New Undergraduates (155 Elliott University Center)**

The Office of Orientation coordinates a variety of programs which bring together faculty, administrators, and upperclass students to welcome new students to the campus and to assist with the transition process into the UNCG community. Programs have been designed to meet the needs of traditional and nontraditional students. Orientation activities include academic advising and registration for classes, along with tours of the campus and campus resource fairs. French, Latin and Spanish language placement tests are given at this time.

Students entering UNCG in the fall semester are expected to participate in Spartan Orientation, Advising, and Registration (SOAR): Part I, Advising and Registration, takes place in

early summer, and Part II, Spartan Welcome Weekend, occurs just prior to the beginning of fall classes in August. Likewise, orientation programs are planned for students entering UNCG in January, prior to the beginning of spring semester classes.

#### **Parking Services Office (Walker Avenue Parking Deck)**

University Parking Permits may be obtained from the Parking Services Office. Parking permits are valid for the academic year. Permits purchased later in the year are prorated. Please call 336/334-3340 for current permit fee information.

#### **Special Support Services (Lower Level, Ragsdale)**

Special Support Services is an educational support program sponsored by the U.S. Department of Education and UNCG.

The program provides academic, counseling and advisement services to undergraduate students in a supportive and inviting atmosphere that enables them to achieve high levels of success at UNCG.

Special Support Services offers a variety of free services to eligible students, all focused primarily on individual student needs. The services include 1) a professionally supervised skills lab for enhancement of reading, test taking, and study proficiency as well as computer literacy and word processing, 2) individual and small group tutoring, and 3) academic, career, personal, and graduate school counseling and advisement. Services are provided by a caring and well-trained staff.

Students may enroll at any point in their college careers and have continuing access until graduation. For more information call 336/334-7533.

#### **Speech and Hearing Center (300 Ferguson)**

Students with speech, language, voice, or hearing problems may receive evaluation and therapy from the Speech and Hearing Center operated by the Communication Sciences and Disorders Department.

#### **Student Academic Services (159 Mossman)**

The Office of Student Academic Services coordinates faculty advising and provides academic support services.

The Office offers assistance in the following areas: academic good standing (probation/suspension), appeals and advisor assignments; changing a major; CLEP exams; consortium courses; correspondence courses; declaring a major, double major or minor; degree audit preparation; learning assistance; ROTC; study abroad; and withdrawal from the University.

The Office also reviews undergraduate student requests for all University policy exceptions.

#### **Student Affairs Office (149 Mossman)**

The Office of Student Affairs provides coordination and oversight for a number of departments concerned with the quality of student life at UNCG. Those include Adult Students, Campus Recreation, Career Services, Counseling and Testing Center, Disability Services, Elliott University Center, Housing and Residence Life, Multicultural Affairs, Orientation, Student Employment, Student Life, and Student Health Services. Student Advocacy Services and Student Conduct are found in the Office of Student Affairs. The work of Student Affairs emerges from student ideas, interests, and concerns.

### **Student Health Services (Gove Student Health Center)**

The mission of the Student Health Services is to maintain the physical, psychological, environmental and health education needs of UNCG students. This mission is fulfilled through the delivery of primary, preventive and educational services which are responsive, accessible and of high quality. As a health organization operating within an academic institution, the Student Health Services is also committed to the support of the educational, research and service missions of the University. This commitment is demonstrated through the participation in and support of programs and activities which enhance the overall well-being of the University community.

#### **Medical Services**

Students are encouraged to have their personal physicians communicate specific medical information about significant health problems, physical limitations and psychological or emotional difficulties so that appropriate health services can be continued. Health care providers, including physicians, physician extenders and nurses, are available in the Health Center by appointment (336/334-5334) (8:00 am - 8:00 pm, Monday through Friday; 9:00 am - noon, Saturday; 5:00 pm - 8:00 pm Sunday) to provide students with primary medical care, including gynecological services and sports medicine. Clinical support services include laboratory, x-ray and pharmacy services.

Students enrolled for nine or more hours pay a Student Health Fee each semester. This fee pays for medical office visits and Health Education and Wellness Programs and services. Additional charges are assessed for some support services, such as laboratory procedures, pharmaceuticals and x-rays. Students who take less than nine hours may elect to pay the fee or may choose to be seen on a "fee-for-service" basis.

Students referred for hospitalization, specialty care and diagnostic services not offered through the Student Health Services are responsible for the cost of these services. Students are strongly urged to obtain adequate health insurance to ensure financial coverage for unanticipated medical expenses. A cost-effective health insurance policy, designed specifically for a student population, is available to health-fee paying students. For more information, please contact the Student Health Services' Administrative Office, 336/334-5340, between 8:00 am and 5:00 pm, Monday through Friday.

#### **Wellness Center**

The Wellness Center provides programs and resources to increase student, staff, and faculty knowledge of wellness concerns, particularly on sexual assault, substance use/abuse, and sexual health issues. Materials (such as brochures, journals, books and videos) in the Wellness Center are available for use as resources for the UNCG community. Wellness Center staff provides educational, health-promotion programs for campus groups and classes. Please call 2 weeks in advance to schedule programs. The Wellness Center also offers free, confidential phone and walk-in consultations on health-related issues. Stop Smoking Classes, Nutritional Assessment and Massage Therapy. The Wellness Center is located in Room 201 of Student Health Services, with a satellite location in 267 EUC (Elliott University Center). Our phone number is 336/334-3190.

### **Counseling and Testing Center**

The primary service of the Counseling and Testing Center (CTC) is to help students meet the challenges and overcome the obstacles of their college years. Information shared between a student and a therapist is strictly confidential and will not be released without the student's written permission. The CTC offers brief individual, group, and couples' counseling and psychotherapy for enrolled students, as well as crisis intervention and referrals to community agencies. Psychological consultation is available to students, faculty, and staff concerned with the welfare of someone they know to be experiencing difficulty, such as another student, family member, etc. We are also available to the University community to provide outreach and consultation to aid in developing a campus environment that fosters positive mental health. To make an appointment call the CTC at 334-5874.

The Counseling and Testing Center also administers standardized educational testing, including National Teacher Exams (The Praxis Series), Graduate Record Exam (GRE), Law School Admission Test (LSAT), Miller's Analogy Test (MAT), and College Level Examination Program (CLEP). Applications and information on these and other testing programs are available in the Counseling and Testing Center (336/334-5874), and on the Testing Line (336/334-4156).

### **UNCG FirstCard ID Center (Dining Hall Atrium)**

UNCG FirstCard IDs are required for use of many campus facilities and services (library, student health center, campus post office box, student recreation center, computer labs). New undergraduates have their UNCG FirstCard IDs made during their Orientation programs. IDs for continuing students are automatically updated after students pay their tuition and fees.

Lost or damaged IDs will be replaced upon presentation of a \$15 replacement fee.

### **University Registrar's Office (180 Mossman) website: <http://www.uncg.edu/reg/>**

The Office of the University Registrar (336/334-5946) is responsible for the registration of all students in academic credit courses offered by the University. Registration is web-based or by voice response on the University's automated student information system, *uncGenie*. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling and processing are handled by this office. In connection with registration, the University Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students.

Other services provided by this Office include the following:

#### **Certifications/Verifications**

The University Registrar's Office certifies student enrollment to various agencies and institutions upon the student's written request. Academic honors and athletic eligibility 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* or by completing in writing a Change of Address form in the University Registrar's Office or the Registration Center. Presentation of a legal document in the University Registrar's Office is required to process a name change.

#### **Consortium (Greater Greensboro)**

UNCG students desiring to take courses at one of the local Consortium institutions (see p. 18) should obtain a Consortium form in the University Registrar's Office, 180 Mossman Building.

#### **Graduation and Commencement**

Undergraduate students must apply to the University Registrar's Office by the semester deadlines published in the University Academic Calendar in order to be certified for graduation. The University Registrar's Office coordinates the ordering of diplomas and Commencement activities.

#### **Summer Session Credits**

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of the University Registrar.

#### **Transfer Credit Articulation**

The University Registrar's Office provides transfer credit evaluation for students transferring into the University. Also see pp. 16 and 38.

#### **Transcript of Academic Record**

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

#### **University Directory Information**

The demographic files maintained by the University Registrar are also published in the University Directory.

#### **Release of Student Directory Information**

Unless a student requests in writing to the contrary, federal law permits the University to release the following types of information to the public without the student's consent:

Name, mailing & permanent address, telephone number, date of birth, dates of attendance, major, degree, and honors

#### **Suppression of Student Directory Information**

Under the 1974 Family Rights and Privacy Act (FERPA), the student has the right to request in writing that the disclosure of this information be withheld from persons outside the University. Please note that this information can only be suppressed from the public, NOT from University officials.

To have address and phone number information suppressed from the printed and web University Directory and Campus Information, a student must file a form requesting suppression of information with the University Registrar's Office. The form must be filed by September 1 to avoid having the information appear in the printed Directory, while requests to suppress web directory information can be made at any time. 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 released to any outside agency, nor 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. Grades and GPA information is not given out over the telephone.

#### **Veterans' Services and Certification**

Veterans' enrollment certification is handled by the University Registrar's Office. See p. 19 for more information.

#### **University Teaching and Learning Center (UTLC) (McNutt)**

This center provides instructional support for students and faculty at UNCG through three divisions and the Office of the Director.

**Creative Services** provides production of audio, video, graphic, and photographic materials for use by faculty in instruction and research. Staff of this division will also consult with faculty concerning various aspects of desktop publishing and multimedia production and presentation.

**Classroom Technical Support** provides a variety of support services to faculty including maintenance of instructional equipment and training in its operation, consultation on instructional technology systems, and installation of these systems.

**Media Services** provides services related to the purchase and circulation of instructional videotapes and equipment, optical mark scanning for test scoring and data collection, the sale of selected instructional supplies, and K-12 print materials. Limited loan of instructional equipment and instructional videotapes are available to students with written permission on departmental letterhead. An entertainment collection of 2000+ feature videotapes is available for free loan to students who register for this service. Some restrictions may apply.

The **Instructional Development Program**, through the Office of the Director, assists faculty in enhancing teaching skills, improving courses, and resolving instructional problems. The office sponsors seminars, workshops, and teleconferences and also offers individual consultation. In addition, the office administers several grants including the Advancement of Teaching and Learning Grants (ATL), the Faculty Instructional Development Minigrants, and the John and Mary Hamil Fund for Innovation in Undergraduate Education.

The **Office of the Director** also provides coordination for UNCG's instructional technology initiative, in conjunction with the deans of the five Schools, the College, and the Office of Continual Learning. The staff members allocated to this effort provide expert advice, instructional design and development service to faculty, and will assist faculty in the production of Web-based distance education courses.

## CAMPUS OPPORTUNITIES

### Student Life

The University and all its resources are organized to offer students an academic experience of the first order. Self-realization and growth in individual competencies is achieved through student participation in a variety of co-curricular experiences including social, cultural, intellectual, recreational, spiritual, and governance programs.

The following list represents a portion of programs and activities scheduled on campus during the academic year:

- UNCG Open House (Preorientation program for prospective students)
- UNCG Theatre
- University Concert/Lecture Series
- African-American History Events
- Women's History Celebration
- Student Government Association
- Homecoming
- Luminaire Display
- UNCG Symphony Orchestra
- Athletic Events
- Students Taking Active Responsibility (STAR)
- Family Weekend
- Spring Fling
- Intramural Sports
- Commuter Student Association Deli
- Leadership Education & Development Seminars (LEAD Seminars)
- Career Days
- Fitness Testing
- Fall Kickoff
- Martin Luther King, Jr. Celebration
- Office of Student Life Movie Series
- International Festival
- Outdoor Adventures

### Elliott University Center

The Elliott University Center (EUC) has been literally and symbolically identified as UNCG's center since it opened in 1953. It is a familiar home base for students, faculty and staff; a meeting place for activities, events, and ceremonies; and a greeting place for campus visitors. Located at a key pedestrian crossroads on campus, the EUC is convenient for most of the UNCG community at some time every day.

As a result of campus growth and continued use over the years, the original 1953 construction and the 1968 addition to Elliott University Center no longer meets the needs of students, faculty, staff and co-curricular programs. A two-phase project to transform and add to the Elliott University Center is in progress. Phase 1 includes construction of a two-story addition to expand EUC across Forest Street. The addition will house an expanded University Bookstore and the Food Service, providing dining options with value and variety. Phase 2 will close EUC for renovation. This long-anticipated renovation will provide larger capacity, more useful spaces, better services,

reliable systems, improved appearance and better traffic circulation in support the UNCG community will into the 21st century. Updated information about the Elliott Renewal Project will be available throughout the construction period at <<http://euc.uncg.edu/renewal.html>>.

EUC provides office space for many student organizations including student government, student media, fraternity and sorority governance groups, and various special interest organizations. EUC houses several departments of the Division of Student Affairs including the Office of Student Life, Multi-Cultural Affairs, Disability Services, Orientation, and the Office for Adult Students. Additionally, the Registration Center of the University Registrar's Office is located in EUC.

Day to day operations in EUC and the coordination of events and activities held in the building are the responsibility of the Office of Student Life (OSL). In its role as building manager, the Office of Student Life sponsors and facilitates programs and services that intentionally foster interaction among students, student organizations, and the University community.

Art exhibits, films, concerts, parties, dances, information tables, leadership and personal development seminars and conferences represent some of the events that EUC hosts each academic year. Specialized spaces include the Information Desk, a computer lab, a game room equipped with billiard tables and video machines, and television viewing rooms. Services are as varied as providing lockers for commuter students, a ride board, and operating a centralized box office for on- and off-campus special events.

The Reservations Office is responsible for coordination of meeting and lounge space in EUC. No rental fee is charged to affiliated student organizations, student study groups, or university departments for use of space. However fees are assessed for special services provided by Elliott Center staff, for special room arrangements other than standard set-up, for catering and for equipment (see EUC Policy Manual). Non-University-affiliated groups wishing to rent facilities will be handled on a case-by-case basis and will be referred to the Office of Continual Learning for sponsorship. Rental and other fees will be charged. Profit-making ventures are excluded by law from the University campus (see Merchandising Policy). The Reservations office is located in room 150-B and is open Monday through Friday, 8:00 am until 4:00 p.m. Call 336.334.5510 for more information.

Dining options in Elliott University Center include McIver's (coffee house), the Dogwood Room (soup/sandwich buffet), Mrs. Hall's at McIver's (convenience store), the Robot Room (vending), and nationally franchised names including Pizza Hut, Taco Bell, Krispy Kreme, and Frutazza. Retail space is maintained by the University Bookstore and Central Carolina Bank and Cash Points automated teller machines (ATMs).

### Peabody Park

Peabody Park is a wooded, grassy, and stream-dissected tract of land at the north end of the UNCG campus. Established as the University's educational park in 1901 by President McIver and the philanthropist George Foster Peabody, the Park has supported the academic and recreational objectives of the University for one hundred years.

Although the Park's original 125 acres have been reduced over the years by University expansion, the portion of the Park that remains is a vital refuge for a wide variety of animals and plants, as well as a pleasant retreat from the business of the Campus. The Park's fields are home to many native and introduced species characteristic of the Carolina Piedmont, while the Park's woods are a fragment of the native oak-hickory forest that once covered this entire region of the United States. The branches of Buffalo Creek that flow through the Park are headwaters of North Carolina's Cape Fear river system. The Peabody Park fields are also home to the campus golf course, and a magnificent outdoor amphitheater that hosted pageants and plays beginning in the 1940s.

More information about the Park can be found by following the Peabody Park link on the Department of Biology web page (<http://www.uncc.edu/bio>).

### **Weatherspoon Art Gallery (Anne and Benjamin Cone Building)**

The Weatherspoon Art Gallery serves university, community, state, and national audiences through its nationally renowned collection and exhibition program. The Weatherspoon presents a wide variety of work in all media by both emerging and recognized contemporary artists, as well as work representing the important artistic styles and developments of the 20th century.

Its outstanding collection comprises nearly 5,000 works of art. Willem de Kooning, Louise Nevelson, Robert Rauschenberg, Alexander Calder, Andy Warhol and Cindy Sherman are just a few of the recognized artists represented. Other highlights of the collection include the Cone Collection of prints and bronzes by Henri Matisse and the Dr. Lenoir C. Wright Collection of Japanese woodblock prints.

Through its varied activities including an active education program, the Gallery provides a forum for artists, students and public audiences which enhances the life of our University and community and brings national attention to the Weatherspoon Art Gallery and UNCC.

Each year, the Weatherspoon schedules more than 20 exhibitions including the biannual Art on Paper exhibition, sponsored by *xpedx*, several nationally known touring exhibitions, original exhibitions developed by the gallery's curators, and the Falk Visiting Artist exhibitions. The Weatherspoon also provides a showcase for student and faculty work through the Juried Senior Show in February, the MFA Student Show in May, and the UNCC Art Department Faculty Biennial.

Students are invited to attend public opening receptions, film and video screenings, performances, artists' lectures, gallery talks and other special events scheduled throughout the year. Student membership in the Weatherspoon Gallery Association provides a number of benefits including exhibition announcements, a subscription to the quarterly *ARTicles* newsletter, an invitation to the annual Members' Night reception, the Art on Paper Preview Party and other events. Members also receive a discount on unique gifts and catalogues at the Inside Corner museum store.

The Weatherspoon Art Gallery is free and open to the public and is fully accessible to the physically challenged. For further information about exhibitions, events, membership, and volunteer opportunities, call 336/334-5770.

### **University Concert/Lecture Series (UC/LS)**

Each year, the University Concert/Lecture Series (UC/LS) presents a varied program of concerts, drama and dance. A committee of faculty, staff, and students serve as an advisory board to the Office of Student Life for the selection of performances.

Season tickets are offered to students at reduced rates and are on sale April through September at the University Box Office in Elliott University Center, 12-5 p.m., Monday through Friday. Tickets for individual performances are available beginning in late September. For further information, call the University Box Office and Arts Information Line at 336.334.411X (4849).

### **Music Performance Organizations**

All music performance organizations are open to all University students by audition.

- Chamber Singers
- Collegium Musicum
- Jazz Ensembles
- Percussion Ensemble
- Men's Glee Club
- Women's Glee Club
- Contemporary Chamber Players
- University Chorale
- Pep Band
- Symphonic Band
- University Band
- University Symphony Orchestra
- University Wind Ensemble
- University Women's Choir
- World Music Ensemble

Chamber ensembles for instrumentalists are organized each semester.

### **University Dance Programs**

The UNCC Department of Dance provides performance, choreographic, and production opportunities for qualified undergraduate and graduate students. Most concerts are produced in the Department's own dance theatre, a 180-seat state-of-the-art facility in the Health and Human Performance Building. The Department produces 5-10 concert programs each semester, with choreography by students, faculty, and guest artists. Auditions for performers are held at the beginning of each semester; other performing opportunities are available by registering for Dance Repertory (DCE 243). Students who wish to participate in backstage crew work may register for the appropriate course or contact the Technical Director. There are limited opportunities for students not enrolled in choreography classes to present their choreography; interested students should contact the Department office.

## University Theatre Programs

The Department of Theatre has five production programs. These programs present a balanced selection of works each year involving plays, a musical, and an opera. Plays include works selected from a four year rotation among the significant periods and genres of drama and also include works designed for young audiences. These plays offer exceptional opportunities for students to work in all dimensions of theatrical production. All students, regardless of major, are encouraged to audition for shows and to volunteer for backstage opportunities. With the exception of a few professional guest artists, roles are reserved for students and are not cast from non-student community residents.

### UNCG Theatre

Four major works, including at least one musical, are produced each year in the theatre in Taylor Building and Aycock Auditorium. Directed by faculty, guest artists, and advanced graduate students, these plays provide a major showcase of student design and acting talent. The UNCG Theatre also co-produces an opera each year in cooperation with the School of Music.

### Studio Theatre

Three plays are usually presented each year in the Studio Theatre series. These plays focus on directing and acting challenges within the Taylor Building Studio Theatre or Brown Auditorium and are directed by M.F.A. directing candidates or faculty.

### Workshop Theatre

An average of 35 short plays or scenes are directed and performed by students with faculty supervision in the Workshop Theatre. Numerous roles are available in these shows; and rehearsal periods are limited to 20 hours, making them an excellent opportunity for non-majors to act. Audition notices are posted in the Green Room on the first floor level of the Taylor Building. Productions are scheduled in either Brown Auditorium or the Taylor Building Studio Theatre at 3:30 p.m. on most Monday afternoons after the third week of each semester. Students and the public are invited to attend Workshop Theatre free of charge.

### North Carolina Theatre for Young People

The North Carolina Theatre for Young People (NCTYP) Touring Company produces two or three plays each year, which are presented both on campus and toured extensively in North Carolina and the region. In addition, each semester NCTYP produces a major, non-touring production on campus.

### Summer Theatre Program

The UNCG Summer Repertory Theatre Program produces a series of plays which are presented on campus during June. The program is designed to meet the educational needs of students, especially BFA and MFA candidates who are completing internship requirements. Auditions are open to any enrolled student, however, and summer term practicum courses are available for non-majors.

## Student Media

The *Carolinian* - UNCG's student newspaper published weekly during the academic year except during holidays and examination periods. The purpose of the *Carolinian* is to publish all campus news; local, state, and national news of relevance to the campus, and other articles of interest to the campus.

The *Coraddi* - UNCG's student literary magazine published twice during the academic year. The purpose of *Coraddi* is to publish the work of talented students in the field of poetry, fiction, art and photography. The *Coraddi* provides experience and training in a non-academic setting to those students interested in editing, illustration, design, layout, and the entire field of magazine publishing.

WUAG - Music 103 is UNCG's student operated radio station located at 103 on the FM dial. WUAG is totally operated by students under the University Station Advisory Board. WUAG is on the air seven days a week offering album-oriented rock and jazz in a progressive, noncommercial format. Its purposes are to entertain and inform students about events on campus and in the community and to provide academic extra-curricular radio experience for those interested in broadcasting. WUAG news, programming, music, production and programming departments are open to all UNCG students.

## Clubs and Organizations

Campus organizations recognized during the 1999-2000 academic year are listed below. The UNCG Student Calendar/ Handbook contains detailed descriptions and membership information on formally recognized student organizations and activities. Information is also available online at Elliott University Center's web site at <<http://euc.uncg.edu/>>.

### Honorary Societies

Alpha Delta Mu (Social Work)  
 Alpha Lambda Delta (Freshmen)  
 Alpha Psi Omega (Broadcasting/Cinema and Theatre)  
 Alpha Sigma Gamma (Real Estate)  
 Beta Alpha Psi (Accounting)  
 Beta Beta Beta (Biological Science)  
 Beta Gamma Sigma (Business Education)  
 Chi Sigma Iota (Counseling)  
 Delta Pi Epsilon (Business)  
 Eta Sigma Gamma (Health Education)  
 Eta Sigma Phi  
 Financial Management Honor Society  
 Gamma Sigma Alpha (Greek)  
 Gamma Theta Upsilon (International Geographical Honor Society)  
 Golden Chain (Campus honorary society recognizing leadership, scholarship, and service)  
 Kappa Delta Pi (Education)  
 Kappa Omicron Nu (Home Economics)  
 Mu Phi Epsilon (Music)  
 National Residence Hall Honorary  
 Omicron Delta Epsilon (Economics)  
 Phi Alpha Theta (History)  
 Phi Beta Kappa (liberal studies including liberal studies B.S.)

Phi Sigma Pi National Honor Fraternity  
 Phi Sigma Tau (Philosophy)  
 Pi Delta Phi (French)  
 Pi Kappa Lambda (Music)  
 Pi Mu Epsilon (Mathematics)  
 Sigma Delta Pi (Spanish)  
 Sigma Theta Tau (Nursing)  
 Upsilon Pi Epsilon (Computing Sciences)

#### **Governance Organizations**

Student Government Association  
 Graduate Student Association  
 Residence Hall Association

#### **Special Interest Organizations**

Amnesty International  
 Cliché  
 College Democrats of America  
 Environmental Awareness Foundation  
 International Students Association  
 Neo-Black Society (NBS)  
 Peabody Park Rangers  
 PRIDE  
 Science Fiction Fantasy Federation  
 SALSA (Spanish American Latino Student Association)  
 SPARE (Students Promoting Animal Rescue from Euthanasia)  
 SUCCESS (Students United in Caring Concern: Education and Social Support Club)  
 UNCG Chapter of NAACP  
 UNCG Spartones  
 UNCG Student Art Alliance  
 UNCG Students Against Landmines  
 UNCG Winterguard (Color Guard)  
 UNCG College Republicans  
 Women Advocating Community

#### **National Societies and Professional Groups,**

##### **Departmental Meetings**

American Society of Interior Designers  
 Association of Nursing Students  
 Biology Graduate Student Association  
 Black Business Student Association  
 Black Nursing Students Association  
 Chi Eta Phi Nursing Society, Inc.  
 Counselor Education Student Association  
 Economics Club  
 English Society  
 Food and Nutrition Club  
 History Club  
 Health Occupations of Students of America (HOSA)  
 International Business Society (affiliated with the NCWTA)  
 Joint Master of Social Work Student Organization  
 Legal Professional Association  
 Library and Information Studies Student Association (LISSA)  
 Masqueraders Cinematheque/Film Union  
 Model United Nations  
 NASW-SO

National Student Speech Language Hearing Association  
 (NSSLHA)

Political Awareness Club  
 Prime Movers  
 Recreation, Parks & Tourism Association  
 Society of Physics Students  
 The Geography Club  
 University Association of Educators of the Deaf

#### **Greek Organizations**

##### **National Interfraternity Council - Fraternities**

Kappa Delta Rho  
 Lambda Chi Alpha  
 Pi Kappa Phi  
 Sigma Nu  
 Sigma Phi Epsilon N.C.

##### **National Panhellenic Association - Sororities**

Alpha Chi Omega  
 Alpha Delta Pi  
 Chi Omega  
 Phi Mu  
 Sigma Sigma Sigma

##### **National Panhellenic Council - Fraternities and Sororities**

Alpha Kappa Alpha Sorority, Inc.  
 Alpha Phi Alpha Fraternity, Inc.  
 Delta Sigma Theta Sorority, Inc.  
 Kappa Alpha Psi Fraternity, Inc.  
 Phi Beta Sigma Fraternity, Inc.  
 Sigma Gamma Rho Sorority, Inc.  
 Zeta Phi Beta Sorority, Inc.

#### **Religious Organizations**

Baptist Student Union  
 Catholic Student Fellowship of UNCG  
 Hillel, The Foundation for Jewish Campus Life  
 InterVarsity Christian Fellowship  
 Latter-Day Saints Student Association  
 Muslim Student Association  
 New Generation Campus Ministries  
 Nurse's Christian Fellowship  
 Presbyterian Campus Ministry  
 Spartan Christian Fellowship  
 St. Mary's House  
 Wesley-Luther Campus Ministry

#### **Media Organizations**

Carolinian Newspaper  
 Coraddi Literary Magazine  
 WUAG Radio

#### **Service Organizations**

Alpha Phi Omega  
 Gamma Sigma Sigma  
 Students for Action  
 UNCG Circle K International  
 UNCG Habitat for Humanity  
 University Ambassadors  
 University Marshals

### Sports Clubs

Men's Club Volleyball  
Snowboarding  
Spartan G Dance Team  
The Racquetball Club  
The UNCG Equestrian Team  
Ultimate Frisbee  
UNCG Fencing Club  
UNCG Rugby Football Club  
UNCG Women's Lacrosse Club  
UMAC United Martial Arts Club  
University Club Sports Council  
Women's Soccer Club

---

## ATHLETICS & RECREATION

On-campus facilities include gymnasias, weight and exercise rooms, a fitness course, athletic training facility, an indoor swimming pool, dance studios, several golf holes, ten lighted tennis courts, and playing fields for soccer, softball, and other field sports.

### Intercollegiate Athletics

The University fields eight men's and eight women's teams:

Men's & Women's Soccer  
Women's Volleyball  
Men's & Women's Basketball  
Men's & Women's Tennis  
Men's & Women's Golf  
Women's Softball  
Men's Baseball  
Men's and Women's Cross Country  
Men's and Women's Track (Enhanced Running)  
Men's Wrestling

The Athletic Department promotes the University's philosophy of a student-athlete through its affiliation with the NCAA Division I and the Southern Conference.

In the Division I era (since 1991), athletic teams have achieved national rankings, earned NCAA Tournament berths and captured numerous conference championships. Men's and women's soccer and basketball teams, softball and baseball teams and individuals competing in wrestling and women's golf have reached the NCAA Tournament. In the Division II era (1967-88) the men's soccer team won five national championships and the women's basketball team had second- and third-place finishes. Women's tennis was national runner-up. A men's golfer was individual national champion. In 1973 the women's golf team won a pre-NCAA national title.

### Equity in Athletics

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, PO Box 26168, Greensboro, NC 27402-6168.

## Recreation

### Campus Recreation (Student Recreation Center)

Located in the Student Recreation Center, the Department of Campus Recreation provides a wide variety of recreational services for the University including intramural sports, fitness programs, informal recreation, club sports, team building, challenge course and outdoor recreation. The Rec Center covers 87,000 square feet and includes a 38' indoor climbing wall, a three court gymnasium for basketball, volleyball, soccer and badminton, a jogging track, racquetball courts, a weight room that includes Cybex and free weights, exercise areas that include bikes (upright and recumbent), elliptical trainers, treadmills, stairsteppers, rowers, cross country skiers, and stair climbers. The second floor aerobic area includes four televisions for workout entertainment. The Department also employs a large number of students as facility supervisors, fitness instructors, lifeguards, graphic artists, intramural officials, office receptionists, outdoor rental center supervisors, climbing wall monitors, and outdoor trip leaders.

Additionally, the University's swimming pool, golf course, tennis courts, and outside fields are available for informal recreation throughout the day. In the Spring of 1999 the new recreation fields were opened with the expectation of lighting for the fields to become available during Spring 2000.

A schedule of building hours and program information can be obtained at the Student Recreation Center or by calling the recorded information line at 336/334-3060.

The Fitness Program offers numerous opportunities for individuals to participate in aerobic classes, which are held in the fitness studio (on a daily basis), at the Student Recreation Center and in the Rosenthal Pool for the aqua aerobics classes. The Individual Fitness Program (IFP) offers a personalized program that includes fitness assessment, evaluation, goal setting, and recommendations regarding on-going fitness activities. Non-credit activity classes have become popular additions to the Fitness Program and include Yoga, and Tai Chi Chuan. For participants needing a little assistance and motivation, Personal Trainers are also available, for a small fee, through the receptionist on the fourth floor of the Rec Center.

The Outdoor Adventures Program is comprised of outdoor trips and an outdoor equipment rental center. Both program components are located on the first floor of the Rec Center entering on the East Side of the building. The trip program offers river and sea kayaking, hiking, and rock climbing. For a personal trip in the outdoors, basic equipment for hiking and camping is available at the Rental Center. The Center also offers maps and roller blades for day and weekend use.

The Challenge Course Program, located at Piney Lake, involves a system of low and high elements, which are used to enhance the facilitation of activities that strengthen teambuilding skills, improve self-esteem, and develop positive group dynamics. Trained facilitators assist the group through out the events to ensure a productive and fun 1/2 day or daylong set of activities. If you are interested in bringing a group to this exciting program, call 334-5924 for more information.

The Edge is a 38' indoor climbing wall located in the north end of the Student Recreation Center. Climbing is free to students and Rec Center members with a requirements of a belay and safety class. The wall provides climate-controlled rock climbing with challenges for the beginner as well as the most advanced climbers.

Intramural sports for men and women include volleyball, basketball, flag football, racquetball, indoor and outdoor soccer, softball, tennis, and three-on-three basketball. A co-rec program, which involves men and women participating on the same team or as a doubles entry, includes virtually all aforementioned sports. The Office of Campus Recreation also sponsors special events that include the Alumni Run, Faculty/Staff/Student golf tournaments, and the Jitters Jog.

Club sports are offered for interested students in Equestrian, Men's and Women's Soccer, Men's and Women's Volleyball, Rugby, and Martial Arts. Students interested in forming a club are invited to contact the Assistant Director for Club Sports at 334-5924.

UNCG students, faculty, staff, alumni and their spouses are encouraged to join the Student Recreation Center for many great fitness and recreational opportunities.

#### **Piney Lake Field Campus**

Piney Lake is a 40-acre field campus located eight miles south of Greensboro. It is used by UNCG students, faculty, staff members, their families and guests for outdoor recreation. The facility includes two lakes, one for swimming, canoeing, and fishing, and the other for fishing only. A picnic pavilion, picnic tables and BBQ grills are located next to the beach and swimming area. Other recreational activities include sunbathing, volleyball, horseshoes, table tennis and hiking. Eight sleeping cabins and a lodge capable of accommodating 64 people are available. The School of Health and Human Performance uses the field campus for instructional programs in camping and outdoor/environmental education as do other departments and schools for instructional work in outdoor laboratories.

Piney Lake operates a Summer Day Camp for children ages 6-11 from June to August. The focus of the camp is Outdoor Environmental Education.

Piney Lake is open daily from April 1 to September 30 for Open Recreation. It is open year round for group reservations. Piney Lake is open on all holidays during the Open Recreation period.

Maps to Piney Lake are available at EUC Information Desk and the Campus Recreation Office. For more information about Piney Lake, call the Director, 336/274-4216, or check out the website at <<http://www.uncg.edu/pil>>.

## **ALUMNI, UNIVERSITY ADVANCEMENT, AND FRIENDS OF UNCG**

### **Alumni Affairs**

UNCG's Office of Alumni Affairs works to foster alumni interest in and loyalty to the University by providing programs and activities which involve alumni with UNCG. The Office serves as the University's central point of contact for alumni and coordinates alumni involvement in admissions programs, homecoming, career networking, and, with the Alumni Association, develops programs and activities that lead current students to involvement as alumni.

### **Alumni House**

Described as "a link, actual and sentimental, with the beginnings" of the University, the Alumni House stands on the site of Guilford Hall, one of the four original buildings on campus. Completed in 1937 at a cost of nearly \$160,000, the colonnaded structure follows the architectural style of Homewood, the Charles Carroll mansion on the campus of Johns Hopkins University.

The Alumni House provides rooms for receptions, parties, and meetings for the University community and Association members. It also houses offices of the Division of University Advancement and the offices of the Alumni Association.

### **Alumni Association**

Organized in 1893 and incorporated in 1909 to promote education, the association works to advance the interests of UNCG and encourage cooperation of alumni in the work of the University. Annual and Life memberships are available to alumni and friends.

### **Development Office**

The Development Office designs and manages programs leading to gifts from alumni, friends, corporations and foundations to support the University's faculty and students. Program areas include major gifts, planned giving, corporate and foundation giving and annual giving.

### **Advancement Services Office**

The Advancement Services Office is responsible for managing biographic, gift, and other information on alumni, friends, corporations, and foundations to support activities of the Division of University Advancement, the UNCG Alumni Association, and various University departments.

### **University Relations**

The University Relations office is the primary communication unit of the University. This unit consists of institutional marketing, special programs, news service and publications. Additional communication outlets include the UNCG Speaker's Bureau, Chancellor's Suggestion Box, and UNCG Video Magazine.

### **University News Service**

The University's official public information office provides a centralized news service for the campus. The office writes news and feature stories, establishes relationships with reporters, coordinates press coverage, and manages press conferences.

### **Annual Programs Office**

The Annual Programs Office coordinates the solicitation of annual gifts from alumni and friends for the UNCG Annual Fund. Gifts to the UNCG Annual Fund provide ongoing support for immediate needs including scholarships, faculty support, programs for academic enrichment and opportunities for students.

### **Friends of UNCG**

UNCG is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community, and friends of the University throughout North Carolina give to and receive from UNCG in a realistic, academically healthy exchange of ideas, resources, and programs.

UNCG's continuing education programs, special seminars, University Concert/Lecture Series, and student productions and concerts receive community patronage and enthusiastic support. In addition, business and civic leaders and interested individuals join forces with UNCG to provide internships, scholarships for deserving students, and funds to enrich UNCG's various programs.

Among UNCG's friends and supportive groups are the following:

#### **Friends of the Library**

Organized in 1959 to help present the mission and needs of the library to the people of North Carolina. Special projects include enriching the book collection and the nationally recognized Woman's Collection, bringing speakers to campus, and providing library services to the entire community.

#### **Weatherspoon Gallery Association**

Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild. Objectives are to stimulate interest in art, assist with exhibitions, and offer financial support for the permanent collection of contemporary art, recognized as the most outstanding in the Southeast.

### **Angels of the UNCG Theatre**

Organized in 1960 by alumni and friends to assist in UNCG productions and to provide financial assistance for talented students in theatre.

### **UNCG Musical Arts Guild**

Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships, and assisting with musical programs and projects and the purchase of recordings and specialized equipment.

### **Human Environmental Sciences Foundation**

Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Human Environmental Sciences. Present endowment is slightly over \$5,257,886.

### **The UNCG Excellence Foundation**

Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service, and research at UNCG." Present endowment exceeds \$42,439,428. The fund supports seven Excellence Foundation professorships as well as scholarships, fellowships, academic programs and other University endeavors.

### **The Spartan Club**

The Spartan Club was established in 1986. Its mission is to provide all scholarship support for UNCG student athletes through private gifts. No state funds or student fees are utilized.

# HISTORY, OFFICERS OF THE UNIVERSITY, & FACULTY

---

## THE HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Greensboro is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through Legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

---

## CONSTITUENT INSTITUTIONS OF THE UNIVERSITY

- Appalachian State University (Boone)**  
Founded 1899  
UNC SYSTEM: 1972
- East Carolina University (Greenville)**  
Established 1907  
UNC SYSTEM: 1972
- Elizabeth City State University**  
Established 1867  
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)**  
Established 1910  
UNC SYSTEM: 1972
- North Carolina School of the Arts (Winston-Salem)**  
Established 1963  
UNC SYSTEM: 1972
- North Carolina State University (Raleigh)**  
Founded 1887 as land-grant college  
UNC SYSTEM: 1931
- The University of North Carolina at Asheville**  
Founded 1934  
UNC SYSTEM: 1969
- The University of North Carolina at Chapel Hill**  
Chartered 1789
- The University of North Carolina at Charlotte**  
Established 1946  
UNC SYSTEM: 1965
- The University of North Carolina at Greensboro**  
Chartered 1891  
UNC SYSTEM: 1931

**The University of North Carolina at Pembroke**

Established 1887  
UNC SYSTEM: 1972

**The University of North Carolina at Wilmington**

Established 1947  
UNC SYSTEM: 1969

**Western Carolina University (Cullowhee)**

Founded 1891  
UNC SYSTEM: 1972

**Winston-Salem State University**

Founded 1892  
UNC SYSTEM: 1972

In 1985, the North Carolina School of Mathematics and Science was granted status as an affiliate of the University of North Carolina.

---

**THE BOARD OF GOVERNORS  
OF THE UNIVERSITY OF  
NORTH CAROLINA**

**Class of 2001**

Bradley T. Adcock, Durham  
G. Irvin Aldridge, Manteo  
Lois G. Britt, Secretary, Rose Hill  
John F. A. V. Cecil, Vice Chair, Asheville  
Bert Collins, Durham  
Ray S. Farris, Charlotte  
H. Frank Grainger, Cary  
Helen Rhyne Marvin, Gastonia  
Timothy Keith Moore, Shelby  
Maxine H. O'Kelly, Burlington  
D. Wayne Peterson, Pinehurst  
Jim W. Phillips, Jr., Greensboro  
John L. Sanders, Chapel Hill  
J. Craig Souza, Raleigh  
Robert F. Warwick, Wilmington  
James Bradley Wilson, Cary

**Class of 2003**

J. Addison Bell, Matthews  
F. Edward Broadwell, Jr., Asheville  
William T. Brown, Fayetteville  
Angela P. Bryant, Rocky Mount  
William L. Burns, Jr., Durham  
C. Clifford Camerson, Charlotte  
Chancy R. Edwards, Knightdale  
Peter Keber, Charlotte  
Teena S. Little, Southern Pines  
R. V. Owens III, Nags Head  
Barbara S. Perry, Kinston  
Patsy B. Perry, Durham  
H. D. Reaves, Jr., Fayetteville  
Benjamin S. Ruffin, Winston-Salem  
Priscilla P. Taylor, Chapel Hill  
Ruth Dial Woods, Pembroke

**Members Emeriti**

James E. Holshouser, Jr., Southern Pines

**Ex Officio**

Jeffrey L. Nieman, Chapel Hill

---

**OFFICERS OF**

**THE UNIVERSITY OF NORTH CAROLINA**

Molly Corbett Broad, B.A., M.A. - President  
Gretchen M. Bataille, B.A., M.A., D.A. - Senior Vice President - Academic Affairs  
Diana Oblinger, B.S., M.S., Ph.D. - Vice President - Information Resources and Chief Information Officer  
Gary Barnes, B.A., M.S., Ph.D. - Vice President - Program Assessment and Public Service  
Charles R. Coble, A.A., A.B., M.A.T., Ed.D. - Vice President - University School Programs  
Rosalind R. Fuse-Hall, B.S., J.D. - Secretary of the University  
J. B. Milliken, B.A., J.D. - Vice President for Public Affairs and University Advancement  
Richard H. Robinson, Jr., A.B., LL.B. - Vice President and General Counsel  
Judith Pulley, B.A., M.A., Ph.D. - Vice President-Planning  
George A. Antonelli, B.A., M.A., Ph.D. - University Catalog Officer

---

**THE HISTORY OF THE UNIVERSITY OF  
NORTH CAROLINA AT GREENSBORO**

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the STATE NORMAL AND INDUSTRIAL SCHOOL. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. In 1896 its name changed to the STATE NORMAL AND INDUSTRIAL COLLEGE.

Charles Duncan McIver, who with other pioneers in public education crusaded for women's education, was the first president, serving from 1892 until his death in 1906. In 1995, Patricia A. Sullivan became the ninth chancellor and the first woman chancellor of the University.

In 1919, the school was renamed NORTH CAROLINA COLLEGE FOR WOMEN, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education. The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, the University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA.

"W.C." became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The first doctoral degree was awarded in 1963.

In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of

higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

Currently, UNCG has approximately 12,998 students—21% of whom are graduate students—and 622 full-time faculty members. UNCG offers six baccalaureate degrees in over 100 areas of study, 12 master's degrees in a wide variety of concentrations, and three doctoral degrees in 15 areas of study. The campus on Spring Garden Street, its original location, has grown to 200 acres and 76 buildings.

---

## THE BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Academic Year 1999-2000

### Terms Expiring June 30, 2001

Pat Shore Clark, Winston Salem  
Betty C. Ervin, Morganton  
Carol F. Matney, Asheboro  
Kenneth C. Mayer, Jr., Greensboro  
Martha F. McNair, Winston Salem  
Thomas R. Sloan, Greensboro

### Terms Expiring June 30, 2003

F. Hudnall Christopher, Jr., Winston Salem  
Sue W. Cole, Greensboro  
JoAnne Smart Drane, Raleigh  
Karen McNeil-Miller, Greensboro  
Theresa M. Stone, Greensboro

### Ex Officio Member (one-year term)

Brandon Richards, President, UNCG Student Government

---

## THE OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

### *Office of the Chancellor*

Patricia A. Sullivan, Chancellor, B.A., M.S., Ph.D.  
Mary L. Jellicorse, Assistant to the Chancellor, A.B.  
M. Cynthia Farris, Executive Assistant to the Chancellor, B.A., M.Ed., Ph.D.  
Lucien Capone III, University Counsel, B.A., J.D.  
Nelson E. Bobb, Director, Intercollegiate Athletics, B.S., M.Ed.

### *Office of the Provost*

**Provost**  
A. Edward Upchurch, B.A., M.S., Ph.D.  
**Senior Associate Provost for Academic Affairs**  
J. Alan Boyette, B.A., M.S., Ph.D.  
**Associate Provost for Enrollment Services**  
James C. Black, Jr., B.A., M.Ed.  
**Associate Provost for Undergraduate Education**  
Anita S. Lawson, B.A., Ph.D.  
**Associate Provost for Research**  
Peter J. Alfonso, B.A., M.A., Ph.D.  
**Associate Provost for International Programs**  
Charles H. Lyons, B.A., M.A., Ph.D.

### **Graduate School**

Brad Bartel, Dean, B.A., Ph.D.  
Maureen Grasso, Associate Dean, B.S., M. S., Ph.D.

### **College of Arts and Sciences**

Walter H. Beale, Dean, B.A., M.A., Ph.D.  
Robert E. Gatten, Jr., Associate Dean, B.S., M.A., Ph.D.  
Mary K. Sandford, Associate Dean, B.A., M.A., Ph.D.

### **Joseph M. Bryan School of Business and Economics**

James K. Weeks, Dean, B.S., M.B.A., Ph.D.  
Donald L. McCrickard, Associate Dean, B.A., Ph.D.

### **School of Education**

David G. Armstrong, Dean, B.A., M.A., Ph.D.  
Ada L. Vallecorsa, Associate Dean, B.S., M.Ed., Ph.D.

### **School of Health and Human Performance**

Robert W. Christina, Dean, B.S., M.A., Ph.D.  
Lynette K. Lawrance, Associate Dean, B.Sc., B.Ed., M.S., Ph.D.

### **School of Human Environmental Sciences**

Helen A. Shaw, Dean, B.S., M.S., Ph.D.  
Deborah E. Kipp, Associate Dean, B.S., Ph.D.

### **School of Music**

Arthur R. Tollefson, Dean, A.B., M.A., D.M.A.  
James C. Prodan, Associate Dean, B.S., M.M., D.M.A.

### **School of Nursing**

Lynne G. Pearcey, Dean, B.S.N., M.S.N., Ph.D.  
Virginia B. Karb, Associate Dean, B.S.N., M.S.N., Ph.D.  
Eileen G. Kohlenberg, Assistant Dean, B.S.N., M.S.N., Ph.D.

### **Admissions**

Peter E. Lindsey, Director, B.A.

### **Division of Continuing Learning**

John J. Young, Dean, A.B., A.M., M.A., Ph.D.

### **Financial Aid**

Deborah Tollefson, Director, B.A., M.S.

### **International Student and Scholar Services**

Martha F. Trigonis, Director, B.A., M.S.

### **Library**

Doris J. Hulbert, University Librarian, B.A., M.A., M.L.S.

### **Research Services**

Beverly B. Maddox-Britt, Director, B.S., M.S., Ed.D.

### **Special Support Services**

Vacant, Director

### **Student Academic Services**

Robert A. Ross, Director, B.A., M.Ed.

### **Summer Session**

John J. Young, Dean, A.B., A.M., M.A., Ph.D.  
Nora S. Reynolds, Executive Director, A.B.

### **University Registrar's Office**

Ellen H. Robbins, University Registrar, B.A., M.Ed.

### **University Teaching and Learning Center (UTLC)**

Ray C. Purdom, Director, B.S., M.S., Ph.D.

### **Weatherspoon Art Gallery**

Nancy M. Doll, Director, B.F.A., M.A.

### *Office of Business Affairs*

#### **Vice Chancellor for Business Affairs**

Philip H. Richman, B.S.

#### **Associate Vice Chancellor for Business and Student Services**

Douglas R. Brown, B.S., M.S.

#### **Associate Vice Chancellor for Facilities**

Davis B. Lumpkin, B.S.E.E.

#### **Associate Vice Chancellor for Finance**

Steven W. Rhew, B.S.

#### **Associate Vice Chancellor for Human Resources**

R. Alan Bridge, B.A., M.A.

*Office of Information Technology and Planning*  
 Vice Chancellor for Information Technology and Planning  
 James Clotfelter, B.A., M.A., Ph.D.

Associate Vice Chancellor for Information Technology and Planning  
 Gary M. Grandon, B.S., M.Ed., Ph.D.

Associate Vice Chancellor for Institutional Planning and Research  
 Donald J. Reichard, B.A., M.A., Ph.D.

*Client Services*  
 Waller H. Anthony, Director, B.S.

*Instructional and Research Computing*  
 John H. Major, Director, B.S., M.Ed.

*Management Information Systems*  
 Larry R. Henson, Director, B.A., M.S., M.B.A.

*Network Services*  
 Thomas M. Sheriff, Director, B.S.R.E., M.Ed., Ed.D.

*Systems and Networks*  
 R. Chuck Curry, Jr., Director, B.A.

*Telephone Services*  
 Robert DeVaughn, Director, B.S.

*Office of Student Affairs*  
 Vice Chancellor for Student Affairs  
 Carol S. Disque, B.A., M.Ed., Ph.D.

Associate Vice Chancellor for Student Affairs  
 Cheryl M. Callahan, B.A., M.Ed., Ph.D.

Assistant Vice Chancellor for Student Affairs  
 James M. Lancaster, B.A., M.A., Ed.D.

*Adult Students*  
 Brooks G. Graham, Director, B.A.

*Campus Recreation*  
 Cynthia M. Hardy, Director, B.S., M.A.

*Career Services Center*  
 Donna J. Seckar, Director, B.A., M.Ed.

*Counseling and Testing Center*  
 John A. Edwards, Director, B.A., M.A., Ph.D.

*Office of Disability Services*  
 Patricia L. Bailey, Director, B.A., M.Ed., Ph.D.

*Elliott University Center/Student Life*  
 Bruce J. Michaels, Director, B.A., M.A.

*Housing and Residence Life*  
 John T. Campbell, Director, B.A., M.S.

*Multicultural Affairs*  
 Pamela A. Wilson, Director, B.S., M.S.

*Orientation*  
 Krispin W. Barr, Director, B.A., M.A.

*Student Health Services*  
 Tresa M. Saxton, Director, B.A., M.P.H.

*Office of University Advancement*  
 Vice Chancellor for University Advancement  
 Patricia W. Stewart, M.S., Ed.D.

Assistant Vice Chancellor for Development  
 Weston W. Hatfield, B.A., M.A.

Assistant Vice Chancellor for University Relations  
 Helen C. Dennison, B.A., M.A.

*Advancement Services*  
 Jill H. Goodman, Director, B.S.

*Alumni Affairs*  
 Joan M. Glynn, Director, B.A., M.B.A.

*Annual Programs/Annual Fund*  
 Leslie Hamby, Director, B.S., M.A.

*Development for Athletics/Spartan Club*  
 Scott F. Elder, Interim Director, B.A.

*University News Service*  
 Robin A. Cheeley, Director, B.S.

*University Publications*  
 Miriam C. Barkley, Director, B.A., M.L.S.

## TEACHING FACULTY

This list reflects faculty appointments held during the academic year 1999-2000 and includes promotions that become effective on July 1, 2000.

Terry Ackerman (1999), Professor, Educational Research Methodology. B.S., University of Wisconsin - Madison; M.S., Ph.D., University of Wisconsin - Milwaukee.

Jeffrey T. Adams (1985), Associate Professor, German and Russian. B.A., Ball State University; M.A., Arizona State; Ph.D., Northwestern.

Rebecca G. Adams (1983), Professor, Sociology. B.A., Trinity College; M.A., Ph.D., Chicago.

Amy Adamson (2000), Assistant Professor, Biology. B.S., SUNY at Geneseo; Ph.D., Johns Hopkins.

Claire C. Adkisson (1999), Lecturer, School of Nursing. B.S.N., M.S.N., University of Maryland; F.N.P., UNC at Chapel Hill.

Kathleen Ahern (1993), Lecturer, German and Russian. B.A., Arizona State; M.A., Ph.D., UNC at Chapel Hill.

Aqueel Ahmad (1999), Assistant Professor, Sociology. B.S., M.S., Ph.D., Aligarh University (India).

R. Porter Aichele (1990), Associate Professor, Art. B.A., M.A., Vanderbilt; M.A., Ph.D., Bryn Mawr.

Riad Ajami (1996), Professor, Business Administration, Charles A. Hayes Distinguished Professor of Business; Director of the Center for Global Business Education and Research. B.S., Western Michigan; M.B.A., Portland State; Ph.D., Pennsylvania State.

Kenneth D. Allan (1995), Assistant Professor, Sociology. B.S., Northern Arizona University; M.S., Ph.D., University of California, Riverside.

Stuart D. Allen (1976), Professor, Economics, Department Head. B.A., Wake Forest; Ph.D., Virginia.

Roberta Smith Almeida (1993), Lecturer, Biology. B.A., M.A., UNC Greensboro. Illuminada Amat (1995), Lecturer, Romance Languages. M.A., Ph.D., Wisconsin.

Emelia P. Amoako (1999), Lecturer, School of Nursing. B.S.N., M.S.N., UNC Greensboro.

Kwasi Amoako-Gyampah (1990), Associate Professor, Information Systems and Operations Management. B.Sc., University of Science and Technology (Ghana); M.S., Missouri-Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Cincinnati.

Michael Ananian (1994), Associate Professor, Art. B.F.A., Rhode Island School of Design; M.F.A., Yale.

Arthur Anastopoulos (1995), Associate Professor, Psychology. B.A., Tufts; M.A., Wake Forest; Ph.D., Purdue.

Denise M. Anderson (2000), Assistant Professor, Recreation, Parks, and Tourism. B.A., Illinois Wesleyan University; M.S., Eastern Illinois University; Ph.D., University of Illinois.

Elizabeth Anderson (1990), Associate Professor, School of Music. B.M., California State; B.M., Juilliard School; M.M., Eastman School of Music.

James Anderson (1999), Assistant Professor, History. B.A., Harvard; M.A., Ph.D., University of Washington.

Susan E. Anderson (1991), Associate Professor, Accounting, Department Head. B.S., M.S., North Texas State; Ph.D., Texas at Arlington.

Susan Andreatta (1997), Assistant Professor, Anthropology. B.A., Delaware; M.A., Iowa State; Ph.D., Michigan State.

Janis L. Antonek (1996), Assistant Professor, Curriculum and Instruction. B.A., West Virginia; M.H.S., Auburn; Ph.D., University of Pittsburgh.

Lydia Arledge (1992), Lecturer, Business Administration. Associate Director for Undergraduate Student Services, Bryan School Advising Center. B.S., M.S., Louisiana State.

David G. Armstrong (1997), Professor, Curriculum and Instruction, Dean, School of Education. B.A., Stanford; M.A., University of Montana; Ph.D., University of Washington.

Frances C. Arndt (1977), Lecturer/Director, Residential College. B.A., College of William and Mary; M.A., Ph.D., Duke.

C. Edward Arrington (1998), Professor, Accounting. B.A., M.A., Southern Mississippi; D.B.A., Florida State.

Dennis W. Askew (1992), Associate Professor, School of Music. B.M., Georgia; M.M., Pennsylvania; D.M.A., Michigan.

Ceola R. Baber (1989), Associate Professor, Curriculum and Instruction. Associate Dean, Teacher Education & School Relationships. Director, Teachers' Academy. B.A., California State, Sacramento; M.A., Stanford; Ph.D., Purdue.

- Willie Baber (1989), Professor, Anthropology. B.A., California-Davis; M.A., Ph.D., Stanford.
- Edward S. Bach (1991), Associate Professor, School of Music. B.Mus., Brandon (Manitoba); M.Mus., D.M.A., British Columbia (Canada).
- Raleigh Bailley (1997), Senior Research Scientist, Social Work. B.A., Florida Southern; M.D., Boston University; Ph.D., Hartford Seminary Foundation.
- Denise N. Baker (1975), Professor, English, Department Head. B.A., Michigan; M.A., California-Santa Barbara; Ph.D., Virginia.
- Sheldon D. Balhiter (1974), Associate Professor, Business Administration. B.S., Carnegie Institute of Technology; Ph.D., UNC at Chapel Hill.
- Bert B. Banks (1982), Associate Professor, Chemistry & Biochemistry. B.A., Vanderbilt; M.S., Ph.D., Florida State.
- Beth E. Barba (1989), Associate Professor, School of Nursing. B.A., B.S.N., Jersey City State College; M.A., Ph.D., New York University.
- James C. Barborak (1972), Professor, Chemistry & Biochemistry. B.S., Ph.D., Texas at Austin.
- Matthew Barr (1994), Associate Professor, Broadcasting and Cinema. B.A., San Francisco State; M.F.A., University of California, Los Angeles.
- Mary Ashley Barret (1998), Assistant Professor, School of Music. B.M., Eastman; M.M., Baylor; D.M.A., Florida State.
- Cynthia Barrett (1999), Assistant Professor, Theatre. B.A., Indiana State University; M.F.A., University of Illinois.
- Pamela P. Barron (1999), Associate Professor, Library and Information Studies. B.A., University of Florida; M.L.S., A.M.D., Ph.D., Florida State University.
- Bradley N. Bartel (1991), Professor, Anthropology. Dean, Graduate School. B.A., Brooklyn College; Ph.D., Missouri.
- T. Robin Bartlett (1992), Clinical Assistant Professor, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- Richard Barton (1998), Assistant Professor, History. B.A., Williams College; M.A., Ph.D., University of California-Santa Barbara.
- Eddie C. Bass (1968), Professor, School of Music. B.A., M.M., Ph.D., UNC at Chapel Hill.
- Karin Baumgartner (1999), Assistant Professor, German and Russian. B.A., M.A., University of Minnesota; Ph.D., Washington University-St. Louis.
- Susan F. Bays (1999), Lecturer, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- Walter H. Beale (1971), Professor, English. Dean, College of Arts and Sciences. B.A., Wake Forest; M.A., Ph.D., Michigan.
- Peter M. Bearse (1998), Assistant Professor, Economics. B.A., UNC at Chapel Hill; M.A., Ph.D., Virginia.
- Anne M. Beavan (1995), Lecturer, Art. B.A., Marymount College; M.Ed., American University.
- Leandra A. Bedini (1992), Associate Professor, Recreation, Parks, and Tourism. B.S., East Carolina; M.S., Michigan State; Ph.D., Maryland.
- Susan A. Beeson (1977), Assistant Professor, School of Nursing. B.S.N., M.S.N., UNC Greensboro; Ph.D., UNC at Chapel Hill.
- Thomas F. Behm (1968), Professor, Theatre. B.S., Northwestern; M.A., Kansas.
- Michael A. Beitler (1997), Lecturer, Business Administration. B.S., Central Florida; M.A., Vermont College-Norwich; Ph.D., Union Institute.
- Deborah Bell (1980), Professor, Theatre. B.A., Morehead State; M.F.A., Minnesota.
- Kathy Bell (1997), Assistant Professor, Psychology. A.B., Brandeis; M.A.T., George Washington; M.A., Ph.D., Virginia.
- Margo O. Bender (1985), Lecturer, Romance Languages. B.A., M.A., Nebraska; Ph.D., UNC at Chapel Hill.
- D. Gordon Bennett (1967), Professor, Geography, Department Head. B.A., East Carolina; M.A., Ph.D., Michigan State.
- James M. Benshoff (1989), Associate Professor, Counseling and Educational Development. B.A., College of William and Mary; M.Ed., George Mason; Ph.D., American.
- Daniel L. Bibeau (1984), Associate Professor, Public Health Education, Department Head. B.S., M.S., Texas A&M; Ph.D., Pennsylvania State.
- Timothy B. Biggart (1997), Assistant Professor, Accounting. B.A., Alabama; M.S., Colorado; Ph.D., Florida State.
- Jodi E. Bilinkoff (1982), Associate Professor, History. B.A., Michigan; M.A., Ph.D., Princeton.
- Carlette M. Blackmon (1996), Lecturer, Mathematical Sciences. A.B., UNC at Chapel Hill; M.Ed., UNC Greensboro.
- Francine Blanchet-Sadri (1990), Associate Professor, Mathematical Sciences. B.S., Université du Québec Trois-Rivières; M.S., Princeton; Ph.D., McGill (Québec, Canada).
- Georgiann Bogdan (1992), Lecturer, Anthropology. B.A., UNC Greensboro; M.A., Wake Forest.
- Charles P. Boggs (1998), Lecturer, Art. B.A., Averett College; M.F.A., UNC Greensboro.
- Lloyd Bond (1988), Professor, Educational Research Methodology. B.A., Hillsdale College; M.S., Ph.D., Johns Hopkins.
- L. DiAnne Borders (1987), Associate Professor, Counseling and Educational Development, Department Chair. B.A., UNC; M.A., Wake Forest; Ph.D., Florida.
- Gloria Boutte (1999), Associate Professor, Human Development and Family Studies. B.A., Johnson C. Smith University; M.S., Iowa State University; Ph.D., University of South Carolina.
- J. Alan Boyette (1991), Lecturer, Political Science, Senior Associate Provost for Academic Administration. B.A., UNC at Chapel Hill; M.S., Tennessee; Ph.D., UNC at Chapel Hill.
- Madelaine A. Bradley (1987), Lecturer, Mathematical Sciences. B.S.N., Florida; M.A., UNC Greensboro.
- Curtis Brandon (1996), Lecturer, Specialized Education Services. B.A., UNC Greensboro; M.S., NC A&T State University.
- George W. Bright (1990), Professor, Curriculum and Instruction. B.A., M.A., William Marsh Rice; Ph.D., Texas at Austin.
- Andrew C. Brod (1989), Lecturer, Economics. Director, Office of Applied Business and Economic Research. B.A., Illinois; M.A., Ph.D., Minnesota.
- Craig Brown (1998), Lecturer, School of Music. B.M., University of Michigan.
- Hazel N. Brown (1974), Professor, School of Nursing. B.S.N., Berea College; M.A., Wake Forest; M.S.N., Ed.D., UNC Greensboro.
- Julie V. Brown (1983), Associate Professor, Sociology. B.A., Wells College; M.A., Ph.D., University of Pennsylvania.
- Lew G. Brown (1986), Associate Professor, Business Administration. B.A., M.P.A., M.B.A., Ph.D., UNC at Chapel Hill.
- Dale L. Brubaker (1971), Professor, Educational Leadership and Cultural Foundations. B.A., Albion College; M.A., Ph.D., Michigan State.
- Dorothy D. Bruner (1985), Lecturer, Anthropology. B.A., UNC Greensboro; M.A., UNC at Chapel Hill.
- Susan J. Buck (1988), Associate Professor, Political Science. B.S., Florida; M.S.Ed., Ph.D., Virginia Polytechnic Institute and State University.
- Nancy Bucknall (1994), Lecturer, English. Interim Director, CASA. B.A., Central Arkansas; M.A., UNC at Chapel Hill.
- Pamela L. DeRae (1981), Lecturer/Assistant Director, Honors Program. B.A., McPaw; M.F.A., UNC Greensboro.
- Kristin A. Bull (1998), Lecturer, Public Health Education. B.A., Wellesley College; M.P.H., UNC at Chapel Hill.
- Joseph Bundy (1995), Lecturer, Biology. B.A., M.Ed., UNC Greensboro.
- Paula R. Burch (1993), Lecturer, Biology. B.S., M.S., Eastern Kentucky University; M.A., Southern Baptist Theological Seminary.
- Kelly J. Burke (1989), Associate Professor, School of Music. B.M., M.M., Eastman School of Music; D.M.A., Michigan.
- Dennis A. Burnes (1989), Lecturer, Chemistry & Biochemistry. B.A., Augustana College.
- Michael Burns (1994), Assistant Professor, School of Music. B.M., Victoria University (Wellington, New Zealand); M.M., New England Conservatory; D.M.A., Cincinnati College Conservatory.
- Eleanor H. Buttner (1985), Associate Professor, Business Administration. B.A., Hollins; M.B.A., Pennsylvania; Ph.D., UNC at Chapel Hill.
- Kenneth A. Byrd (1969), Assistant Professor, Mathematical Sciences. B.S., Duke; Ph.D., NC State.
- Cheryl P. Caddell (1995), Lecturer, Business Administration. B.S., M.S., UNC Greensboro.
- Bruce J. Caldwell (1978), Professor, Economics. B.A., College of William and Mary; Ph.D., UNC at Chapel Hill.
- Robert M. Calhoun (1964), Professor, History. B.A., College of Wooster; M.A., Ph.D., Case Western Reserve.
- Susan Calkins (1994), Associate Professor, Psychology. B.A., Wellesley College; Ed.M., Harvard; Ph.D., Maryland.
- Anita Campitelli (1987), Lecturer, German and Russian. B.A., New College; M.A., Northwestern.
- Roberto E. Campo (1989), Associate Professor, Romance Languages. B.A., California; M.A., Ph.D., Pennsylvania.
- Kenneth L. Caneva (1979), Professor, History. B.S., Massachusetts Institute of Technology; Ph.D., Princeton.
- Robert E. Cannon (1972), Associate Professor, Biology. B.A., Earham College; M.S., Ph.D., Delaware.

UNIVERSITY HISTORY, OFFICERS, & FACULTY

- David Carlone (2000), Assistant Professor, Communication. B.A., North Carolina State; M.A., UNC at Chapel Hill; Ph.D., University of Colorado.
- James V. Carmichael, Jr. (1988), Associate Professor, Library and Information Studies. B.A., M.Lib., Emory; Ph.D., UNC at Chapel Hill.
- Peter Carmichael (2000), Assistant Professor, History. B.A., Indiana University; M.A., Ph.D., Pennsylvania State University.
- Betty A. Carpenter (1973), Lecturer/Assistant Director, Residential College. B.S., M.A., George Peabody College.
- Gregory D. Carroll (1981), Associate Professor, School of Music. B.A., St. John's; M.A., Ph.D., Iowa.
- William P. Carroll (1984), Associate Professor, School of Music. B.M., Millsaps; M.M., M.S.M., Southern Methodist; D.M.A., Cincinnati.
- Barbara C. Carter (1988), Lecturer, Mathematical Sciences. B.A., B.S., M.Ed., UNC Greensboro.
- Kathleen Casey (1989), Associate Professor, Educational Leadership and Cultural Foundations. B.A., College of New Rochelle; M.A., Leeds (England); Ph.D., Wisconsin.
- Pamela R. Cash (1987), Lecturer, Business Administration. Director of Bryan School Office of Student Services. B.S., Clemson; M.S., UNC Greensboro.
- Ronald D. Cassell (1974), Associate Professor, History. B.S., M.A., Michigan; Ph.D., UNC at Chapel Hill.
- Deborah J. Cassidy (1990), Associate Professor, Human Development and Family Studies. Director, Child Care Education Program. B.S., Northern Illinois; M.S., Ph.D., Illinois.
- Arthur D. Cassill (1987), Associate Professor, Accounting. B.S., Eastern Kentucky; M.S., Ph.D., Tennessee.
- Nancy L. Cassill (1987), Professor, Textile Products Design & Marketing. B.S., Purdue; M.S., Indiana; Ph.D., Tennessee-Knoxville.
- Patricia A. Chamings (1985), Professor, School of Nursing. B.S.N., M.N., Florida; Ph.D., George Peabody College. F.A.A.N.
- Fred D. Chappell (1964), Burlington Industries Professor, English. B.A., M.A., Duke.
- Laura A. Chesak (1992), Associate Professor, Romance Languages. B.A., Purdue; M.A., Ph.D., Wisconsin.
- Maya Chhetri (1999), Assistant Professor, Mathematical Sciences. B.S., Calcutta University (India); M.S., Tribhuban University (Nepal); Ph.D., Mississippi State University.
- Elizabeth Chiseri-Strater, (1993), Associate Professor, English. B.A., M.A., New York University; Ph.D., New Hampshire.
- Robert W. Christina (1992), Professor, Exercise and Sport Science. Dean, School of Health and Human Performance. B.S., Ithaca College; M.A., Ph.D., Maryland.
- Jacqueline M. Cimorelli (1977), Associate Professor, Communication Sciences and Disorders, Department Head. B.F.A., Ohio; M.A., Our Lady of the Lake College; Ph.D., Pennsylvania State.
- Jacalyn A. Claes (1996), Assistant Professor, Social Work. B.S., M.S., Western Illinois; M.S.W., Ph.D., Iowa.
- Jenny C. Clapp (1997), Clinical Instructor, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- James L. Clark (1979), Lecturer, English. Executive Director of Creative Writing. B.A., Florida State; M.Div., Duke; M.F.A., UNC Greensboro.
- Ned A. Cline (1990), Lecturer, English. B.S., Catawba.
- James Clotfelter (1977), Professor, Political Science, Vice Chancellor for Administration and Planning. B.A., UNC at Chapel Hill; M.A., Wisconsin; Ph.D., UNC at Chapel Hill.
- Larry D. Coble (1994), Lecturer, Educational Leadership and Cultural Foundations. B.S., Campbell University; M.Ed., Ed.D., UNC Greensboro.
- Cora Cohen (1998), Associate Professor, Art. B.A., M.A., Bennington College.
- M. Jeffrey Colbert (1988), Lecturer, Political Science. B.A., M.P.A., UNC Greensboro.
- Susan K. R. Collins (1996), Lecturer, School of Nursing. B.S.N., Northern Arizona; M.S.N., UNC at Chapel Hill.
- William A. Collins (1989), Professor, Accounting. Director, MSA Program. B.S., Massachusetts; M.B.A., State University of California at San Jose; Ph.D., Washington.
- Mary V. Compton (1988), Associate Professor, Specialized Education Services. B.A., Greensboro College; M.Ed., UNC Greensboro; M.Ed., M.Ed., Smith; Ed.D., Virginia.
- Alan D. Cook (1991), Professor, Theatre. B.A., M.F.A., Utah.
- Stephanie Green Cordray (1998), Lecturer, Romance Languages. B.A., Wake Forest; M.Ed., UNC Greensboro.
- Nancy F. Courts (1967), Associate Professor, School of Nursing. B.S., Emory; M.S., UNC at Chapel Hill; Ph.D., UNC Greensboro.
- Kay J. Cowen (1984), Clinical Assistant Professor, School of Nursing. B.S.N., East Carolina; M.S.N., UNC Greensboro.
- Richard Cox (1960), Professor, School of Music. B.A., M.A., UNC at Chapel Hill; Ph.D., Northwestern; Diploma, Conservatoire national de la musique, Paris (France).
- Alicia Cresue (1991), Lecturer, Art. B.A., Buenos Aires (Brazil); M.F.A., New York State School.
- William E. Crowther (1986), Associate Professor, Political Science. A.B., Humboldt State; M.A., Ph.D., UCLA.
- Steven R. Cureton (1997), Assistant Professor, Sociology. B.A., NC A&T; M.A., Ph.D., Washington State.
- Keith Cushman (1976), Professor, English. B.A., Harvard; Ph.D., Princeton.
- Linda C. Danford (1989), Lecturer, Classical Studies. B.A., Smith College; M.A., Yale.
- Stephen C. Danford (1976), Associate Professor, Physics and Astronomy, Department Head. B.A., Dartmouth; M.S., Ph.D., Yale.
- Stephen F. Dattalo (1981), Lecturer, Romance Languages. B.A., Ohio State; M.Ed., UNC Greensboro.
- Jackie Daughton (1993), Lecturer, Romance Languages. B.A., UNC at Asheville; M.Ed., UNC Greensboro.
- Chris Davis (1999), Lecturer, Communication. B.A., Virginia Polytechnic Institute at State University; M.A., UNC Greensboro.
- Paul G. Davis (2000), Assistant Professor, Exercise & Sport Science. B.S.Ed., Western Carolina University; M.S., Ph.D., University of South Carolina.
- Keith G. Debbage (1988), Associate Professor, Geography. B.S., Dundee (Scotland); M.S., Surrey (England); Ph.D., Georgia.
- Sara A. deBot (1989), Lecturer, Chemistry & Biochemistry. B.M., Rollins College; B.S., Winston-Salem State; M.S., UNC Greensboro.
- Jacqueline K. DeBrew (1997), Clinical Instructor, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- Anthony J. DeCasper (1975), Professor, Psychology. B.A., Akron; M.A., Ph.D., Emory.
- Daniel DeGooyer (2000), Assistant Professor, Communication. B.A., University of Utah; M.A., University of Montana; Ph.D., University of Iowa.
- Ruth H. DeHoog (1990), Professor, Political Science. Director, Master of Public Affairs Program. B.A., Calvin College; M.A., Ph.D., Michigan.
- David H. Demo (1996), Professor, Human Development and Family Studies, Department Chair. B.A., University of Richmond; M.S., Virginia Commonwealth; Ph.D., Cornell.
- Susan T. Dennison (1995), Assistant Professor, Social Work. B.S.W., University of Detroit; M.S.W., Barry College.
- Margaret J. Dick (1987), Associate Professor, School of Nursing. B.S.N., Washington; M.S., Boston University; Ph.D., Texas at Austin.
- Susan Dietrich (1996), Assistant Professor, Communication Sciences and Disorders. B.A., San Diego State; M.A., Ph.D., Oklahoma.
- Ann H. Dilis (1996), Assistant Professor, Dance. B.A., University of Kentucky; M.A., Ohio State; Ph.D., New York.
- Peggye Dilworth-Anderson (1988), Professor, Human Development and Family Studies. B.A., Tuskegee Institute; M.A., Ph.D., Northwestern.
- George Dimock (1994), Associate Professor, Art. B.A., Harvard; M.F.A., Rochester Institute of Technology; Ph.D., University of Rochester.
- Joseph A. Di Piazza (1974), Associate Professor, School of Music. B.M., DePaul; M.M., D.M.A., Wisconsin.
- Stuart Dischel (1996), Associate Professor, English. B.A., Antioch College; M.F.A., Iowa.
- Peter Dola (1997), Lecturer, Romance Languages. B.A., Louisiana State; M.A., University of Iowa.
- Franklin P. Donaldson, Jr. (1987), Lecturer, Broadcasting and Cinema. B.A., Wake Forest; M.A., UNC Greensboro.
- Arnold Doren (1978), Associate Professor, Art. B.F.A., Rochester Institute of Technology.
- Liam Duffy (1999), Assistant Professor, Chemistry and Biochemistry. B.A., Boston University; Ph.D., UNC at Chapel Hill.
- Ann M. Duffy-Hester (1999), Assistant Professor, Curriculum & Instruction. B.A., M.Ed., UNC at Chapel Hill; Ph.D., University of Georgia.
- David Dunlap (1997), Assistant Professor, Communication. B.A. Kansas State; M.A., Iowa; Ph.D., Pennsylvania State.
- John Durlinsky (1995), Associate Professor, Psychology. B.A., Wesleyan-Ohio; Ph.D., University of Washington.
- Andrew M. Dunnill (1993), Assistant Professor, Art. B.A., West Surrey College; M.F.A., Maryland.

- Rodney B. Dunning (2000), Lecturer, Physics and Astronomy. B.S., Appalachian State.
- Paul F. Duvall (1986), Professor, Mathematical Sciences. B.S., Davidson College; M.A., Ph.D., Georgia.
- Carl L. Dyer (2000), Professor, Textile Products Design & Marketing, Department Chair. B.S., University of Illinois; M.S., Ph.D., University of Tennessee - Knoxville.
- Martha D. Eakes (1989), Clinical Associate Professor, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- John L. Eatman (1981), Associate Professor, Information Systems and Operations Management. B.S., Atlantic Christian; M.S., Virginia Commonwealth; Ph.D., South Carolina.
- Emily D. Edwards (1987), Associate Professor, Broadcasting and Cinema. B.A., Florence State; M.A., Ph.D., University of Tennessee at Knoxville.
- Marilyn J. Edwards (1995), Academic Professional Assistant Professor, Social Work. B.S., NC A&T State; M.S.W., UNC at Chapel Hill.
- Wilbur Edwards (1996), Lecturer, School of Music. B.M., Ohio; M.M., Kent State.
- Deborah A. Egkevist (1985), Associate Professor, School of Music. B.M., Lawrence; M.M., Eastman School of Music; D.M., Florida State.
- Richard A. Ehrhardt (1982), Professor, Information Systems and Operations Management. Director, MBA Program. B.S., The Cooper Union; M.S., Massachusetts; M.S., California-Berkeley; Ph.D., Yale.
- Nan Enstad (1993), Associate Professor, History. B.S., M.A., Ph.D., University of Minnesota.
- Mary P. Erdmans (1992), Associate Professor, Sociology. B.A., St. Mary's College; M.A., Ph.D., Northwestern.
- Ellen C. Essick (1998), Lecturer, Public Health Education. A.A., Peace College; B.A., M.Ed., UNC Greensboro.
- James E. Evans (1971), Professor, English. B.A., UNC at Chapel Hill; M.A., Ph.D., Pennsylvania.
- Marilyn L. Evans (1973), Associate Professor, School of Nursing. B.S., Skidmore College; M.Ed., Teachers College, Columbia; Ph.D., UNC at Chapel Hill.
- Richard H. Fabiano (1996), Associate Professor, Mathematical Sciences. B.S., St. Joseph's; M.S., Ph.D., Virginia Tech.
- John Fadiat (1998), Assistant Professor, School of Music. B.M., NC School of the Arts; M.M., Eastman; D.M.A., University of Maryland.
- Mark L. Failla (1991), Professor, Nutrition and Foodservice Systems. B.S., St. Francis College; M.S., Ph.D., Indiana.
- Pat Fairfield (1999), Lecturer, Communication. M.A., UNC Greensboro.
- Michael F. Farona (1990), Professor, Chemistry & Biochemistry. B.S., Western Reserve; M.Sc., Ph.D., Ohio State.
- David A. Fein (1976), Professor, Romance Languages. B.A., Brown; Ph.D., Cornell.
- Joyce G. Ferguson (1994), Lecturer, Communication. B.A., Wake Forest; M.Ed., UNC Greensboro.
- Sally Ann H. Ferguson (1990), Associate Professor, English. B.A., Norfolk State; M.A., Ph.D., Ohio State.
- Charles Daniel Fisher (1999), Lecturer, Sociology. B.A., Upsala College; M.A., Long Island University; Ph.D., Iowa State University.
- Thomas K. Fitzgerald (1970), Professor, Anthropology. B.A., UNC at Chapel Hill; M.A., Stanford; Ph.D., UNC at Chapel Hill.
- Anne C. Fletcher (1996), Assistant Professor, Human Development and Family Studies. B.A., Haverford; Ph.D., Temple.
- Mary B. Floyd (1983), Associate Professor, History. B.A., Wilmington College; M.A., Ball State; Ph.D., Indiana.
- Perry F. Flynn (1994), Lecturer, Communication Sciences & Disorders. B.S., M.Ed., UNC Greensboro.
- Stephen T. Flynn (1992), Lecturer, Political Science. Assistant Director, International Programs. B.A., Oregon State College; M.A., George Washington.
- R. Mitchell Fore (1994), Technical Director/Lecturer, Dance. B.A., University of Richmond; M.F.A., Wayne State.
- Nancy B. Foster (1978), Lecturer, Curriculum and Instruction. Assistant Project Coordinator, Learning Resources Center. B.S.H.E., M.L.S., UNC Greensboro.
- Anthony N. Fragola (1985), Professor, Broadcasting and Cinema, Department Head. B.A., Columbia; M.A., UNC at Chapel Hill; M.P.W., Southern California.
- Marilyn Friend (1999), Professor, Specialized Education Services, Department Chair. B.S., Butler University; M.S., Ph.D., Indiana University.
- Michael Frierson (1989), Associate Professor, Broadcasting and Cinema. B.A., M.A., UNC Greensboro; Ph.D., Michigan.
- Christopher P. Frost (1986), Lecturer, Master of Arts in Liberal Studies. B.A., Wake Forest; M.A., Trinity College; Ph.D., Cincinnati.
- Cindy J. Fuller (1995), Assistant Professor, Nutrition and Foodservice Systems. B.S., University of Texas-Southwestern; Ph.D., Cornell.
- Jill Fuller (2000), Assistant Professor, Sociology. B.S., Presbyterian College; M.A., Ph.D., Virginia.
- Julie Funderburk (2000), Lecturer, English. B.A., UNC at Chapel Hill; M.F.A., UNC Greensboro.
- Gary Gadbury (1998), Assistant Professor, Mathematical Sciences. B.S., Southern Illinois University; M.S., University of Colorado-Denver; Ph.D., Colorado State University.
- John Gamble (1985), Professor, Dance.
- Richard Gantt (1987), Lecturer, Art. B.C.A., UNC at Charlotte; M.F.A., UNC Greensboro.
- Vidyaranya B. Gareya (1993), Assistant Professor, Information Systems and Operations Management. B. Tech., Andhra University (India); P.G.D.M., Indian Institute of Management (India); Ph.D., Georgia State.
- Robert E. Gatten, Jr. (1978), Professor, Biology, Associate Dean, College of Arts & Sciences. B.S., M.A., Biology of William and Mary; Ph.D., Michigan.
- Robert R. Gerhart, III (1973), Associate Professor, Art. B.F.A., Pratt Institute; M.F.A., Temple.
- Mary Ellis Gibson (1978), Professor, English. B.A., UNC at Chapel Hill; M.A., Ph.D., Chicago.
- Diane Gill (1987), Professor, Exercise and Sport Science. B.S., SUNY at Cortland; M.S., Ph.D., Illinois.
- Nancy Gladwell (1994), Associate Professor, Recreation, Parks, and Tourism. B.S., M.S., West Virginia; Re.D., Indiana.
- Allan H. Goldfarb (1987), Professor, Exercise and Sport Science. B.S., Brooklyn College; M.Ed., Ph.D., Temple.
- Bert A. Goldman (1965), Professor, Curriculum and Instruction. B.A., Maryland; M.Ed., UNC at Chapel Hill; Ed.D., Virginia.
- Carl Goldstein (1971), Professor, Art. B.A., Brooklyn College; M.A., Ph.D., Columbia.
- H. L. Goodall, Jr. (1995), Professor, Communication, Department Head. B.A., Shepherd College; M.A., UNC Chapel Hill; Ph.D., Pennsylvania State.
- William O. Goode (1974), Associate Professor, Romance Languages. B.A., Washington and Lee; M.A., Ph.D., Duke.
- Mark D. Gottsegen (1976), Associate Professor, Art. B.A., Rochester; M.F.A., Boston University.
- Daniel Gould (1988), Professor, Exercise and Sport Science. B.S., SUNY at Brockport; M.S., Washington; Ph.D., Illinois.
- Melanie Gouzoules (1997), Lecturer, Biology. B.S., M.S., Queen's University (Canada).
- Maureen Grasso (1992), Associate Professor, Textile Products Design & Marketing. Associate Dean, Graduate School. B.S., Utah State; M.S., Cornell; Ph.D., Tennessee-Knoxville.
- Jill Green (1993), Associate Professor, Dance. B.S., Brooklyn College; M.A., New York; Ph.D., Ohio State.
- Nancy Green (1999), Assistant Professor, Mathematical Sciences. B.A., North Carolina State University; M.A., UNC at Chapel Hill; M.S., University of Pennsylvania; Ph.D., University of Delaware.
- Kirstin L. Greenlaw (1997), Lecturer, School of Music. B.M., DePauw; M.M., Florida State.
- Kelley E. Griffith (1968), Associate Professor, English, Director, Honors Program. B.A., Wake Forest; M.A., Ph.D., Pennsylvania.
- Robert J. Griffiths (1986), Associate Professor, Political Science. B.S., Vermont; M.S., Ph.D., Connecticut.
- Veronica Grossi (1997), Assistant Professor, Romance Languages. B.A., M.A., Ph.D., Texas.
- Maxine Grossman (1998), Assistant Professor, Religious Studies. A.B., Duke; M.A., Ph.D., Pennsylvania.
- H. William Gruchow (1988), Professor, Public Health Education, and Director, Institute for Health, Science, and Society. B.S., M.S., Ph.D., Wisconsin at Madison.
- Nur D. Gryskiewicz (1986), Associate Professor, Business Administration. M.Sc., Hacettepe (Turkey); Ph.D., London (England).
- John M. Gulley (1995), Assistant Professor, Theatre. B.A., Wake Forest; M.F.A., Wisconsin-Madison.
- Amanda Gunn (1999), Lecturer, Communication. B.S., Appalachian State University; M.A., UNC Greensboro.
- Martha E. Gustavson (2000), Lecturer, School of Nursing. B.S.N., UNC at Chapel Hill; M.S.N., UNC Greensboro.

## UNIVERSITY HISTORY, OFFICERS, & FACULTY

- Robert E. Guttentag (1986), Professor, Psychology. B.Sc., Toronto; M.A., Ph.D., Denver.
- Robert H. Gutter (1988), Professor, School of Music. B.M., M.M., Yale.
- Alice E. Haddy (1994), Associate Professor, Chemistry & Biochemistry. B.S., M.S., Ph.D., Michigan.
- Gaylord T. Hageseth (1965), Professor, Physics and Astronomy. B.S., UNC at Chapel Hill; M.S., Ph.D., Catholic University of America.
- Steve Haines (1999), Lecturer, School of Music. B.M., St. Francis Xavier; M.M., University of North Texas.
- Deborah C. Hancock (1985), Clinical Instructor, School of Nursing. B.S.N., Clemson; M.N., Florida.
- Robert C. Hansen (1986), Professor, Theatre. B.A., Minnesota; B.S., Florida State; Ph.D., Minnesota.
- J. William Harden (1998), Assistant Professor, Accounting. B.B.A., North Georgia; M.S., Georgia State; Ph.D., Kentucky.
- Marian E. Harrison (1992), Academic Professional Associate Professor, Nutrition and Foodservice Systems. B.S., M.S., Virginia Polytechnic Institute and State University.
- Eloise M. Hassell (1989), Lecturer, Business Administration. B.A., UNC at Chapel Hill; J.D., Wake Forest.
- Charles E. Headington (1986), Lecturer, Religious Studies. B.A., Wheaton College; M.Div., Princeton; A.M., Ph.D., Chicago Divinity School.
- W. Floyd Heiney, Jr. (1986), Clinical Professor, Psychology. A.B., Butler; M.A., Ohio State; Ph.D., Georgia.
- Mary Jo Helters (1994), Clinical Assistant Professor, School of Nursing. B.S.N., Maryland-Baltimore; M.S.N., Texas at Austin.
- Edward H. Hellen (1994), Lecturer, Physics and Astronomy. B.S., University of Wisconsin - Madison; M.S., Ph.D., University of Michigan - Ann Arbor.
- Glenn L. Helms (1983), Associate Professor, Accounting. B.S., UNC at Chapel Hill; M.S., Illinois State; Ph.D., Houston; C.P.A., State of North Carolina.
- Mary W. Helms (1979), Professor, Anthropology. B.A., Pennsylvania State; M.A., Ph.D., Michigan.
- Heather Helms-Erikson (2000), Assistant Professor, Human Development and Family Studies. B.A., Messiah College; M.S., University of Maryland; Ph.D., Penn State University.
- Herbert T. Hendrickson (1968), Associate Professor, Biology. B.S., Ph.D., Cornell.
- Vincent C. Henrich (1990), Associate Professor, Biology. B.S., Notre Dame; M.Sc., Ph.D., Ohio State.
- Mark Hens (1996), Assistant Professor, Biology. B.A., Hiram College; Ph.D., Medical University of South Carolina.
- Gay S. Hensley (1993), Lecturer, Theatre. B.A., M.F.A., UNC Greensboro.
- Harvey B. Herman (1969), Professor, Chemistry & Biochemistry. B.S., Polytechnic Institute of Brooklyn; Ph.D., Syracuse.
- David G. Herr (1973), Associate Professor, Mathematical Sciences. B.E.E., M.S., Georgia Institute of Technology; Ph.D., UNC at Chapel Hill.
- Charlotte A. Herrick (1996), Professor, School of Nursing. B.S.N., Columbia Presbyterian School of Nursing; M.A., University of Illinois at Springfield; M.S.N., Southern Illinois at Edwardsville; Ph.D., Southern Illinois at Carbondale.
- Julia A. Hersberger (1996), Assistant Professor, Library and Information Studies. B.A., M.L.S., Indiana.
- Anne Hershey (1998), Julia Taylor Morton Professor, Biology, Department Head. B.S., East Carolina University; M.S., Ph.D., North Carolina State University.
- Gerald L. Hershey (1976), Professor, Information Systems and Operations Management, Department Head. B.S., Shippensburg State College; M.S., Ph.D., Indiana.
- Benton Hess (1994), Marion Stedman Covington Distinguished Professor, School of Music. B.M., New England Conservatory.
- Linda L. Hestenes (1995), Assistant Professor, Human Development and Family Studies. B.A., U of California at Santa Barbara; M.S., Ph.D., Purdue.
- Anne Hickling (1996), Assistant Professor, Psychology. B.A., Stanford; M.A., Ph.D., Michigan.
- John J. Hidore (1980), Professor, Geography. B.A., State College of Iowa; M.A., Ph.D., State University of Iowa.
- Alice Hill (1985), Lecturer, Romance Languages. B.A., Meredith; M.Ed., UNC Greensboro.
- J. Scott Hinkle (1987), Associate Professor, Counseling and Educational Development. B.S., Pembroke State; M.Ed., Ball State; Ph.D., Florida State.
- Virginia A. Hinton (1993), Associate Professor, Communication Sciences and Disorders. B.S., Tennessee; M.A., Northwestern; Ph.D., Iowa.
- Christopher T. Hodgkins (1991), Associate Professor, English. B.A., University of the Pacific; M.A., Ph.D., Chicago.
- Hope H. Hodgkins (1992), Lecturer, English. B.A., Wheaton College; M.A., Ph.D., Chicago.
- Joshua Hoffman (1973), Professor, Philosophy. B.A., Trinity College; Ph.D., Brandeis.
- Shirley J. Hoffman (1985), Professor, Exercise and Sport Science. B.S., King's College; M.A., Ed.D., Columbia.
- Lowell T. Hoisington (1999), Lecturer, Art. B.A., B.F.A., M.F.A., UNC Greensboro.
- Catherine D. Holderness (1997), Lecturer, Business Administration; Associate Director of MBA Student Services. B.A., California State; M.A., Nevada; Ed.D., UNC Greensboro.
- David Holian (2000), Assistant Professor, Political Science. B.S., Northwestern University; M.A., Loyola University; Ph.D., Indiana University.
- David Holley (1992), Assistant Professor, School of Music. B.M.E., Furman; M.M., Texas.
- Lisa Holmes (2000), Assistant Professor, Political Science. B.A., Haverford College; Ph.D., Duke University.
- Margaret L. Horton (1984), Lecturer, Biology. B.S., Guilford College; M.A., UNC Greensboro.
- Keith A. Howell (1982), Professor, Public Health Education. B.S., Pikeville College; M.A., Eastern Kentucky; Ph.D., Toledo.
- Tracey H. Howell (1998), Lecturer, Mathematical Sciences. B.A., M.A., UNC Greensboro.
- Marj D. Howison (1994), Lecturer, Theatre. B.F.A., Kent State; M.F.A., Carnegie-Mellon.
- Martha B. Hudson (196), Visiting Assistant Professor, Educational Leadership and Cultural Foundations. B.A., M.A., UNC Greensboro; M.S., N.C. & T State University; Ed.D., UNC Greensboro.
- Claire Hughes (1999), Lecturer, Curriculum and Instruction and Specialized Education Services. B.A., M.A., University of New Mexico; Ed.S., College of William and Mary.
- John A. Humphrey (1972), Professor, Sociology. B.A., St. Anselm's College; M.A., Ph.D., New Hampshire.
- R. R. Hunt (1977), Professor, Psychology. B.A., College of William and Mary; M.A., Wake Forest; Ph.D., New Mexico.
- Andrea Gail Hunter (1999), Associate Professor, Human Development and Family Studies. B.A., Spelman College; M.S., Ph.D., Cornell University.
- Phyllis Hunter (1996), Assistant Professor, History. B.A., Radcliffe; M.A., University of South Florida; Ph.D., William and Mary.
- Elisabeth P. Hurd (1991), Associate Professor, Social Work. B.A., Harvard; M.S., Case Western Reserve; Ph.D., Chicago.
- Pamela J. Innes (1999), Assistant Professor, Anthropology. B.A., Bryn Mawr College; M.A., Ph.D., University of Oklahoma.
- D. Michelle Irwin (1978), Associate Professor, Curriculum and Instruction. B.A., Ph.D., Minnesota.
- Lakshmi S. Iyer (1999), Assistant Professor, Information Systems and Operations Management. B.E., Bangalore University (India); M.S., Alabama; Ph.D., Georgia.
- Venkataraman M. Iyer (1999), Assistant Professor, Accounting. B.Com., University of Bombay (India); Ph.D., Georgia.
- Julia R. Jacks (1995), Assistant Professor, Psychology. B.A., Hope College; Ph.D., University of Wisconsin-Madison.
- Channelle D. James (1996), Lecturer, Business Administration. Assistant Director of Undergraduate Student Services. B.S., M.P.A., Western Carolina.
- Katherine M. Jamieson (1999), Assistant Professor, Exercise & Sport Science. B.S., M.S., California State University; Ph.D., Michigan State University.
- John L. Jellicoise (1974), Professor, Broadcasting and Cinema. B.A., Tennessee; Ph.D., Northwestern.
- John K. Jezorek (1970), Professor, Chemistry & Biochemistry. B.S., Loyola; Ph.D., Delaware.
- Judy E. Johnson (1981), Lecturer, Business Administration. Director of Administrative and Fiscal Affairs, Bryan School of Business and Economics. B.S., M.B.A., UNC Greensboro.
- Eric R. Johnston (1993), Associate Professor, Chemistry & Biochemistry. B.A., Amherst College; Ph.D., University of California-San Diego.
- Francine R. Johnston (1995), Assistant Professor, Curriculum and Instruction. B.S., James Madison; M.Ed., Ed.D., University of Virginia.
- Timothy D. Johnston (1982), Professor, Psychology, Department Head. B.S., Edinburgh (Scotland); M.S., Wisconsin; Ph.D., Connecticut.

- Janine Jones (1999), Assistant Professor, Philosophy. B.A., Barnard; Ph.D., UCLA.
- Wendy Jones-Worden (1995), Lecturer, Romance Languages. B.A., UNC Greensboro; M.A., Bowling Green State.
- G. Donald Jud (1971), Professor, Business Administration. B.A., M.B.A., Texas at Austin; Ph.D., Iowa.
- Gerald A. Juhnke (1992), Associate Professor, Counseling and Educational Development. B.A., Michigan State; M.A., Central Michigan; Ed.D., Western Michigan.
- Paula R. Kaiser (1987), Lecturer, Business Administration. B.A. Kentucky Wesleyan; M.S., Ed.D., Indiana.
- Michael Kane (2000), Assistant Professor, Psychology.
- Scott L. Karakas (1999), Lecturer, Art. B.A., M.A., University of Minnesota - Twin Cities.
- Virginia B. Karb (1978), Associate Professor/Associate Dean, School of Nursing. B.S.N., West Virginia; M.S.N., Case Western Reserve; Ph.D., UNC at Chapel Hill.
- William B. Karper (1978), Associate Professor, Exercise and Sport Science. B.S., East Stroudsburg State College; M.S., Kean College of New Jersey; Ed.D., New York.
- Jeffrey A. Katula (1999), Assistant Professor, Exercise & Sport Science. B.A., Augustana College; M.A., Loyola University; Ph.D., University of Illinois.
- Karen S. Katula (1993), Associate Professor, Biology. B.A., Miami; Ph.D., Northwestern.
- Lucinda J. Kaukas (1997), Assistant Professor, Housing and Interior Design. B.A., New York-Plattsburg; B.F.A., M.A., Virginia Commonwealth.
- Susan P. Keane (1983), Professor, Psychology. B.S., King's College; M.A., Fairleigh Dickinson; Ph.D., Purdue.
- Marilyn Allen Kearnes (1999), Lecturer, Theatre. B.A., Lake Erie College.
- Jennifer Keith (1997), Assistant Professor, English. B.A., Rollins College; Ph.D., Emory.
- Martha A. Keith (1978), Lecturer, Mathematical Sciences. B.A., M.A., UNC Greensboro.
- Peter M. Kellett (1994), Associate Professor, Communication. B.A., Sheffield City Polytechnic; M.S., Ph.D., Southern Illinois.
- Robert L. Kelly (1968), Associate Professor, English. B.A., St. Benedict's College; M.A., Kansas; Ph.D., Oregon.
- Paul Kelter (1999), Marie Foscue Rourke Professor, Chemistry and Biochemistry. B.S., City College - City University of New York; Ph.D., University of Nebraska at Lincoln.
- Laurie M. Kennedy-Malone (1990), Associate Professor, School of Nursing. B.S., Worcester State; M.S., Lowell; Ph.D., Texas at Austin.
- Lynn W. Kernodle (1987), Lecturer, Curriculum and Instruction. A.B., Greensboro College; M.Ed., Duke; Ph.D. UNC Greensboro.
- Cynthia J. Khanlarian (1997), Lecturer, Accounting. B.A., Converse College; M.S., UNC Greensboro.
- Karen L. Kilcup (1996), Professor, English. B.A., Wellesley; M.A., Ph.D., Brandeis.
- Linda S. Kilgariff (1970), Instructor, Mathematical Sciences. B.A., M.A., UNC Greensboro.
- Charles J. Kim (1990), Professor, Textile Products Design & Marketing. B.S., Seoul National University (Korea); M.S., Georgia Institute of Technology; Ph.D., Clemson.
- Jennifer King (1998), Lecturer, Biology. B.S., Guilford College; M.Ed., UNC Greensboro.
- John L. King (1974), Associate Professor, Philosophy. B.A., M.A., Ph.D., Wisconsin.
- Karen King (1976), Associate Professor, Public Health Education. B.S., M.S., Slippery Rock State College; Ph.D., Pennsylvania State.
- Robert B. King (1992), Lecturer, School of Music. B.A., Furman; M.S.M., Union Theological - NY; Prix de Virtuosite, Schola Cantorum (Paris).
- George A. Kiropes (1965), Professor, School of Music. B.M., M.M., Peabody Conservatory; D.M.A., Boston.
- H. T. Kirby-Smith, Jr. (1967), Associate Professor, English. B.A., University of the South; M.A., Harvard.
- Bruce K. Kirchoff (1986), Associate Professor, Biology. B.G.S., M.S., Michigan; Ph.D., Duke.
- Bradley L. Kirkman (1996), Assistant Professor, Business Administration. B.A., UNC at Chapel Hill; M.B.A., UNC Greensboro; Ph.D., UNC at Chapel Hill.
- Grace E. Kissling (1986), Professor, Mathematical Sciences, Interim Department Head. B.S., Georgia Institute of Technology; Ph.D., UNC at Chapel Hill.
- Janice G. Knapp (1996), Lecturer, Information Systems and Operations Management. B.A., Oakland; M.S., Ferris State.
- David B. Knight (1967), Professor, Chemistry & Biochemistry. B.S., M.A., Louisville; Ph.D., Duke.
- Joanne A. Koehler (1980), Lecturer, Mathematical Sciences. B.A., UNC Greensboro; M.A.T., UNC at Chapel Hill.
- Ph. P. Koenig (1962), Associate Professor, Romance Languages. B.A., Aix-Marseille (France); M.A., UNC at Chapel Hill; Docteur d'Université, Toulouse (France).
- Kathleen M. Koestler (1965), Associate Professor, Romance Languages. B.A., Sweet Briar College; M.A., Bryn Mawr College; Ph.D., Duke.
- Eileen M. Kohlenberg (1985), Associate Professor, School of Nursing, Assistant Dean. B.S., B.S.N., Morningside College; M.S.N., Ph.D., Texas at Austin.
- Randy B. Kohlenberg (1985), Associate Professor, School of Music. B.M.E., Texas Lutheran; M.A., West Texas State; Ph.D., Oklahoma.
- Beatrice Kovacs (1985), Associate Professor, Library and Information Studies. B.A., Syracuse; M.L.S., Rutgers; D.L.S., Columbia.
- Jeanine H. Krasley (1996), Lecturer, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- Timothy Krebs (1998), Assistant Professor, Political Science. B.A., Loyola Marymount College; M.A., Ph.D., Loyola University - Chicago.
- Colleen E. Kriger (1993), Associate Professor, History. B.A., Portland State University; M.A., Ph.D., York University, Toronto.
- Heidi V. Krowchuk (1990), Associate Professor, School of Nursing. B.S.N., M.S., Michigan; Ph.D., Case Western Reserve.
- Derek Krueger (1991), Associate Professor, Religious Studies. A.B., Amherst College; M.A., Ph.D., Princeton.
- Thomas Kwapiil (1997), Assistant Professor, Psychology. B.S., Louisiana State; M.A., Ph.D., Wisconsin.
- Elizabeth P. Lacey (1978), Professor, Biology. B.A., Colorado; M.S., Ph.D., Michigan.
- Dennis Lajeunesse (2000), Assistant Professor, Biology. B.A., Lehigh University; Ph.D., Johns Hopkins.
- Coral P. Lambert (2000), Lecturer, Art. B.F.A., Canterbury School of Art - Kent (England); M.F.A., Manchester Metropolitan University (England).
- C. Thomas Lambeth (1986), Associate Professor, Housing and Interior Design, Department Chair. B.P.D., M.L.A., North Carolina State.
- Frank P. Land (1979), Associate Professor, Business Administration, Associate Director of the Center for Global Business Education and Research. B.A., J.D., Colorado; M.B.A., Maryland.
- Bruce M. Landman (1988), Professor, Mathematical Sciences. B.A., CUNY; M.A., SUNY at Binghamton; Ph.D., Virginia Polytechnic Institute and State University.
- Roberta C. Lane (1999), Lecturer, School of Nursing. B.A., University of Michigan; B.S., Cornell; M.P.H., UNC at Chapel Hill; P.N.P., Massachusetts General Hospital.
- Garrett W. Lange (1981), Professor, Human Development and Family Studies. B.A., West Virginia Wesleyan College; M.A., New Hampshire; Ph.D., Pennsylvania State.
- Robert E. Langenfeld (1986), Associate Professor, English. B.A., Miami; M.A., Ph.D., Arizona State.
- Carl Lashley (1998), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., M.A., West Virginia University; Ed.D., Indiana University.
- Lyn Lawrence (1985), Associate Professor, Public Health Education, Associate Dean, School of Health and Human Performance. B.Ed., B.Sc., Sydney (Australia); M.S., Ph.D., Illinois.
- P. S. Lawrence (1970), Associate Professor, Psychology. B.S., Maryland; Ph.D., Arizona State.
- Stephen Layson (1978), Associate Professor, Economics. B.A., Indiana; Ph.D., Chicago.
- Suzanne M. Lea (1983), Associate Professor, Mathematical Sciences. B.A., Rice; M.S., Ohio State; M.S., UNC at Chapel Hill; Ph.D., Duke.
- Carl Leafstedt (1998), Assistant Professor, School of Music. B.A., Williams College; Ph.D., Harvard.
- Gerald V. Leahy (1991), Lecturer, Sociology. B.A., Loyola; M.A., Interamerican (Puerto Rico).
- Billy Lee (1984), Professor, Art. B.F.A., Birmingham College of Art and Design (England); M.A., Royal College of Art (England); Fellow, M.I.T. Center for Advanced Visual Studies.
- Carla LeFevre-Milholin (1989), Associate Professor, School of Music. B.M., Central Missouri; M.A., Ph.D., Iowa.

UNIVERSITY HISTORY, OFFICERS, & FACULTY

- Betsy B. Lehman (1984), Clinical Assistant Professor, School of Nursing, B.S.N., Duke; M.S.P.H.N., UNC at Chapel Hill.
- Jo R. Leimenstoll (1983), Professor, Housing and Interior Design. B.F.A., UNC at Chapel Hill; M.Arch., North Carolina State.
- Esther M. Leise (1991), Associate Professor, Biology. B.S., Maryland; Ph.D., Washington.
- Dianne J. Leonard (1975), Visiting Assistant Professor, School of Nursing. B.S.N., Bob Jones; M.S.N., UNC Greensboro; Ed.D., Teachers College, Columbia University.
- Jay Lemnertson (1998), Assistant Professor, Geography. B.A., Southern Connecticut State University; M.S., Ph.D., University of Wisconsin-Milwaukee.
- Jarrett Leplin (1971), Professor, Philosophy. B.A., Amherst; M.A., Ph.D., Chicago.
- John J. Lepri (1989), Associate Professor, Biology. B.S., Michigan; M.S., Central Missouri State; Ph.D., NC State.
- Candace Leuck (1994), Lecturer, Accounting. B.S., South Carolina at Spartanburg; M.P.A., Clemson.
- Barbara B. Levin (1993), Associate Professor, Curriculum and Instruction. B.A., Berkeley; M.S., University of Wisconsin; Ph.D., Berkeley.
- Danielle K. Levine (1988), Lecturer, Romance Languages. B.A., Strasburg; M.A., UNC Greensboro.
- Henry S. Levinson (1982), Professor, Religious Studies. B.A., Stanford; M.A., Ph.D., Princeton.
- Carol MacKinnon Lewis (1984), Associate Professor, Human Development and Family Studies; Director, Center for the Study of Social Issues. B.S., Old Dominion; M.S., Ph.D., Georgia.
- Michael E. Lewis (1988), Associate Professor, Geography. B.S., M.S., Oregon State; Ph.D., Oklahoma.
- Dennis P. Lewis (1984), Associate Professor, Economics. B.A., Virginia; M.S., Ph.D., Carnegie-Mellon.
- Laura R. Linder (1996), Assistant Professor, Broadcasting and Cinema. B.A., M.A., UNC Greensboro; Ph.D., UNC at Chapel Hill.
- Elizabeth W. Lindsey (1994), Associate Professor, Social Work. B.A., UNC at Chapel Hill; M.S.W., Ph.D., Georgia-Athens.
- Albert N. Link (1982), Professor, Economics. B.S., Richmond; Ph.D., Tulane.
- William A. Link (1981), Professor, History, Department Head. B.A., Davidson College; M.A., Ph.D., University of Virginia.
- Ellen C. Linton (1973), Instructor, School of Music. B.M., Oberlin; M.M., New England Conservatory.
- Amy Lixl-Purcell (1988), Assistant Professor, Art. B.F.A., Alfred; M.F.A., Rutgers.
- Andrea Lixl (1987), Professor, German and Russian, Department Head. B.S., M.A., Ph.D., Wisconsin.
- John R. Locke (1982), Professor, School of Music. B.M., M.M., West Virginia; Ed.D., University of Illinois.
- Mary M. Lockley (1990), Lecturer, Information Systems and Operations Management. B.S., M.A., UNC Greensboro.
- Cheryl A. Logan (1974), Professor, Psychology. B.A., Southern Methodist; Ph.D., California at San Diego.
- Julian Lombardi (1986), Associate Professor, Biology. B.A., Dowling College; M.S., Ph.D., Clemson.
- Andrew F. Long, Jr. (1967), Associate Professor, Mathematical Sciences. B.S.E.E., M.S., West Virginia; Ph.D., Duke.
- Daniel C. Longenecker (1998), Clinical Assistant Professor, School of Nursing. B.S.N., UNC at Chapel Hill; M.S.N., Duke.
- George Loo (1990), Associate Professor, Nutrition and Foodservice Systems. B.S., Georgia; M.S., Ph.D., Tennessee.
- William P. Love (1970), Assistant Professor, Mathematical Sciences. B.S., M.S., Ph.D., Florida State.
- Kay Ann Lovelace (1995), Assistant Professor, Public Health Education. B.A., M.P.H., Ph.D., UNC at Chapel Hill.
- Cheryl A. Lovelady (1992), Associate Professor, Nutrition and Foodservice Systems. Director, Didactic Program in Dietetics. B.S., California State at Chico; M.P.H., California at Berkeley; Ph.D., California at Davis.
- Kevin B. Lowe (1996), Assistant Professor, Business Administration. B.S.C., Louisville; M.B.A., Stetson; Ph.D., Florida International.
- Stephen R. Lucas (1971), Professor, Business Administration. B.S., M.A., Ph.D., Ohio State.
- David A. Ludwig (1984), Professor, Mathematical Sciences. B.A., Mt. Union College; M.S., Ph.D., Iowa State.
- Paul Luebke (1976), Associate Professor, Sociology. B.A. Valparaiso; Ph.D., Columbia.
- Richard M. Luecht (1999), Professor, Educational Research Methodology, Interim Department Chair. B.S., Carroll College; M.S., Ph.D., University of Wisconsin.
- Irving Lugo (1992), Clinical Professor, Psychology. B.S., M.D., Puerto Rico.
- John H. Lundin (1997), Assistant Professor, Information Systems and Operations Management. B.S.B.A., M.B.A., Denver; Ph.D., Texas at Arlington.
- Emily Y. Lutz (1988), Clinical Associate Professor, School of Nursing. B.S.N., UNC at Chapel Hill; M.S., Oklahoma.
- Charles A. Lyman (1964), Professor, School of Music. B.A., Elon College; M.A., New York.
- William Magee (1998), Visiting Associate Professor, Religious Studies. B.A., Lynchburg College; M.A., Ph.D., University of Virginia.
- John T. Maggio (1973), Associate Professor, Art. B.F.A., M.F.A., Carnegie-Mellon; T.M.P., Tamarind Institute.
- Lyn B. Manhoff (1996), Lecturer, Communication Sciences and Disorders. B.A., M.A., UNC Greensboro.
- Jennifer Mansfield-Jones (1997), Lecturer, Biology. B.A., Cornell; Ph.D., University of Michigan.
- Nancy B. Maree (1991), Visiting Assistant Professor, School of Nursing, Diploma NC Baptist Hospital School of Nursing; Certificate in Anesthesia, NC Baptist Hospital School of Nursing; B.S., Guilford College; M.S., Wake Forest.
- William T. Markham (1980), Professor, Sociology. B.A., Baylor; M.A., Ph.D., Texas at Austin.
- Carol Marsh (1978), Professor, School of Music. B.A., Stanford; M.A., Harvard; Ph.D., City University of New York.
- Victoria Martin (1996), Visiting Assistant Professor, Romance Languages. B.A., M.A., University of Mississippi; Ph.D., UNC at Chapel Hill.
- Thomas J. Martinek (1976), Professor, Exercise and Sport Science. B.S., North Dakota; M.S., George Williams College; Ed.D., Boston.
- Jack F. Masarie (1972), Associate Professor, School of Music. B.M., Juillard School of Music; M.M., Bowling Green State.
- Novem M. Mason (1990), Professor, Housing and Interior Design. B.Arch., North Carolina State; M.F.A., East Carolina.
- Catherine E. Matthews (1992), Associate Professor, Curriculum and Instruction. B.S., Oregon State; M.A., Ph.D., Kansas.
- Marilyn May Lombardi (1987), Associate Professor, English. B.A., M.A., Ph.D., UCLA.
- S. Cris Mayo (1998), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., State University of New York at Albany; M.A., Ph.D., University of Illinois.
- Traci A. May-Plumlee (1991), Assistant Professor, Textile Products Design & Marketing. B.S., Kansas State; M.S., Arizona State; Ph.D., North Carolina State.
- Paul M. Mazgaj (1978), Associate Professor, History. B.S., M.A., Illinois; Ph.D., Iowa.
- Mark A. Mazzatenta (1987), Lecturer, School of Music. B.M., UNC Greensboro; M.M., Florida State.
- Gregory McAvoy (1995), Assistant Professor, Political Science. B.A., Pomona College; Ph.D., Minnesota.
- Frank L. McCarty (1976), Associate Professor, School of Music. A.B., San Diego State College; M.M., Southern California; Ph.D., California at San Diego.
- Cort A. McClaren (1985), Associate Professor, School of Music. B.M.E., M.M.E., Wichita; Ph.D., Oklahoma.
- Terrance C. McConnell (1976), Professor, Philosophy. B.A., Wittenberg; Ph.D., Minnesota.
- Francis J. McCormack (1967), Professor, Physics and Astronomy. B.S., Spring Hill College; Ph.D., Florida State.
- Vicki McCready (1983), Lecturer, Communication Sciences and Disorders. B.A., Alabama; M.A., Western Reserve.
- Donald McCrickard (1975), Associate Professor, Economics, Associate Dean, Bryn Mawr School of Business and Economics. B.A., Ph.D., UNC at Chapel Hill.
- Eleanor F. McCrickard (1976), Professor, School of Music. B.A., B.M., Birmingham-Southern College; M.M., Michigan; Ph.D., UNC at Chapel Hill.
- Kenneth E. McCullough (1994), Assistant Professor, Dance. B.A., NC School of the Arts; M.F.A., UNC Greensboro.
- Gail McDonald (1992), Assistant Professor, English. B.A., Texas; M.A., Ph.D., Pennsylvania.
- Russ McDonald (1992), Professor, English. B.A., Duke; M.A., Ph.D., Pennsylvania.

- Martha R. McEnally (1980), Associate Professor, Business Administration. B.A., Duke; M.B.A., UNC at Chapel Hill; Ph.D., Texas at Austin.
- Michael K. McIntosh (1989), Associate Professor, Nutrition and Foodservice Systems. B.S., Ohio; M.S., Alberta; Ph.D., Georgia.
- Constance L. McKay (1999), Assistant Professor, School of Music. B.M., Oberlin College Conservatory of Music; M.M., Ph.D., UNC Greensboro.
- Kenneth McLeod (1996), Lecturer, Business Administration. B.A., New Hampshire; M.S., American.
- Anna Pam McLin (1986), Lecturer, Romance Languages. Dip. Mag., Instituto Magistrale (Italy); Laurea, Algi Studi (Italy).
- Norwood McMillan (1997), Visiting Assistant Professor, Business Administration; B.S., Guilford College; M.S.B.E., UNC Greensboro; Ph.D., Virginia Polytechnic.
- Randall J. McMullen (1991), Associate Professor, Theatre. B.S., Colorado State; M.A., Missouri; M.F.A., UNC Greensboro.
- Linda J. McNeal (1988), Clinical Associate Professor, School of Nursing. B.S.N., M.S.N., Ph.D., UNC Greensboro.
- Laura L. McQueen (2000), Lecturer, School of Nursing. B.S.N., M.S.N., Hampton University.
- Gerald W. Meisner (1970), Associate Professor, Physics and Astronomy. B.A., Hamilton College; Ph.D., California-Berkeley.
- Frank T. Melton (1967), Professor, History. B.A., University of the South; M.A., Vanderbilt; Ph.D., Wisconsin.
- B. D. Meyers (1970), Associate Professor, Political Science. B.A., SUNY at Binghamton; M.A., Boston University; Ph.D., UCLA.
- Karen L. Meyers (1975), Lecturer, English. B.A., Douglass College; M.A., UNC Greensboro.
- Benton E. Miles (1971), Professor, Business Administration, Department Head. B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., Ohio State.
- Carla K. Miller (1997), Assistant Professor, Nutrition and Foodservice Systems. B.S., Samford; M.Ed., Vanderbilt; Ph.D., Pennsylvania State.
- Samuel D. Miller (1986), Professor, Curriculum and Instruction. A.B., Providence College; M.Ed., Rhode Island College; Ph.D., Michigan.
- Sharon U. Mims (1996), Lecturer, Human Development and Family Studies. Coordinator, Child Care Education Program. B.S., M.Ed., UNC Greensboro.
- David F. Mitchell (1971), Assistant Professor, Sociology. B.S., M.A., Ph.D., Kansas.
- Mark Moliterno (1999), Assistant Professor, School of Music. B.M., M.M., Oberlin College Conservatory of Music.
- Carolyn A. Moore (1990), Academic Professional Associate Professor, Social Work. B.S., NC A&T State; M.S.S.A., Case Western Reserve.
- Cristian Moraru (1998), Assistant Professor, English. B.A., University of Bucharest; M.A., Ph.D., Indiana University.
- Mary Y. Morgan (1981), Associate Professor, Human Development and Family Studies. B.S., Northeast Missouri State; M.Ed., Illinois; Ph.D., Missouri.
- Paul Mou (2000), Assistant Professor, Biology. B.S., Northeastern Forestry University (Harbin, China); M.S., University of Idaho; Ph.D., Cornell University.
- Joseph B. Mountjoy (1969), Professor, Anthropology, Department Head. B.A., Illinois; Ph.D., Southern Illinois.
- Paul M. Muchinsky (1993), Joseph M. Bryan Distinguished Professor, Bryan School of Business and Economics. B.A., Gettysburg College; M.S., Kansas State University; Ph.D., Purdue.
- Robert B. Muir (1966), Associate Professor, Physics and Astronomy. B.A., Maryville College; M.S., Ph.D., Tennessee.
- Jane E. Myers (1990), Professor, Counseling and Educational Development. B.A., California-Berkeley; M.R.C., Ed.S., Ph.D., Florida.
- Nancy A. Myers (1996), Assistant Professor, English. B.A., M.A., Central Missouri State; Ph.D., Texas Christian.
- Elizabeth J. Natalie (1985), Associate Professor, Communication. B.A., Central Florida; M.A., Ph.D., Florida State.
- Elizabeth S. Nelson (1999), Assistant Professor, Geography. B.S., UNC at Charlotte; M.S., Ph.D., South Carolina.
- James A. Nelson (1999), Lecturer/Spatial Analysis Lab Director, Geography. B.S., UNC at Charlotte; M.S., San Diego State.
- Nancy J. Nelson (1998), Assistant Professor, Textile Products Design & Marketing. B.F.A., Minneapolis College of Art and Design; M.A., Ph.D., University of Minnesota.
- Rosemary O. Nelson-Gray (1971), Professor, Psychology. B.S., St. Louis; Ph.D., SUNY at Stony Brook.
- Hamid R. Nemati (1997), Assistant Professor, Information Systems and Operations Management. B.S., M.B.A., Massachusetts; Ph.D., Georgia.
- John L. Neufeld (1974), Professor, Economics. B.A., Yale; Ph.D., Michigan.
- Mariana Newton (1969), Associate Professor, Communication Sciences and Disorders. B.A., M.A., Redlands; Ph.D., Northwestern.
- Judith A. Niemeier (1990), Assistant Professor, Specialized Education Services. B.A., Thomas More College; M.Ed., Xavier; Ph.D., Vanderbilt.
- Terence A. Nile (1975), Professor, Chemistry & Biochemistry, Department Head. B.Sc., M.Sc., D.Phil., Sussex (England).
- Patricia P. O'Connor (1985), Lecturer, Mathematical Sciences. B.S., UNC at Charlotte; M.A., UNC Greensboro.
- Robert J. O'Hara (1992), Visiting Assistant Professor, Biology. B.A., Massachusetts at Amherst; A.M., Ph.D., Harvard.
- Maureen E. O'Rourke (1997), Assistant Professor, School of Nursing. B.S.N., St. Joseph's College; M.S., California-San Francisco; Ph.D., UNC at Chapel Hill.
- Charles D. Orzech (1983), Associate Professor, Religious Studies, Department Head. B.A., Massachusetts; M.A., Ph.D., Chicago.
- William L. Osborne (1970), Associate Professor, Counseling and Educational Development. B.S.Ed., Ohio State; M.Ed., Ohio; Ed.D., Western Michigan.
- Sandra M. Ouellette (1991), Visiting Assistant Professor, School of Nursing, Diploma, Watts Hospital School of Nursing; Certificate in Anesthesia, NC Baptist Hospital School of Nursing; B.S., Guilford College; M.Ed., UNC Greensboro. F.A.A.N.
- Marigold A. Packheiser (1996), Clinical Assistant Professor, School of Nursing. B.S.N., Illinois; M.S.N., Post M.S.N., UNC Greensboro.
- Melissa J. Palmer (1997), Lecturer/Clinical Instructor, Communication Sciences and Disorders. B.S., M.A., UNC Greensboro.
- Marsha M. Paludan (1991), Associate Professor, Theatre. B.A., Occidental College; M.A., Illinois; Ph.D., University of Kansas.
- Liliana Paredes (1995), Assistant Professor, Romance Languages. M.A., SUNY-Stony Brook; Ph.D., Southern California.
- Hugh C. Parker (1991), Associate Professor, Classical Studies. B.A., Beloit College; M.A., Ph.D., Minnesota.
- Michael F. Parker (1992), Associate Professor, English. B.A., UNC at Chapel Hill; M.F.A., Virginia.
- B. Kay Pasley (1991), Associate Professor, Human Development and Family Studies. B.A., California State, Fresno; M.S., Ed.D., Indiana.
- Jeffrey C. Patton (1980), Professor, Geography. B.S., M.A., Bowling Green State; Ph.D., Kansas.
- Lynne G. Pearcey (1989), Professor, Dean, School of Nursing. A.D.N., Paduca Jr. College; B.S.N., M.S.N., Ph.D., Kentucky.
- Deborah A. Pelli (1987), Lecturer, Biology. B.A., Antioch College; M.A., Zurich.
- Susan L. Phillips (1999), Assistant Professor, Communication Sciences & Disorders. B.A., Avila College; M.Ed., Western Maryland College; Ph.D., University of Maryland.
- Gerald Ponder (1994), Professor, Curriculum and Instruction, Department Chair. B.A., M.S., Arkansas; Ph.D., Texas-Austin.
- Karen Poole (1996), Lecturer, Exercise and Sport Science. Cert. Ed., B.Ed., Bishop Otter College, Sussex; M.A., Appalachian State.
- Promod R. Pratap (1994), Associate Professor, Physics and Astronomy. M.S., I.I.T. Bombay (India), Ph.D., Syracuse.
- David J. Pratto (1969), Professor, Sociology, Department Head. B.A., Ph.D., Colorado.
- Sherone D. Price (1989), Lecturer, Dance. B.F.A., UNC Greensboro.
- James C. Prodan (1979), Professor, School of Music, Associate Dean, Director of Graduate Studies. B.S., Ohio State; M.M., Catholic University of America; D.M.A., Ohio State.
- Charles L. Prysby (1971), Professor, Political Science, Department Head. B.S., Illinois Institute of Technology; Ph.D., Michigan State.
- Jerry Pubantz (1992), Lecturer, Political Science. B.S.F.S., Georgetown; M.A., Ph.D., Duke.
- Regina L. Pulliam (1998), Lecturer, Public Health Education. B.S., University of Maryland at College Park; M.P.H., UNC Greensboro.
- William W. Purkey (1976), Professor, Counseling and Educational Development. B.S., M.Ed., Ed.D., Virginia.
- David E. Purpel (1972), Professor, Educational Leadership and Cultural Foundations. A.B., Tufts; M.A., Ed.D., Harvard.
- Penelope J. Pynes (1991), Lecturer, German and Russian. B.S., M.A., Alabama; Ph.D., UNC at Chapel Hill.
- Kevin M. Raedy (1997), Assistant Professor, Accounting. B.B.A., Notre Dame; M.B.A., Pennsylvania State; Ph.D., Pennsylvania State University.

## UNIVERSITY HISTORY, OFFICERS, &amp; FACULTY

- Louise F. Raleigh (1998), Lecturer, Communication Sciences & Disorders. B.S., NC A&T State University; M.Ed., UNC Greensboro.
- Randy D. Ralph (1998), Assistant Professor, Library and Information Studies. B.A., Rutgers, M.L.I.S., UNC Greensboro; M.S., Ph.D., University of Delaware.
- Bennett H. Ramsey (1990), Associate Professor, Religious Studies. B.A., Hamilton; M.Div., M. Phil., Ph.D., Union Theological Seminary.
- Gregory Raner (1997), Assistant Professor, Chemistry & Biochemistry. B.S., LeMoyne College; M.A., Syracuse; Ph.D., Utah.
- Karen L. Rauch (1996), Assistant Professor, Romance Languages. M.A., Duke; Ph.D., University of Virginia.
- Scott Rawls (1994), Assistant Professor, School of Music. B.M., Indiana; M.M., D.M.A., SUNY-Stony Brook.
- Renee Redman (1996), Lecturer, Biology. B.S., UNC at Wilmington; Ph.D., Northwestern.
- John G. Redmond (1974), Lecturer, Economics. Director, Office of Professional Development Programs. B.A., M.A., UNC Greensboro.
- Daniel B. Reed (1999), Assistant Professor, School of Music. B.A., Ohio University; M.M., Ph.D., Indiana University.
- Sandra D. Reed (1967), Associate Professor, School of Nursing. B.S.N., UNC at Chapel Hill; M.S.N., Boston; Ph.D., UNC at Chapel Hill.
- John Rees (1987), Professor, Geography. B.A., Wales; M.A., Cincinnati; Ph.D., London School of Economics.
- Ulrich C. Reitzug (1997), Professor, Educational Leadership and Cultural Foundations, Department Chair. B.S., Notre Dame; M.S., Ph.D., Indiana.
- Barbara H. Rhoades (1998), Lecturer, Art. B.A., Northwestern University; M.F.A., California College of Arts and Crafts.
- Roberta W. Rice (1976), Associate Professor, Art. B.F.A., M.A., Virginia Commonwealth; Ph.D., Pennsylvania State.
- John A. Richards (1985), Lecturer, Exercise and Sport Science. B.S., M.Ed., Slippery Rock; Ed.D., Tennessee.
- Lenora A. Richardson (1988), Associate Professor, School of Nursing. B.S., Florida A & M; M.S., Maryland; D.S.N., Alabama at Birmingham.
- Carolyn J. Riehl (1998), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., Valparaiso University; M.A., New York University; Ph.D., Columbia University.
- Bryan L. Riemann (2000), Assistant Professor, Exercise & Sport Science. B.S., West Chester University; M.A., UNC at Chapel Hill; Ph.D., University of Pittsburgh.
- John C. Rife (1991), Associate Professor, Social Work, Department Chair & Director of Joint Masters in Social Work Program. B.A., Hanover College; M.S.W., Indiana; M.A., Ph.D., Ohio State.
- Scott Romine (1996), Assistant Professor, English. B.A., Georgia; M.A., Ph.D., UNC at Chapel Hill.
- Dan T. Rosenbaum (1998), Assistant Professor, Economics. B.A., University of Dayton; Ph.D., Northwestern.
- Gary S. Rosenkrantz (1976), Professor, Philosophy, Department Head. B.A., City College of New York; Ph.D., Brown.
- Hephzibah C. Roskelley (1989), Associate Professor, English. B.A., Murray State; M.A., Ph.D., Louisville.
- Parke A. Ruble (1990), Professor, Biology. B.A., Dartmouth; M.S., Ph.D., NC State.
- Christopher J. Ruhm (1991), Jefferson-Pilot Excellence Professor, Economics. B.A., M.A., Ph.D., California.
- Stephen Q. Ruzicka (1980), Associate Professor, History. B.A., M.A., Ph.D., Chicago.
- Fereidoon Sadr (1994), Professor, Mathematical Sciences. B.S., Tehran University (Iran); M.S., University of Washington, Seattle; M.S., Ph.D., Princeton University.
- Walter L. Sallinger (1972), Professor, Psychology. B.A., Houston; Ph.D., UCLA.
- Grayson S. Sallee (1981), Lecturer, Mathematical Sciences. B.A., M.A., UNC Greensboro.
- John C. Salmon (1989), Associate Professor, School of Music. B.A., B.M., Texas Christian; M.M. Juilliard School of Music; D.M.A., Texas at Austin.
- Mary K. Sandford (1988), Associate Professor, Anthropology, Associate Dean, College of Arts & Sciences. B.A., Henderson State; M.A., Ph.D., Colorado.
- Jennifer B. Sandoval (1981), Clinical Associate Professor, School of Nursing. B.S.N., Columbia; M.N., California; Ph.D., UNC at Chapel Hill.
- Eluza M. Santos (1996), Assistant Professor, Dance. B.F.A., M.F.A., Arizona State.
- Kathleen M. Sarra (1994), Lecturer, Theatre. B.A., M.F.A., UNC Greensboro.
- Rebecca B. Saunders (1977), Associate Professor, School of Nursing. B.S., Queens College; M.S.N., Ph.D., UNC Greensboro.
- Stuart J. Schlein (1997), Professor, Recreation, Parks, and Tourism. Department Head. B.A., SUNY at Binghamton; M.Ed., University of Georgia; Ph.D., University of Maryland.
- Karl A. Schlemes (1971), Professor, History. B.A., Lakeland College; M.A., Ph.D., Minnesota.
- Randy J. Schmitz (1998), Assistant Professor, Exercise & Sport Science. B.S., University of Wisconsin, LaCrosse, M. Ed., University of Virginia, Ph.D., University of Wisconsin.
- John A. Schurr (1996), Visiting Associate Professor, School of Nursing. B.B.A., Ohio; M.B.A., Xavier.
- Malcolm Schug (1999), Assistant Professor, Biology. B.A., SUNY at Postdam; M.S., Bowling Green State University; Ph.D., Ohio State University.
- Loren L. Schweninger (1971), Professor, History. B.A., M.A., Colorado; Ph.D., Chicago.
- Levont T. Scott (1992), Lecturer, School of Music. B.A., Benedict College; M.M., South Carolina.
- James R. Sellers (1976), Professor, Recreation, Parks, and Tourism. B.S., M.Ed., NC State; Ed.D., Georgia.
- Tripti Sen (1982), Lecturer, Mathematical Sciences. B.Sc., Calcutta (India); B.S., Texas Tech; M.A., NC A&T State University.
- John J. Seta (1976), Associate Professor, Psychology. B.A., Manhattan College; M.A., Ph.D., Texas at Arlington.
- Lorraine Shackelford (1991), Lecturer, Theatre. B.S., East Carolina; M.F.A., Virginia Commonwealth.
- H. S. Shapiro (1979), Professor, Educational Leadership and Cultural Foundations. B.S., London; M.S., Pennsylvania; Ed.D., Boston University.
- Susan Shatter (2001), Lecturer, Art. B.F.A., Pratt Institute - New York; M.F.A., Boston University.
- Helen A. Shaw (1989), Professor, Nutrition and FoodService Systems. Dean, School of Human Environmental Sciences. B.S., Kentucky; M.S., Ph.D., Wisconsin.
- Susan C. Sheldermire (1981), Associate Professor, Classical Studies, Department Head. B.A., Smith College; M.A., Ph.D., Michigan.
- Terril L. Shelton (1996), Associate Professor, Psychology. B.A., College of William and Mary; M.A., Wake Forest; Ph.D., Purdue.
- Anelia S. Shelton (1989), Lecturer, Mathematical Sciences. B.A., M.A., UNC Greensboro.
- Mary D. Shepherd (1996), Lecturer, Accounting. B.S., M.S.A., UNC Greensboro.
- James W. Sherbon (1975), Professor, School of Music. B.M.E., M.S., Emporia State; Ph.D., Kansas.
- Thomas Shields (1998), Assistant Professor, Chemistry & Biochemistry. B.S., Notre Dame; Ph.D., California Institute of Technology.
- Joseph Shively (1993), Assistant Professor, School of Music. B.A., Limestone College; M.S., Ed.D., Illinois.
- Marie F. Shoffner (1996), Assistant Professor, Counseling and Educational Development. B.S., William and Mary; M.E., M.Ed., Ph.D., University of Virginia.
- Sarah M. Shoffner (1964), Assistant Professor, Human Development and Family Studies. B.S.H.E., Woman's College of UNC; M.S.H.E., Ph.D., UNC Greensboro.
- Edgar H. Shroyer (1978), Professor, Specialized Education Services. B.S., Ohio State; M.S., Gallaudet; Ph.D., Pittsburgh.
- Susan P. Shroyer (1987), Lecturer, Specialized Education Services. A.B., Mount Holyoke College; M.A. Ed., Gallaudet.
- Richard L. Shull (1969), Professor, Psychology. B.A., Brown; Ph.D., Arizona State.
- Yumna Siddiqi (1997), Assistant Professor, English. B.A., Brandeis; M.Phil., Ph.D., Columbia.
- Paul A. Sinal (1999), Lecturer, Classical Studies. B.A., Wake Forest; M.A., Ph.D., Cornell University.
- Amanda L. Sink (1989), Lecturer, Political Science. B.A., M.A., UNC at Chapel Hill.
- Patricia E. Sink (1986), Associate Professor, School of Music. B.M., M.M., UNC Greensboro; Ph.D., Kansas.

- Paige Hall Smith (1995), Assistant Professor, Public Health Education. B.A., Davidson College; M.S.P.H., Ph.D., UNC at Chapel Hill.
- Roch C. Smith (1970), Professor, Romance Languages. B.A., M.A.T., Florida; M.A., Ph.D., Emory.
- Mark I. Smith-Soto (1975), Professor, Romance Languages. B.A., Maryland; M.A., Ph.D., California-Berkeley.
- Kenneth Snowden (1983), Associate Professor, Economics. B.S., East Tennessee State; M.S., Ph.D., Wisconsin.
- David Soderquist (1968), Professor, Psychology. B.S., M.S., Utah State; Ph.D., Vanderbilt.
- Jeffrey S. Soles (1977), Professor, Classical Studies. B.A., Dartmouth; M.A., UNC Chapel Hill; Ph.D., Pennsylvania.
- Ann B. Somers (1989), Lecturer, Biology. B.A., Villanova; M.S., Appalachian State.
- John R. Sopper (1988), Lecturer, Religious Studies. B.A., Brown; M.A., Princeton.
- Carmen T. Sotomayor (1987), Associate Professor, Romance Languages. Licenciatura, Univ. de Extremadura (Spain); M.A., Ph.D., Michigan State.
- Don K. Sowers (1997), Lecturer, Business Administration. B.S., Maryland; M.B.A., Harvard.
- Kevin Sperry (1997), Assistant Professor, Exercise and Sport Science. B.S., M.S., Ph.D., South Carolina-Columbia.
- John H. Starks, Jr. (1997), Lecturer, Classical Studies. B.A., Washington and Lee University; M.A., UNC at Chapel Hill.
- Robert H. Stavr (1971), Professor, Biology. B.A., San Jose State College; M.S., Ph.D., Yale.
- David M. Steiger (1993), Assistant Professor, Information Systems and Operations Management. B.S., M.B.A., Texas-Austin; Ph.D., Oklahoma State.
- Patsy Stephens (1993), Lecturer, History. B.A., M.A., UNC Greensboro.
- C. Neal Stewart (1995), Associate Professor, Biology. B.S., NC State; M.A., Appalachian State; Ph.D., Virginia Tech.
- Paul B. Stewart (1970), Associate Professor, School of Music. B.M.E., B.M., Indiana; M.M., Illinois; D.M., Florida State.
- Diane Marie St. George (1999), Assistant Professor, Public Health Education. B.S., M.A., University of Maryland - College Park; Ph.D., UNC at Chapel Hill.
- Roy Stine (1995), Assistant Professor, Geography. B.S., Appalachian State; M.A., Montana; Ph.D., South Carolina.
- Susan W. Stinson (1979), Professor, Dance, Department Head. B.A., Hood College; M.A., George Washington; Ed.D., UNC Greensboro.
- Charlana F. Stone (1997), Assistant Professor, Recreation, Parks, and Tourism. B.A., NC A&T; M.S., UNC at Chapel Hill; Ph.D., UNC at Chapel Hill.
- Nancy M. Stoudemier (1998), Lecturer, Exercise & Sport Science. B.S.Ed., M.Ed., University of Virginia.
- David B. Strahan (1984), Associate Professor, Curriculum and Instruction. M.Ed., Ohio; Ed.D., Cincinnati.
- Angelia D. Stratton (1979), Lecturer, Specialized Education Services. B.S., M.S., UNC at Chapel Hill.
- Kathryn Summers (1995), Assistant Professor, English. B.S., M.A., Brigham Young; Ph.D., Texas Christian.
- Andrew Supple (2000), Assistant Professor, Human Development and Family Studies. B.A., M.A., Arizona State University; Ph.D., University of Wisconsin.
- Richard A. Swanson (1980), Professor, Exercise and Sport Science. B.S., M.Ed., Wayne State; Ph.D., Ohio State.
- Annie Talley (1994), Lecturer, Biology. B.S., Western Carolina; M.A., UNC Greensboro.
- Larry R. Taube (1982), Associate Professor, Information Systems and Operations Management. B.S., M.S., Clarkson College; Ph.D., UNC at Chapel Hill.
- Barbara L. Taylor (1996), Lecturer, Human Development and Family Studies. Coordinator, Birth-Kindergarten Program. A.B., Hope College; M.Ed., UNC Greensboro.
- Martha L. Taylor (1991), Associate Professor, Nutrition and Foodservice Systems. Director of Dietetic Internship. B.S., Delaware; M.S., Ph.D., Maryland.
- Pamela Taylor (1996), Lecturer, Romance Languages. B.A., Harvard; M.A., UNC Greensboro.
- Rebecca H. Taylor (1970), Assistant Professor, School of Nursing. B.S.N., M.P.H., UNC at Chapel Hill.
- Kenneth G. Terres (1997), Lecturer, Broadcasting and Cinema. B.A., Marietta College.
- Anita S. Tesh (1989), Associate Professor, School of Nursing. B.S.N., UNC at Chapel Hill; M.S.N., Ed.D., UNC Greensboro.
- Stephen B. Thomas (1999), Professor, Public Health Education. B.S., Ohio State University; M.S., Illinois State University; Ph.D., Southern Illinois University.
- Sueann M. Thomas (2000), Lecturer, School of Nursing. B.S.N., M.S.N., F.N.P., Indiana University.
- Suzanne E. Thomas (1998), Lecturer, Nutrition and FoodService Systems. B.M., M.Ed., UNC Greensboro.
- Charles P. R. Tisdale (1967), Associate Professor, English. B.A., University of the South; M.A., Ph.D., Princeton.
- Lisa C. Tolbert (1994), Associate Professor, History. B.A., Vanderbilt; M.A., Delaware; Ph.D. UNC at Chapel Hill.
- Arthur R. Tollefson (1984), Professor, Dean, School of Music. A.B., M.A., D.M.A., Stanford.
- Glenda S. Torres (1993), Lecturer, Specialized Education Services. B.A., UNC Greensboro; M.A., Georgia State.
- Denise A. Tucker (1998), Assistant Professor, Communication Sciences and Disorders. B.S., M.C.S., Brigham Young; Ph.D., Virginia.
- Jonathan R. H. Tudge (1989), Associate Professor, Human Development and Family Studies. B.A., Lancaster (England); M.Phil., Oxford; Ph.D., Cornell.
- William L. Tullay (1973), Associate Professor, Business Administration. B.A., Wesleyan; Ph.D., Rochester.
- Emily T. Tyler (1998), Lecturer, Public Health Education. B.A., Mary Baldwin College; M.P.H., UNC at Chapel Hill.
- Paula Underwood (1998), Lecturer, History. B.A., University of Tennessee; M.A., Ph.D., Vanderbilt University.
- A. Edward Uprichard (1988), Professor, Curriculum and Instruction, Provost. B.A., SUNY at Fredonia; M.S., Ph.D., Syracuse.
- Nancy N. Vacc (1987), Associate Professor, Curriculum and Instruction. B.S., Crane School of Music; M.S., SUNY at Fredonia; Ed.D., UNC Greensboro.
- Nicholas A. Vacc (1979), Excellence Professor, Counseling and Educational Development. B.S., Western Reserve; M.S., Syracuse; Ed.D., SUNY at Albany.
- Geetha Vaidyanathan (1999), Lecturer, Economics. B. Com., University of Mysore (India); M.S., Ph.D., Kentucky.
- Ada L. Vallecora (1980), Associate Professor, Specialized Education Services. Associate Dean-Operations, School of Education. B.S., M.Ed., California State College; Ph.D., Pittsburgh.
- Jan E. Van Dyke (1989), Associate Professor, Dance. B.S., Wisconsin; M.A., Washington; Ed.D., UNC Greensboro.
- John J. Van Hoise (1983), Professor, Curriculum and Instruction. B.S., M.A., Ohio State; Ed.D., Indiana.
- Diana J. Vass (1995), Assistant Professor, Textile Products Design & Marketing; B.S., U of Delaware-Newark; B.S., VA Polytechnic Institute; M.S., NC State; Ph.D., VA Polytechnic Institute.
- Jerry E. Vaughan (1973), Professor, Mathematical Sciences. B.S., Davidson College; Ph.D., Duke.
- Theresa P. Vaughan (1973), Associate Professor, Mathematical Sciences. B.A., Antioch College; M.A., American; Ph.D., Duke.
- Mary L. Veal (1990), Associate Professor, Exercise and Sport Science. B.S., M.Ed., North Texas State; Ed.D., Columbia.
- Roberto L. Ventura (1998), Lecturer, Housing and Interior Design. B.A., Albion College; M.Arch., Miami University.
- Lois L. VonCannon (1986), Clinical Assistant Professor, School of Nursing. B.S.N., East Carolina; M.S.N., UNC Greensboro.
- Frank J. Vulpi (1981), Lecturer, Dance, Music Coordinator. B.M., SUNY at Potsdam; M.A., Ohio State.
- Nancy L. Walker (1985), Associate Professor, School of Music. B.M., Hastings College; M.M., Colorado; D.M.A., Indiana.
- Deborah G. Wall (1998), Instructor, Social Work. B.S.W., Howard; M.S.W., UNC at Chapel Hill; M.S., North Carolina A&T State University.
- Craig Walsh (1998), Assistant Professor, School of Music. B.M., Mannes; M.F.A., Ph.D., Brandeis.
- Jerry L. Walsh (1983), Associate Professor, Chemistry & Biochemistry. B.S., M.S., Ph.D., Wisconsin.
- Rosemary C. Wander (1999), Professor, Nutrition and FoodService Systems, Chair. B.S., Centenary College; M.S., Ohio State University; Ph.D., University of Georgia.
- Jie Wang (1993), Associate Professor, Mathematical Sciences. B.S., M.E., Zhongshan University; Ph.D., Boston.
- Patricia Wasserboehr (1982), Associate Professor, Art, Department Head. B.F.A., M.F.A., Boston.

## UNIVERSITY HISTORY, OFFICERS, & FACULTY

- Mary Allen Watson (1998), Lecturer, Exercise & Sport Science. B.A., Columbia, South Carolina, M.A., UNC at Chapel Hill, Ed.D., UNC Greensboro.
- James K. Weeks (1976), Professor, Information Systems and Operations Management, Dean, Joseph M. Bryan School of Business and Economics. B.S., Methodist; M.B.A., East Carolina; Ph.D., South Carolina.
- Walker G. Weigel (1985), Lecturer, Mathematical Sciences. B.S., Richmond; M.A., UNC at Chapel Hill.
- Dean Wendt (2000), Assistant Professor, Biology. B.S., California Polytechnic State University at San Luis Obispo; A.M., Ph.D., Harvard.
- Pamela O. Westlein (1975), Assistant Professor, School of Nursing. B.S.N., East Carolina; M. N., Florida; Ph.D., UNC Greensboro; Post Master's F.N.P., East Carolina.
- Sandra D. Westervelt (1997), Assistant Professor, Sociology. B.A., Furman; M.A., Ph.D., Virginia.
- Karen Weyler (1999), Assistant Professor, English. B.S., Centre College; M.A., Ph.D., UNC at Chapel Hill.
- David B. Wharton (1989), Associate Professor, Classical Studies. B.A., Cornell; M.A., Ph.D., UNC at Chapel Hill.
- Linda B. Wheeler (1994), Clinical Assistant Professor, School of Nursing. B.S.N., M.S.N., UNC Greensboro.
- Jacquelyn W. White (1971), Professor, Psychology. B.A., M.A., Ph.D., Kent State.
- Craig J. Whitaker (1985), Associate Professor, School of Music. B.M., SUNY at Potsdam; M.M., Northern Illinois; D.M.A., Arizona.
- Laurie Wideman (2000), Assistant Professor, Exercise & Sport Science. B.S.C., University of Waterloo; M.S., Ball State University; Ph.D., University of Virginia.
- Ruth A. Wieser (1988), Lecturer, Exercise and Sport Science. B.A., Westhampton College; M.F.A. M.S., Ph.D., UNC Greensboro.
- Teresa A. Wiggins (1999), Lecturer, School of Nursing. B.A., Carthage College; M.A.T., School for International Training; B.S.M.E., Pace University.
- J. K. Williams (1970), Associate Professor, School of Music. B.M.E., M.M., Ph.D., Indiana.
- Kathleen Williams (1988), Professor, Exercise and Sport Science, Department Head. B.S., UNC Greensboro; M.S., Ph.D., Wisconsin.
- Kathryn F. Williams (1997), Assistant Professor, Classical Studies. B.A., UNC at Chapel Hill; M.A., Ph.D., Virginia.
- Nicholas C. Williamson (1983), Associate Professor, Business Administration. B.A., M.B.A., Ph.D., UNC at Chapel Hill.
- Ronald D. Williamson (1996), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., University of Michigan; M.A., Ph.D., Eastern Michigan.
- Andrew Willis (1994), Assistant Professor, School of Music. B.M., Curtis; M.M., Temple; D.M.A., Cornell.
- Robert J. Wineburg (1980), Professor, Social Work. B.A., Utica College; M.S.W., Syracuse; Ph.D., Pittsburgh.
- Tony R. Winger (1976), Associate Professor, Business Administration. B.A., Guilford College; M.S.B.A., UNC Greensboro; D.B.A., Kentucky.
- Daniel T. Winkler (1986), Professor, Business Administration. B.S., Florida; M.B.A., Central Florida; Ph.D., South Carolina.
- Ed Wisniewski (1998), Associate Professor, Psychology. B.S., Georgetown University; M.S., Ph.D., Brown University.
- John Wolf (1992), Associate Professor, Theatre. B.S., Lindenwood College; M.F.A., Alabama.
- Naurice F. Woods, Jr. (1989), Lecturer/Director, African-American Studies. B.F.A., UNC at Chapel Hill; M.F.A., UNC Greensboro; Ph.D., Union Institute.
- James M. Wren (1990), Associate Professor, Theatre. B.A., Heidelberg College; M.F.A., Florida.
- Kieth C. Wright (1980), Professor, Library and Information Studies, Department Chair. B.A., Willamette; M.Div., Union Theological Seminary; M.L.S., D.L.S., Columbia.
- He Yan (1999), Assistant Professor, Textile Products Design & Marketing. B.S., Northern Jiaotong University (China); M.S., Shanghai Institute of Railway Technology (China); Ph.D., Florida State
- Betty L. Feather (1990), Professor, Textile Products Design & Marketing, Department Chair. A.B., Heidelberg College; M.S., Purdue; Ph.D., Missouri. University.
- Bonnie T. Yarbrough (1995), Lecturer, Business Administration. B.A., M.A., Louisiana State; Ph.D., Pennsylvania State.
- Stephen R. Yarbrough (1993), Professor, English. B.A., Sam Houston State; M.A., Ph.D., Penn State.
- Maribeth Yoder-White (1989), Assistant Professor, School of Music. B.M., Lenoir-Rhyne; M.M., UNC Greensboro.
- Lela A. Zacharias (1975), Associate Professor, English. B.A., Indiana; M.A., Hollins College; M.F.A., Arkansas.
- Carol W. Zerner (1999), Lecturer, Classical Studies. B.A., Mary Baldwin College; M.A., UNC at Chapel Hill; Ph.D., University of Cincinnati.
- Michael Zimmerman (1988), Associate Professor, Philosophy. B.A., Yale; M.A., Ph.D., Massachusetts at Amherst.

## EMERITUS FACULTY

- Olivia Abernethy (1963), Associate Physician, Student Health Services, Emeritus (1972). B.S., UNC at Chapel Hill; M.D., Medical College of Virginia.
- Donald F. Allen (1962), Assistant Professor, Sociology, Emeritus (1992). B.A., North Texas State; M.A., Ph.D., Texas at Austin.
- Rachel H. Allred (1972), Assistant Professor, School of Nursing, Emeritus (1995). B.S.P.H.N., M.P.H., UNC at Chapel Hill; Ph.D., Walden.
- Jose Almeida (1966), Associate Professor, Romance Languages, Emeritus (1998). B.A., Baylor; M.A., Ph.D., Missouri.
- Laura G. Anderson (1948), Professor, Biology, Emeritus (1987). B.A., Wellesley; M.S., Brown; Ph.D., UNC at Chapel Hill.
- Doris W. Arnenaki (1975), Assistant Professor, School of Nursing, Emeritus (1992). B.S.N., UNC Greensboro; M.S., Alabama at Birmingham.
- Murray D. Arndt (1968), Associate Professor, English, Emeritus (1994). B.A., M.A., Catholic; Ph.D., Duke.
- James C. Atkinson (1958), Professor, Romance Languages, Emeritus (1993). B.A., M.A., Duke; Ph.D., Johns Hopkins.
- Anne F. Baecker (1960), Professor, German and Russian, Emeritus (1981). Ph.B., Marygrove College; M.A., Michigan; Ph.D., Cincinnati.
- Joachim T. Baer (1973), Professor, German and Russian, Department Head, Emeritus (1999). B.A., Indiana; Ph.D., Harvard.
- Richard Baroloph (1944), Jefferson Standard Professor, History, Emeritus (1980). B.A., M.A., Ph.D., Illinois; Litt. D., Concordia College.
- Walter W. Barker (1966), Professor, Art, Emeritus (1992). B.F.A., Washington; M.F.A., Indiana.
- Susan E. Barskote (1943), Associate Professor, Art, Emeritus (1983). B.A., Woman's College of UNC; M.A., Columbia.
- Ruby G. Barnes (1977), Professor, School of Nursing, Emeritus (1986). B.S.N.Ed., Duke; M.S.N., UNC at Chapel Hill; Ed.D., NC State.
- Kate R. Barrett (1970), Professor, Exercise and Sport Science, Emeritus (1997). B.S., Tufts; M.S., Ph.D., Wisconsin.
- Genevieve M. Bartol (1989), Professor, School of Nursing, Emeritus (1998). B.S.N., Villanova; M.Ed., Ed.D., Teachers College, Columbia.
- David R. Batcheller (1967), Professor, Broadcasting/Cinema and Theatre, Emeritus (1995). B.A. College of Wooster; M.A., Illinois; Ph.D., Ohio State.
- William K. Bates (1966), Professor, Biology, Emeritus (2000). B.A., Ph.D., Rice.
- Pearl Berlin (1971), Professor, Physical Education, Emeritus (1984). B.S., Sargent; M.S., Ph.D., Pennsylvania State.
- Cora P. Bomar (1969), Associate Professor, School of Education, Emeritus (1979). B.S., Tennessee; M.A., UNC at Chapel Hill; B.S. in L.S., George Peabody College for Teachers.
- Elisabeth A. Bowles (1956), Associate Professor, Curriculum and Instruction, Emeritus (1990). B.A., Woman's College of UNC; M.A., Ph.D., UNC at Chapel Hill.
- Jeutonne F. Brewer (1973), Associate Professor, English, Emeritus (1999). B.A., Harding College; M.A., Ph.D., UNC at Chapel Hill.
- Mary S. Brodhis (1976), Associate Professor, School of Nursing, Emeritus (1988). B.A., Wellesley; M.A., New York; M.N., Yale.
- Joseph E. Bryson (1964), Professor, Educational Leadership and Cultural Foundations, Emeritus (1993). B.A., Elon College; M.A., UNC at Chapel Hill; Ed.D., Duke.
- Jean R. Buchert (1957), Professor, English, Emeritus (1991). B.A., M.A., Missouri; Ph.D., Yale.
- Randolph M. Bulgin (1964), Associate Professor, English, Emeritus (1995). B.A., Davidson College; Ph.D., Princeton.
- M. Elaine Burgess (1960), Professor, Sociology, Emeritus (1990). B.A., M.A., Washington State; Ph.D., UNC at Chapel Hill.

- Catherine Burns (1937), Associate Professor, Emeritus (1964). B.A., Iowa; M.A., Columbia.
- John C. Busch (1970), Associate Professor, Educational Research Methodology, Emeritus (1996). B.A., Niagara; M.S.Ed., St. John's; Ed.D., Tennessee.
- Helen Canaday (1956), Professor, School of Home Economics, Emeritus (1984). B.S., Texas State College for Women; M.S., Louisiana; Ed.D., Pennsylvania.
- Gilbert F. Carpenter (1963), Professor, Art, Emeritus (1989). A.B., Stanford.
- Mildred L. Carr (1958), Head Circulation Librarian, Emeritus (1980). B.A., College of William and Mary; B.S., Columbia.
- Barbara Bethune Cassell (1973), Head Catalog Librarian, Emeritus (1998). B.A., M.A. in L.S., Michigan.
- Claude J. Chauvigne (1965), Associate Professor, Romance Languages, Emeritus (1992). B.S., Southwest Missouri State; M.A., Ph.D., Colorado.
- Gay E. Cheney (1976), Professor, Dance, Emeritus (1996). B.S., Tufts; M.S., Wisconsin; Ph.D., UCLA.
- Charles A. Church (1967), Associate Professor, Mathematics, Emeritus (1994). B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke.
- Clifton B. Clark (1965), Professor, Physics and Astronomy, Emeritus (1994). B.A., M.A., Arkansas; Ph.D., Maryland.
- Barbara N. Clawson (1973), Professor, Human Development and Family Studies, Emeritus (1993). B.S., Iowa State; M.S.H.E., UNC Greensboro; Ph.D., Iowa State.
- Robert S. Cline (1976), Professor, Finance, Emeritus (1986). B.S., M.B., Syracuse; Ph.D., Pennsylvania.
- William L. Coleman (1971), Assistant Professor, Anthropology, Emeritus (1998). B.A., Western Kentucky; Ph.D., Indiana.
- William C. Collins (1985), Professor, Art, Emeritus (1995). B.F.A., Rhode Island School of Design; M.F.A., Illinois.
- James C. Cooley (1965), Associate Professor, History, Emeritus (2000). B.A., Franklin College; M.A., Ph.D., Indiana.
- John P. Couch (1980), Associate Professor, Romance Languages, Emeritus (1988). B.A., UNC at Chapel Hill, Ph.D., Yale.
- James W. Crews (1973), Professor, Information Systems and Operations Management, Emeritus (1989). B.S., M.Ed., Florida; Ed.D., Indiana.
- Richard N. Current (1955), Distinguished Professor, History, Emeritus (1983). B.S., Oberlin College; M.A., Tufts; M.A., Oxford; Ph.D., Wisconsin.
- Lois J. Cutter (1963), Assistant Professor, Biology, Emeritus (1984). B.A., M.S., Ph.D., Michigan.
- Donald G. Darnell (1964), Professor, English, Emeritus (1994). B.S., Texas Tech; M.A., Oklahoma; Ph.D., Texas at Austin.
- Robert A. Darnell (1949), Associate Professor, School of Music, Emeritus (1988). B.M., Colorado; M.M., Texas.
- Charles E. Davis (1969), Associate Professor, English, Emeritus (1995). B.A., Davidson; M.A., Ph.D., Emory.
- Louise Deshaies (1972), Assistant Catalog Librarian, Emeritus (1987). B.A., Meredith College; M.S. in L.S., UNC at Chapel Hill.
- Mary A. Dickey (1957), Assistant Professor, Nutrition and Foodservice Systems, Emeritus (1992). B.S., Woman's College of UNC; M.S., Tennessee.
- George W. Dickieson (1938), Associate Professor, School of Music, Emeritus (1977). B.M., Salem College; M.M., Cincinnati Conservatory; L'Ecole Monteaux.
- Richard F. Dixon (1970), Professor, Communication & Theatre, Emeritus (1991). B.A., Harpur College; M.A., Ph.D., Syracuse.
- Craig L. Dozier (1960), Professor, Geography, Emeritus (1985). B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins.
- Robert G. Eason (1967), Rosenthal Excellence Fund Professor, Psychology, Emeritus (1994). B.A., M.A., Ph.D., Missouri.
- Lois V. Edinger (1962), Professor, Curriculum and Instruction, Emeritus (1988). B.A., Meredith College; M.Ed., Ph.D., UNC at Chapel Hill.
- James N. Ellis (1963), Professor, English, Emeritus (1997). B.A., M.A., Oklahoma; Ph.D., Texas at Austin.
- Betty R. Erlanson (1977), Associate Professor, School of Nursing, Emeritus (1985). B.S.N., M.S.N., Boston.
- Kathryn F. Eskey (1966), Associate Professor, School of Music, Emeritus (1992). B.M., Woman's College of UNC; M.M., New England Conservatory; A.Mus.D., Michigan.
- Lawrence D. Fadelly (1969), Associate Professor, Communication and Theatre, Emeritus (1994). B.A., Florida State; M.F.A., Georgia; Ph.D., Pittsburgh.
- Grace B. Farrior (1957), Head Acquisitions Librarian, Emeritus (1983). B.A., Meredith College; M.S.L.S., UNC at Chapel Hill.
- Betty L. Feather (1990), Professor, Textile Products Design & Marketing, Emeritus (1999). A.B., Heidelberg College; M.S., Purdue; Ph.D., Missouri.
- Sherri R. Forrester (1962), Associate Professor, Chemistry & Biochemistry, Emeritus (1992). B.S., Duke; Ph.D., Northwestern.
- Eileen C. Francis (1965), Assistant Professor, Clothing and Textiles, Emeritus (1990). B.S., M.S., Ph.D., Pennsylvania State.
- Lavina M. Franck (1972), Assistant Professor, Clothing and Textiles, Emeritus (1986). B.S., Illinois; M.S., Wisconsin.
- Sarah F. Bell Gaines (1967), Associate Professor, Romance Languages, Emeritus (1985). B.A., Greensboro College; M.A., Ph.D., UNC at Chapel Hill.
- Virginia Gangstad (1939), Associate Professor, Biology, Emeritus (1979). B.A., M.A., Ph.D., Illinois.
- Raymond J. Gariglio (1966), Professor, School of Music, Emeritus (1985). B.M., American Conservatory of Music; M.M., Northwestern.
- Aubrey S. Garlington (1977), Professor, School of Music, Emeritus (1997). B.M., Baylor; M.A., Chicago; Ph.D., Illinois.
- Dwight L. Gerity (1970), Professor, School of Business and Economics, Emeritus (1983). B.A., Elon College; M.B.A., Northwestern; Ph.D., Illinois.
- Karl R. Gentry (1965), Associate Professor, Mathematical Sciences, Emeritus (2000). B.S., Wake Forest; M.A., Ph.D., Georgia.
- Francoise Giraudet-Lay (1963), Instructor, Romance Languages, Emeritus (1992). Baccalaurat, Paris (France); Licence es Lettres, Bordeaux (France).
- Ethel C. Glenn (1972), Professor, Communication, Emeritus (1995). B.F.A., Texas at Austin; M.S., North Texas State; Ph.D.; Texas at Austin.
- Jean Gordon (1964), Associate Professor, History, Emeritus (1994). B.A., M.A., Pennsylvania State; Ph.D., Wisconsin.
- Margaret Greene (1946), Assistant Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1979). B.S.P.E., Appalachian State; M.A., New York.
- Joan Gregory (1964), Professor, Art, Emeritus (1990). B.B., Montevallo; M.A., Ed.D., George Peabody College of Vanderbilt.
- Patricia A. Griffin (1969), Instructor, Mathematical Sciences, Emeritus (1997). B.A., M.A., UNC Greensboro.
- George P. Grill (1963), Professor, Information Systems and Operations Management, Emeritus (1996). B.S., M.A., Appalachian State; Ed.D., North Dakota.
- Walter H. Hagaman (1970), Associate Professor, Library and Information Studies, Emeritus (1993). B.S., M.A., Appalachian State; Ed.D., Virginia.
- Noma Hardin (1944), Associate Professor, Art, Emeritus (1970). B.A., Baylor; B.S., M. A., Texas.
- Lawrence E. Hart (1966), Professor, School of Music, Emeritus (1981). B.M., M.M., Colorado; D.M.A., Eastman School of Music.
- Martha Elizabeth Hathaway (1936), Associate Professor, School of Home Economics, Emeritus (1968). B.S., Woman's College of UNC; M.A., Columbia.
- Charles R. Hayes (1965), Associate Professor, Geography, Emeritus (1988). B.A., Knox College; M.S., Wisconsin; Ph.D., Chicago.
- Ruth C. Hege (1961), Instructor, English, Emeritus (1979). B.A., Mt. Holyoke College; M.A. Columbia.
- Gail M. Hennis (1950), Professor, Physical Education, Emeritus (1996). B.S., Purdue; M.A., Ph.D., Iowa.
- Theodore Hildebrandt (1976), Professor, Mathematics, Emeritus (1993). B.A., A.M., Michigan; S.M., Massachusetts Institute of Technology; Ph.D., Michigan.
- Barbara F. Hill (1975), Professor, School of Music, Emeritus (1994). B.A., Rochester; B.M., M.M., Eastman School of Music; D.M.A., Colorado.
- Elizabeth Holder (1963), Head Reference Librarian, Emeritus (1976). B.A., Salem College; M.S. in L.S., UNC at Chapel Hill.
- Margaret K. Horney (1961) Assistant Catalog Librarian, Emeritus (1973). B.A., Woman's College of UNC; B.S. in L.S., Columbia.
- Arthur B. Hunkins (1965), Associate Professor, School of Music, Emeritus (1997). B.A., Oberlin College; M.F.A., Ohio; D.M.A., Michigan.
- Margaret Hunt (1961), Associate Professor, Political Science, Emeritus (1991). B.A., Michigan State; M.A., Ph.D., UNC at Chapel Hill.
- Melvin D. Hurwitz (1977), Professor, Textile Products Design & Marketing, Emeritus (1986). B.A., Harvard; M.S., Chicago; Ph.D., Cornell.

UNIVERSITY HISTORY, OFFICERS, & FACULTY

- Richard M. Jaeger (1976), Excellence Professor, Educational Research Methodology, Emeritus (1999). B.A., Pepperdine; M.S., Ph.D., Stanford.
- Mildred B. Johnson (1965), Professor, Child Development and Family Relations, Emeritus (1991). B.S., M.S., Northern Illinois; Ph.D., Wisconsin.
- Phyllis Webster Jones (1978), Professor, Accounting, Emeritus (1990). B.S., M.S., Indiana State; Ed.D., Northern Illinois; C.P.A., State of Indiana.
- Sarah W. Jones (1952), Assistant Professor, School of Business and Economics, Emeritus (1983). B.S., M.S., Woman's College of UNC.
- Stanley L. Jones (1970), Professor, History, Emeritus (1983). B.S., M.A., Wisconsin; Ph.D., Illinois.
- George Minor Joyce (1935), Professor, Emeritus (1969). B.S., Indiana State Teachers; M.S., Pittsburgh.
- Pauline E. Keeney (1949), Professor, School of Home Economics, Emeritus (1976). B.S., M.S., Ph.D., Pennsylvania State College.
- Mary Elizabeth Keister (1965), Excellence Fund Professor, School of Home Economics and School of Education, Emeritus (1978). B.S., Woman's College of UNC; M.A., Iowa State; Ph.D., Chicago.
- Claire Kelleher (1968), Assistant Professor, Art, Emeritus (1995). B.A., Toronto; M.A., Chicago; Ph.D., London.
- Kathleen Kish (1969), Professor, Romance Languages, Emeritus (1998). B.A., California-Berkeley; M.A., Ph.D., Wisconsin.
- Vira Rodgers Kivett (1960), Professor, Human Development and Family Studies, Emeritus (1999). B.S.H.E., Woman's College of UNC; M.S.H.E., Ph.D., UNC Greensboro.
- Margaret G. Klemmer (1967), Associate Professor, School of Nursing, Emeritus (1981). B.S.N.E., Pittsburgh; M.S., Alabama.
- William E. Knox (1963), Associate Professor, Sociology, Emeritus (1994). B.A., Colgate; Ph.D., Cornell.
- Setsuya Kotani (1974), Associate Professor, Art, Emeritus (1999). B.F.A., Hawaii; M.F.A., Columbia.
- Harriet J. Kupferer (1961), Professor, Anthropology, Emeritus (1984). B. S., UNC Greensboro; M.A., Ed.D., New York; Ph.D., UNC at Chapel Hill.
- Ramiro Lagos (1965), Professor, Romance Languages, Emeritus (1993). B.A., La Porciuncula (Columbia); M.A., Ph.D., Universidad Javeriana (Columbia).
- Steven J. Lautermilch (1973), Associate Professor, English, Emeritus (1994). B.A., John Carroll; M.A., Ohio; Ph.D., Michigan.
- Thomas J. Leary (1968), Associate Professor, Economics, Emeritus (1988). B.A., Northeastern; M.A., Ph.D., Ohio State.
- Ernest W. Lee (1966), Associate Professor, Curriculum and Instruction, Emeritus (1993). B.S., Clemson; M.Ed., Ph.D., UNC at Chapel Hill.
- Jo A. Leeds (1974), Associate Professor, Art, Emeritus (1993). B.F.A., M.F.A., Texas at Austin; D.Ed., Oklahoma.
- Paul Lindsay (1978), Associate Professor, Sociology, Emeritus (1999). A.B., Princeton; M.Div., Union Theological Seminary; M.A., Miami; Ph.D., UNC at Chapel Hill.
- Louise Lowe (1941), Associate Professor, School of Home Economics, Emeritus (1973). B.S., Georgia State College for Women; M.S., Georgia.
- Walter T. Luczynski (1960), Assistant Professor, History, Emeritus (1986). B.A., New York; M.A., Michigan; Ph.D., Illinois.
- Ernest A. Lumsden (1966), Professor, Psychology, Emeritus (1996). B.A., Richmond; Ph.D., Duke.
- Paul E. Lutz (1961), Professor, Biology, Emeritus (1997). A.B., Lenoir-Rhyne College; M.S., Miami; Ph.D., UNC at Chapel Hill; L.H.D., Lenoir-Rhyne College.
- David MacKenzie (1969), Professor, History, Emeritus (2000). B.A., Rochester; M.A., Ph.D., Columbia.
- Aden C. Magee, III (1960), Professor, Nutrition and Foodservice Systems, Emeritus (1998). B.S., Texas A&M; M.S., Ph.D., NC State.
- Jan G. McArthur (1977), Associate Professor, Housing and Interior Design, Emeritus (1995). B.S.H.E., M.A., UNC Greensboro.
- Edward McCrady, III (1964), Associate Professor, Biology, Emeritus (1995). B.S., University of the South; M.A., Ph.D., Virginia.
- Rosemary McGee (1954), Professor, Physical Education, Emeritus (1988). B.S., Southwest Texas; M.S., Illinois; Ph.D., State University of Iowa.
- Ronald R. McIvry (1968), Assistant Professor, Anthropology, Emeritus (1996). B.A., Colorado; Ph.D., Kansas.
- William K. McRae (1970), Director of Student Health Center and Clinical Professor, School of Nursing, Emeritus (1991). B.S., Wake Forest; M.D., Bowman Gray School of Medicine.
- Charles D. Mecimore (1979), Professor, Accounting, Department Head, Emeritus (1998). B.S., Pfeiffer College; M.S., UNC at Chapel Hill; Ph.D., Alabama; C.P.A., State of North Carolina, CMAA.
- Marjorie Memory (1962), Head Serials Librarian, Emeritus (1979). B.A., UNC Greensboro; M.S.L.S., UNC at Chapel Hill.
- R. F. Mengert (1971), Assistant Professor, Educational Leadership and Cultural Foundations, Emeritus (1997). B.S., Ohio State; M.Ed., Kent State; Ph.D., Ohio State.
- Herman D. Middleton (1956), Excellence Fund Professor, Communication and Theatre, Emeritus (1990). B.A., M.A., Columbia; Ph.D., Florida.
- Marilyn L. Miller (1987), Professor, Library and Information Studies, Emeritus (1996). B.S., Kansas; A.M.L.S., Ph.D., Michigan.
- Mary C. Miller (1967), Assistant Professor, Housing and Interior Design, Emeritus (1986). B.S.H.E., M.S.H.E., Woman's College of UNC; Ed.D., Columbia.
- Robert L. Miller (1968), Professor, Chemistry & Biochemistry, Emeritus (1998). Ph.B., B.S., M.S., Chicago Institute of Technology; Ph.D., Illinois.
- Emilie Ward Mills (1972), Special Collections Librarian, Emeritus (1997). B.A., M.F.A., UNC Greensboro; M.S., Illinois.
- Jane T. Mitchell (1970), Associate Professor, Curriculum and Instruction and Romance Languages, Emeritus (1996). B.A., Mary Baldwin College; M.A., George Washington; Ph.D., UNC Chapel Hill.
- Virginia G. Moomaw (1945), Professor, School of Health, Physical Education, Recreation and Dance, Emeritus (1975). B.S., Nebraska; M.A., Columbia.
- William E. Moran (1979), Professor, Business Administration, Emeritus (1997). B.A., Princeton; M.B.A., Harvard; Ph.D., Michigan.
- Inga B. Morgan (1946), Professor, School of Music, Emeritus (1989). B.M., M.M., Eastman School of Music.
- Ralph M. Morrison (1960), Associate Professor, Biology, Emeritus (1994). B.S., College of William and Mary; Ph.D., Indiana.
- Virginia B. Newbern (1986), Professor, School of Nursing, Emeritus (1995). B.S.N., Old Dominion; M.P.H., UNC at Chapel Hill; Ph.D., North Texas State; F.A.A.N.
- Elizabeth W. Newland (1967), Head Catalog Librarian, Emeritus (1984). B.A., Woman's College of UNC; A.B.L.S., UNC at Chapel Hill.
- Mariana Newton (1969), Associate Professor, Communication Sciences & Disorders, Emeritus (2000). B.A., M.A., Redlands; Ph.D., Northeastern.
- Robert P. Newton (1970), Professor, German and Russian, Emeritus (1994). B.A., M.A., Rice; Ph.D., Johns Hopkins.
- Billie G. Oakland (1977), Professor, Clothing and Textiles, Emeritus (1997). B.A., Blue Mountain College; M.S.H.E., Alabama; Ph.D., Pennsylvania State.
- David M. Olson (1971), Professor, Political Science, Emeritus (2000). B.A., M.A., Ph.D., California-Berkeley.
- Mary W. Olson (1989), Professor, Curriculum and Instruction, Emeritus (1997). B.A., Trinity; M.Ed., Southwest Texas State; Ph.D., Texas at Austin.
- Margaret S. Parrott (1970), Associate Professor, Library and Information Studies, Emeritus (1989). B.A., North Texas State; M.S. in L. S., UNC at Chapel Hill.
- Odessa Patrick (1968), Instructor, Biology, Emeritus (1996). B.S., NC A&T State; M.A., UNC Greensboro.
- Charlotte Perkins (1960), Assistant Professor, Communication and Theatre, Emeritus (1977). B.A., M.A., Louisiana State.
- Russell E. Planck (1967), Lecturer, History, Emeritus (1982). B.A., Seton Hall; M.A., Ph.D., Columbia.
- Eldon E. Posey (1964), Professor, Mathematics, Emeritus (1988). B.S., East Tennessee State; M.A., Ph.D., Tennessee.
- Edward A. Powers (1967), Professor, Human Development and Family Studies, Emeritus (1996). B.A., Alma College; M.A., Indiana; Ph.D., Ohio State.
- Sandra M. Powers (1973), Associate Professor, Curriculum and Instruction, Emeritus (1999). B.A., Richmond; M.A.; Ph.D., Connecticut.
- Daniel O. Price (1978), Professor, Sociology, Emeritus (1988). B.S., Florida Southern; M.S., Ph.D., UNC at Chapel Hill.
- Ruth R. Prince (1963), Assistant Catalog Librarian, Emeritus (1977). B.A., Meredith College; B.S. in L.S., UNC at Chapel Hill.
- Martha Williams Ransley (1922), Head Circulation Librarian, Emeritus (1997). Assoc. B.A., Mars Hill College; B.A., Carson-Newman College; M.R.E., Southwestern Seminary; M.S. in L.S., UNC at Chapel Hill.
- Anna Joyce Reardon (1941), Professor, Physics, Emeritus (1975). B.A., College of St. Teresa; M.S., Ph.D., St. Louis.
- Clara Ann Ridder (1959), Professor, School of Home Economics, Emeritus (1978). B.S., Nebraska; M.S., Arizona; Ph.D., Cornell.
- Marie I. Riley (1963), Associate Professor, Physical Education, Emeritus (1988). B.S., New York State Teachers' College; M.A., Iowa; Ph.D., Florida State.

- Samir H. Rizk (1968), Assistant Professor, Romance Languages, Emeritus (1996). B.A., Miami; B.A., Damascus (Syria); M.A., Ph.D., Illinois.
- Sarah M. Robinson (1976), Associate Professor, Exercise and Sport Science, Emeritus (1998). B.S., UNC Greensboro; M.S., Springfield; Ph.D., Wisconsin.
- Hyman Rodman (1975), Excellence Fund Professor, Human Development and Family Studies, Emeritus (1996). B.A., M.A., McGill (Quebec, Canada); Ph.D., Harvard.
- Hollis J. Rogers (1947), Associate Professor, Biology, Emeritus (1979). B.S., Murray State; M.S., Kentucky; Ph.D., Duke.
- Robert B. Rosthal (1961), Professor, Philosophy, Emeritus (1992). B.A., Wisconsin; M.A., Chicago; Ph.D., Michigan.
- Donald Russell (1955), Professor, Counseling and Educational Development, Emeritus (1984). B.A., Bates College; Ed.M., Ed.D., Boston.
- Ann P. Saab (1965), Professor, History, Emeritus (1998); Associate Dean, Graduate School. B.A., Wellesley College; M.A., Ph.D., Radcliffe College.
- Victor Salvini (1967), Professor, Textile Products Design & Marketing, Emeritus (1976). B.S., M.S., Wesleyan College; Ph.D., Yale.
- José Sanchez-Boudy (1965), Professor, Romance Languages, Emeritus (1998). B.A., Champaign (Cuba); M.A., UNC at Chapel Hill; Doctor en Derecho, Havana (Cuba); Diploma de Doctor, Madrid (Spain).
- Sarah Sands (1958), Associate Professor, Biology, Emeritus (1986). B.S., Salem College; M.T., Bowman Gray; M.S., Tennessee.
- Alvin Scaff (1972), Excellence Fund Professor, Sociology, Emeritus (1978). B.A., Texas; B.D., Chicago Theological Seminary; M.A., Ph.D., Texas.
- Roy N. Schantz (1967), Associate Professor, History, Emeritus (1988). B.A., Chicago; M.A., Columbia; Ph.D., New York.
- Juel P. Schroeder (1965), Professor, Chemistry & Biochemistry, Emeritus (1980). B.S., North Dakota; Ph.D., Wisconsin.
- Thomas B. Scullion (1979), Professor, Social Work, Emeritus (1998). B.S., St. Peter's College; M.S.W., Fordham; Ph.D., Brandeis.
- Terry G. Seaks (1972), Professor, Economics, Emeritus (1996). B.A., Washington and Lee; M.A., Ph.D., Duke.
- Chiranjī L. Sharma (1963), Professor, Curriculum and Educational Foundations, Emeritus (1994). B.A., Agra (India); M.A., Aligarh (India); Ph.D., Chicago; Ph.D., London.
- David H. Shelton (1965), Professor, Economics, Emeritus (1993). B.A., Millsaps College; M.A., Ph.D., Ohio State University.
- Richard B. Sher (1974), Professor, Mathematical Sciences, Emeritus (1996). B.S., Michigan Technological; M.S., Ph.D., Utah.
- Kendon Smith (1954), Alumni Professor, Psychology, Emeritus (1983). B.A., Minnesota; M.A., Ph.D., Princeton.
- Rebecca M. Smith (1958), Professor, Child Development and Family Relations, Emeritus (1991). B.S., M.S., Ph.D., UNC Greensboro.
- Tommie Lou Smith (1951), Assistant Professor, School of Business and Economics, Emeritus (1975). B.A., M.A., East Carolina.
- Marian K. Sollerder (1966), Professor, Public Health Education, Emeritus (1988). B.A., Oberlin; M.A., Iowa; Ph.D., Ohio State.
- Christopher Spencer (1970), Professor, English, Emeritus (1991). B.A., Princeton; M.A., Ph.D., Yale.
- Robert O. Stephens (1961), Professor, English, Emeritus (1994). B.A., Texas A. and I; M.A., Ph.D., Texas at Austin.
- Virginia J. Stephens (1962), Associate Professor, Social Work, Emeritus (1994). B.A., Meredith College; M.S.S.W., Texas at Austin.
- Robert R. Stinson (1966), Associate Professor, Romance Languages, Emeritus (1995). B.A., Lenoir-Rhyne College; M.A., Ph.D., UNC at Chapel Hill.
- Arthur Svenson (1967), Burlington Industries Professor, School of Business and Economics, Emeritus (1976). B.A., Montana; M.A., Columbia; Ph.D., New York.
- Thomas L. Tedford (1967), Professor, Communication & Theatre, Emeritus (1995). B.A., Ouachita; Ph.D., Louisiana State.
- James H. Thompson (1970), Associate Professor, History, Emeritus (1994). B.A., Southwestern College; M.S., Illinois; M.A., Ph.D., UNC at Chapel Hill.
- Helen Alverda Thrush (1939), Professor, Art, Emeritus (1969). B.F.A., Pennsylvania; M.A., Columbia.
- Allen W. Trelease (1967), Professor, History, Emeritus (1994). B.A., M.A., Illinois; Ph.D., Harvard.
- James E. Tucker (1959), Assistant Professor, Art, Emeritus (1985). B.F.A., Texas; M.F.A., State University of Iowa.
- William M. Tucker (1962), Assistant Professor, English, Emeritus (1995). B.A., Wofford College; M.A., Vanderbilt.
- Catherine M. Turner (1971), Associate Professor, School of Nursing, Emeritus (1988). Ph.B., Sierra Heights; B.S.N., M.S.N., Catholic.
- Celeste Ulrich (1956), Professor, School of Health, Physical Education, Recreation, and Dance, Emeritus (1979). B.S., UNC Greensboro; M.A., UNC at Chapel Hill; Ph.D., Southern California.
- Elizabeth C. Umstead (1968), Associate Professor, Exercise and Sport Science, Emeritus (1994). B.S., Woman's College of UNC; M.A., UNC at Chapel Hill; M.Ed., Harvard; Ph.D., UNC at Chapel Hill.
- Jacqueline H. Voss (1982), Professor, Human Environmental Sciences, Emeritus (1992). B.S., M.S., Ed.D., University of Nebraska.
- Lucille M. Wakefield (1979), Professor, Nutrition and Foodservice Systems, Emeritus (1991). B.S., M.S., Connecticut; Ph.D., Ohio State.
- Mary K. Wakeman (1973), Associate Professor, Religious Studies, Emeritus (1997). B.A., Cornell; M.A., Ph.D., Brandeis.
- James Allen Watson (1970), Professor, Human Development and Family Studies, Emeritus (1999). B.S., M.S., Ph.D., University of Georgia.
- Robert W. Watson (1953), Professor, English, Emeritus (1988). B.A., Williams; M.A., Ph.D., Johns Hopkins.
- Walter L. Wehner (1969), Professor, School of Music, Emeritus (1985). B.M., M.M., Wichita State; Ed.D., Kansas.
- Herbert Wells (1968), Professor, Psychology, Emeritus (1998). B.A., Duke; M.S., Ph.D., Yale.
- Shirley B. Whitaker (1960), Associate Professor, Romance Languages, Emeritus (1995). B.A., M.A., Duke; Ph.D., UNC at Chapel Hill.
- J. Nance White (1951), Associate Professor, Child Development and Family Relations, Emeritus (1988). B.A., UNC Greensboro; M.Ed., UNC at Chapel Hill; Ph.D., UNC Greensboro.
- Richard T. Whitlock (1967), Associate Professor, Physics and Astronomy, Emeritus (1993). B.S., Capital; M.S., Ph.D., Western Reserve.
- Mozelle Williams (1966), Instructor, School of Home Economics, Emeritus (1983). B.S.H.E., M.S.H.E., Woman's College of UNC.
- James F. Wilson (1964), Professor, Biology, Emeritus (1990). B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford.
- Charles J. Woelfel (1978), Professor, Accounting, Emeritus (1993). Ph.B., Notre Dame; M.S., Butler; Ph.D., Texas at Austin; CPA, State of Texas.
- Lenoir Chambers Wright (1953), Professor, History and Political Science, Emeritus (1978). B.A., UNC at Chapel Hill; B.A., M.A., Oxford; M.A., Ph.D., Columbia; L.L.B., Harvard.

---

## LIBRARY FACULTY

- Rick Anderson (1997), Head Acquisition Librarian; B.S., Brigham Young University; M.L.I.S., Brigham Young University
- Cindy Badilla (1999), Assistant Music Librarian; B.M., University of Costa Rica; M.L.S., The Catholic University of America
- Terry W. Brandsma (1998), Information Technology Librarian; B.S., U.S. Coast Guard Academy; M.S., Long Island University.
- Timothy Bucknall (1994), Head, Electronic Resources and Information Technology; B.A., University of Texas at Austin; M.A., M.L.S., U.N.C. at Chapel Hill
- Sharon Bullard (1998), Administrative Services/Personnel Librarian; B.S.E., University of Central Arkansas; M. in L.S., University of Denver.
- Mary Jane Conger (1977), Assistant Catalog Librarian; B.A., Mary Baldwin; M.A., Virginia; M.S. in L.S., U.N.C. at Chapel Hill.
- Kathryn M. Crowe (1983), Head Reference Librarian; B.A., Randolph-Macon College; M.L.S., Indiana; M.A., Georgia.
- Sarah B. Dorsey (1994), Head Music Division; B.M., Stetson University; M.M., Boston University; M.L.S., University of Arizona (Tucson).
- John W. Felts (1998), Coordinator of Distance Education Services; B.M., M.L.I.S., UNC
- William K. Finley (1998), Special Collections Librarian; B.A., The College of William and Mary; M.A., The University of Kentucky; Ph.D., Duke University; M.L.S., The University of South Carolina.
- Nancy Clark Fogarty (1970), Assistant Reference Librarian; B.A., M.A., UNC; M.S. in L.S., U.N.C. at Chapel Hill.
- Robert F. Gaines (1974), Documents Librarian; B.A., M.A.T., Vanderbilt; M.S. in L.S., Tennessee.
- Robert C. Galbreath (1990), Assistant Director for Collection Management; B.A., Ph.D., Michigan; M.A., Harvard; M.L.I.S., Wisconsin-Milwaukee.
- Paul W. Hessling (1986), Assistant Catalog Librarian; B.A., Wabash; M.S. in L.S., U.N.C. at Chapel Hill.
- Gerald V. Holmes (1998), Assistant Reference Librarian; B.S., U.N.C. at Charlotte; M.S., U.N.C. at Chapel Hill; M.Ed., University of Cincinnati.

- Doris J. Hulbert (1980), University Librarian; B.A., M.A., Montclair State; M.L.S., Indiana
- Robert James (1997), Head Circulation Librarian; B.S., University of Florida; M.L.S., NC Central University
- Catherine K. Levinson (1984), Assistant Reference Librarian; B.A., Stanford; M.A., California State at San Jose
- Lois M. Lietz (1977), Assistant Catalog Librarian; B.A., Agnes Scott College; M.A., Virginia; M.S. in L.S., U.N.C. at Chapel Hill
- Amy J. McKee (1988), Assistant Reference Librarian; B.S., M.L.S., UNCG
- Barry K. Miller (1998), Special Projects Librarian; B.A., Wake Forest University; M.S.L.S., U.N.C. at Chapel Hill
- Betty S. Morrow (1985), Head Catalog Librarian; B.A., Meredith College; M.L.S., UNCG
- Lisa C. Roberts (1999), Assistant Reference Librarian; B.A., Louisiana State University; M.S.L.S.; M.S., University of North Texas
- Nancy B. Ryckman (1977), Assistant Head Reference Librarian; B.A., M.A. in L.S., Michigan; M.Ed., UNCG
- Dana M. Sally (1995), Associate Director, B.A., California Univ. of Pennsylvania; M.L.S., University of Pittsburgh; M.A., Ph.D., U.N.C. at Chapel Hill
- Mark Schumacher (1978), Assistant Reference Librarian; B.A., Stanford; M.A., M.L.S., SUNY at Buffalo
- Joan V. Staples (1999), Visiting Celio Music Cataloger; B.M., Indiana University; M.M., Indiana University; M.S.L.S., University of Kentucky
- April I. Wreath (1984), Technical Services Systems and Projects Librarian; B.A., M.A., Illinois; M.S., Simmons
- Cheryl M. Callahan (1979), Adjunct Assistant Professor, Human Development and Family Studies, Associate Vice Chancellor for Student Affairs, B.A., UNC Greensboro; M.Ed., UNC at Chapel Hill; Ph.D., UNC Greensboro
- Nancy L. Cassill (1966), Adjunct Associate Professor, Business Administration, B.S., Purdue; M.S., Indiana; B.A., Ph.D., Tennessee-Knoxville
- Laura H. Coker (1988), Adjunct Associate Professor, Human Development and Family Studies, B.S.N., M.S.N., Ph.D., UNC Greensboro
- Margaret S. Collins (1997), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N., (C.R.N.A.), Women's Hospital of Greensboro, Greensboro
- Theresa R. Cooper (1995), Adjunct Assistant Professor, Human Development and Family Studies, Assistant Professor, Mathematical Sciences, B.S., St. Mary's Dominican College; M.S., University of Southwestern Louisiana; Ph.D., Louisiana State University Medical Center
- Raymond Covington, Adjunct Assistant Professor, Educational Leadership & Cultural Foundations; B.A., M.Ed., Ph.D. (Executive Director, Greensboro College Foundation)
- Gail D. Crowe (1988), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Director of Clinical Nursing, Medical Park Hospital, Winston-Salem)
- Candace S. Culton (1994), Adjunct Clinical Instructor, Biology; B.S., M.A. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem)
- Francena Cummings (1998), Adjunct Lecturer, Curriculum and Instruction, Math/Science Consortium Director, SERVE, B.S., M.A.T., Ph.D.
- Jerome J. Davis (1998), Adjunct Professor, Communication Sciences and Disorders; B.S., Wake Forest; M.D., Bowman Gray School of Medicine
- Robert Davis (1988), Adjunct Professor, Sociology; B.A., M.A., Ph.D. (Director of Institutional Assessment, A&T State University)
- Karen B. DeBord (1996), Adjunct Assistant Professor, Human Development and Family Studies, B.S., Virginia Polytechnic Institute and State University; M.Ed., Virginia Commonwealth; Ph.D., Virginia Polytechnic Institute and State University
- Helen DeCasper (1998), Adjunct Lecturer, Library and Information Studies, Executive Services Director, SERVE, B.A., M.A., Ed.D.
- Carol S. Disque, Adjunct Lecturer, Educational Leadership & Cultural Foundations; B.A., M.Ed., Ph.D. (Vice Chancellor for Student Affairs, UNC Greensboro)
- Nancy Doll (1998), Adjunct Lecturer, Art, B.F.A., Mudelein College; M.A., University of Iowa - Iowa City
- P. Carolyn Dunn (1988), Adjunct Associate Professor, Nutrition and Foodservice Systems; B.S., M.S., Ph.D. (Extension Maternal and Youth Nutrition, NC State University, Raleigh, NC)
- Katy S. Emmert (1999), Adjunct Instructor, School of Nursing, B.S.N., UNC Greensboro; M.S.N., F.N.P., UNC at Chapel Hill (Family Nurse Practitioner, Family Practice of Summerfield)
- Beverly T. Essick (1999), Adjunct Instructor, School of Nursing, B.S.N., UNC at Chapel Hill; M.S.N., UNC Greensboro (Training Manager, Risk & Insurance Management Department, The North Carolina Baptist Hospitals, Inc.)
- Lori J. Faeila (1997), Adjunct Clinical Instructor, Biology, B.A., Indiana (Medical Technology, Moses H. Cone Hospital)
- Mark L. Failla (1991), Adjunct Professor, Biology, Professor, Nutrition & Foodservice Systems, B.S., St. Francis College; M.S., Ph.D., Indiana
- Cynthia Farris (1998), Adjunct Associate Professor, Human Development and Family Studies, B.A., University of California at Berkeley; M.Ed., Ph.D., UNC Greensboro
- Thomas Fatyol (1988), Adjunct Lecturer, Exercise and Sport Science, Assistant to Dean, School of Health and Human Performance, B.S., Pittsburgh; M.S., Louisiana State
- Betty Fry (1998), Adjunct Lecturer, Curriculum and Instruction, Director, Field Services, SERVE, B.S., M.S., Ed.S., Ph.D.
- David Fuller (1989), Adjunct Clinical Professor, Psychology, B.S., Notre Dame; M.D., Washington
- Elizabeth S. Gaither (1994), Adjunct Clinical Instructor, Biology; B.S., M.B.A. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem)
- Robert M. Gay (1972), Adjunct Clinical Professor, Biology; B.A., M.D. (Chief of Pathology and Laboratory Medicine, Moses H. Cone Memorial Hospital, Greensboro)
- Gary M. Grandon (1986), Adjunct Associate Professor, Information Systems and Operations Management, Associate Vice Chancellor for Computing and Information Systems, B.S., Michigan; M.Ed., Wayne State; Ph.D., Connecticut

---

## ADJUNCT FACULTY

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.

- Charles Ahearn (1998), Adjunct Lecturer, Educational Leadership and Cultural Foundations, Publications Director, SERVE, B.A., M.Ed., Ph.D.
- Elizabeth T. Anderson (1994), Adjunct Clinical Instructor, Biology; B.A., M.A. (Program Director, School of Medical Technology, Carolinas Medical Center, Charlotte)
- Teresa L. Anderson (1999), Adjunct Instructor, School of Nursing, B.S.N., M.S.N., F.N.P., UNC at Chapel Hill (Family Nurse Practitioner, Family Practice of Summerfield)
- H. Wallace Baird (1973), Adjunct Clinical Lecturer, Chemistry & Biochemistry, B.A., M.D. (Pathologist, Moses H. Cone Memorial Hospital, Greensboro)
- Martha Dees Barham (1998), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President of Nursing, High Point Regional Health System, High Point)
- Richard E. Basom, Jr. (1999), Adjunct Assistant Professor, Educational Leadership and Cultural Foundations, Deputy Executive Director, SERVE, B.S.W., Ph.D.
- Cynthia A. Bean (1994), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Carolinas Medical Center, Charlotte)
- Kasey P. Bensky (1993), Adjunct Instructor, School of Nursing; B.S.N., M.S.N.A. (C.R.N.A., Clinical Education Coordinator, NC Baptist Hospital Nurse Anesthesia Program, Winston-Salem)
- James C. Black (1996), Adjunct Lecturer, Educational Leadership and Cultural Foundations, Associate Provost for Enrollment Services, UNC Greensboro, B.A., M.Ed.
- Barbara H. Blake (1992), Adjunct Associate Professor, Biology; B.A., M.S., Ph.D. (Associate Professor, Bennett College, Greensboro)
- Jon W. Blank (1997), Adjunct Associate Professor, School of Nursing; B.A., M.D. (Medical Director, Raleigh School of Nurse Anesthesia, Raleigh)
- Carolyn Boyles (1999), Adjunct Assistant Professor, Human Development and Family Studies, B.S., Auburn University; M.Ed., Appalachian State University; Ed.D., UNC Greensboro
- Catherine S. Brown (1990), Adjunct Lecturer, Communication Sciences and Disorders, B.A., South Dakota; M.S., Ph.D., Oklahoma
- Elizabeth Byrom (1998), Adjunct Lecturer, Library and Information Studies, Director, Technology in Learning Program, SERVE, B.A., M.A., Ed.D.

- Wilma S. Hammett (1984), Adjunct Assistant Professor, Housing and Interior Design, B.S.H.E., M.S.H.E., Ph.D., UNC Greensboro (Interior Design Specialist, Professor, North Carolina State University, Raleigh).
- Sonja R. Hardin (1994), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N., Ph.D. (Director of Critical Care, Catawba Memorial Hospital, Hickory, NC).
- Cynthia Hardy (1994), Adjunct Lecturer, Recreation, Parks, and Tourism; Director of Campus Recreation Center, UNC Greensboro. B.S., M.A., Michigan State.
- Elizabeth A. Hart (1994), Adjunct Assistant Professor, Exercise and Sport Science. B.S., NY-Cortland; M.A., Wake Forest; Ph.D., UNC Greensboro.
- Vincent Henrich (1982), Adjunct Associate Professor, Nutrition and Foodservice Systems. B.S., Notre Dame; M.Sc., Ph.D., Ohio State.
- Nancy J. Higginson (1993), Adjunct Assistant Professor, School of Nursing; B.S.N., M.A. in Nursing Service. (Vice President of Nursing, Moses H. Cone Memorial Hospital, Greensboro).
- Cynthia J. Hobson (1994), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Carolinas Medical Center, Charlotte).
- Michele B. Hodge (1993), Adjunct Clinical Instructor, Biology; B.S.M.T. (Medical Technologist, Moses H. Cone Memorial Hospital, Greensboro).
- Harold Hoffman (1986), Adjunct Professor, Anthropology, Coordinator, Zoo Concepts Program, Assistant Coordinator, N.C. Science and Math Alliance. B.S., Kings College; Ph.D., Pittsburgh.
- Sheryl Hough (1998), Adjunct Lecturer, Exercise and Sport Science; B.S., M.S., University of Illinois-Urbana.
- Charna K. Howson (1993), Adjunct Lecturer, English, Associate Director of Research Services, UNC-G. B.A., M.A., Indiana State.
- Susan M. Hutson (1976), Adjunct Associate Professor, Nutrition and Foodservice Systems. B.A., Vanderbilt; Ph.D., Wisconsin-Madison, (Associate Professor of Biochemistry, The Bowman Gray School of Medicine, Winston-Salem, NC).
- Tomasita R. Jacobowitz (1999) Adjunct Instructor, School of Nursing. B.S.N., M.S.N., University of Pennsylvania (Nurse Practitioner in Private Practice).
- Kimberly L. Jarrett Pulliam (1986), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Associate Director of Nursing, Wesley Long Community Hospital, Greensboro).
- A. Patricia Johnson (1995), Adjunct Instructor, School of Nursing. B.S.N., Syracuse; M.A.Ed., Seton Hall; M.A.-Nursing, New York; Fellowship in Finance, Wharton School, University of Pennsylvania (Vice President, Operations, North Carolina Baptist Hospitals, Winston-Salem).
- Frances F. Jones (1991), Adjunct Assistant Professor, Educational Leadership and Cultural Foundations, Executive Director, Piedmont Triad Horizons Education Consortium. B.S., Appalachian State; M.Ed., Ed.D., UNC Greensboro.
- Robert E. Jones (1984), Adjunct Assistant Professor, Nutrition and Foodservice Systems. B.A., UNC Wilmington; M.S., East Carolina; Ph.D., Mississippi State (WIC Nutrition Program Director, Reynolds Health Center, Winston-Salem, NC).
- Tanya R. Judd (1998), Adjunct Lecturer, Exercise and Sport Science; B.S., M.S., UNC Greensboro.
- Sarah D. Kirby (1998), Adjunct Assistant Professor, Housing and Interior Design; B.S., M.S., Ph.D., Oklahoma State University (Associate Professor in Department of Family and Consumer Sciences, NC Cooperative Extension Service, NCSU).
- Toni Frye Knight (1988), Adjunct Lecturer, Curriculum and Instruction, Director, Office of Student Information and Advising, Director of Teaching Fellows. B.A., M.A., UNC Greensboro.
- Patricia K. Kooztz (1992), Adjunct Instructor, School of Nursing; B.S. (Public Health Clinical Program Manager, Guilford County Department of Health, Greensboro).
- James M. Lancaster (1974), Adjunct Associate Professor, Educational Leadership and Cultural Foundations, Assistant Vice Chancellor for Student Affairs. B.A., M.A., Ed.D., UNC Greensboro.
- Garrett Lange (1994), Adjunct Professor, Psychology. M.A., University of New Hampshire; Ph.D., Pennsylvania State.
- Michael Lazorchick (1994), Adjunct Lecturer, Recreation, Parks, & Tourism, Director of Piney Lake. B.S., Maryland.
- Esther M. Leise (1991), Adjunct Assistant Professor, Psychology. B.S., Maryland; Ph.D., Washington.
- John J. Lepri (1985), Adjunct Associate Professor, Nutrition and Foodservice Systems, Associate Professor, Biology. B.S., M.S., Ph.D., NC State.
- Carol MacKinnon Lewis (1995), Adjunct Associate Professor, Psychology. B.S., Old Dominion; M.S., Ph.D., Georgia.
- Sallye A. Liner (1988), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President for Nursing, Forsyth Memorial Hospital, Winston-Salem).
- Edward H. Lipford (1994), Adjunct Clinical Professor, Biology; A.B., M.D. (Medical Director, School of Medical Technology, Carolinas Medical Center, Charlotte).
- Cheryl A. Logan (1974), Adjunct Professor, Biology; B.A., Southern Methodist; Ph.D., University of California-San Diego (Professor, Psychology).
- John B. Longenecker (1989), Adjunct Professor, Nutrition and Foodservice Systems. B.A., Franklin and Marshall; M.A., Ph.D., University of Texas. (Director, Institute of Nutrition, UNC at Chapel Hill).
- Carol B. Lundrign (1983), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N., Ph.D. (Director of Nursing Education, Wake Forest University School of Medicine, Winston-Salem).
- Charles H. Lyons (1991), Adjunct Lecturer, Educational Leadership and Cultural Foundations, Associate Provost for International Programs. B.A., M.A.T., Harvard; Ph.D., Columbia.
- Teresa A. Macon (1999), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., G.N.P., UNC Greensboro (Nurse Practitioner, Southeastern Eye Center).
- Beverly B. Maddox-Britt (1988), Adjunct Assistant Professor, Educational Leadership and Cultural Foundations; B.S., M.S., Ed.D. (Director of Research Services, UNC Greensboro).
- Sam Margulies (1998), Adjunct Associate Professor, Human Development and Family Studies. B.S., New York University; M.S., New York University Graduate School of Arts and Science; Ph.D., University of Oregon; J.D., Rutgers University Law School.
- Carol Marsh (1996), Adjunct Assistant Professor, Dance. B.A., Stanford; M.A., Harvard; Ph.D., CUNY.
- Jacquelyn W. McClelland (1989), Adjunct Associate Professor, Nutrition and Foodservice Systems. B.S., M.S. Ph.D. (Extension Food and Nutrition Specialist, North Carolina State, Raleigh).
- Wendy McCloskey (1998), Adjunct Lecturer, Educational Research Methodology, Research Program Director, SERVE. B.A., M.A., Ph.D.
- Linda F. McCutcheon (1983), Adjunct Assistant Professor, School of Human Environmental Sciences; B.S., M.S., Ph.D. (Home Economics Extension, North Carolina State, Raleigh).
- Martha R. McEnally (1993), Adjunct Associate Professor, Textile Products Design & Marketing; B.A., M.B.A., Ph.D.
- Michael McIntosh (1995), Adjunct Associate Professor, Biology. B.S., Ohio; M.S., University of Alberta; Ph.D., Georgia.
- Debra R. Merritt (1996), Adjunct Instructor, School of Nursing. B.S.N., M.S.N. (Director, Didactic Education and Research, Raleigh School of Nurse Anesthesia, Raleigh).
- Barry Miller (1998), Adjunct Lecturer, Library and Information Studies, Special Projects Librarian, Jackson Library. B.A., M.S.L.S.
- Grover R. Mims (1994), Adjunct Associate Professor, School of Nursing; M.D. (Associate Professor, Department of Anesthesia, Wake Forest University School of Medicine, Winston-Salem).
- Richard L. Moore, II (1984), Adjunct Associate Professor, Educational Leadership and Cultural Foundations. B.S., Eastern New Mexico; M.Ed., Ed.D., Memphis State.
- Adelma E. Mooth (1978), Adjunct Professor, School of Nursing; B.A., M.A., Ed.D.
- Gerald Natkin (1998), Adjunct Lecturer, Educational Research Methodology, Evaluation Director, SERVE. A.B., M.S., Ph.D.
- Ronald T. Obie (1998), Adjunct Lecturer, Chemistry and Biochemistry; M.S. (Wood Coatings Research Institute).
- Michael L. O'Connor (1994), Adjunct Clinical Associate Professor, Biology; B.S., M.S., M.D. (Associate Professor of Pathology, Bowman Gray School of Medicine, Winston-Salem).
- Theresa W. O'Laughlin (1991), Adjunct Clinical Instructor, Biology; B.A., M.A. (Program Director, School of Medical Technology, Moses H. Cone Memorial Hospital, Greensboro).

UNIVERSITY HISTORY, OFFICERS, & FACULTY

- Richard G. Ouellette (1996), Adjunct Instructor, School of Nursing, Diploma in Nursing, Certificate in Anesthesia, B.S., M.Ed. (Lecturer, North Carolina Baptist Hospitals, Winston-Salem).
- Sherlyn H. Owens (1997), Adjunct Instructor, School of Nursing; B.S.N., M.S.N., (CRNA, Clinical Education Coordinator, North Carolina Baptist Hospital School of Nurse Anesthesia Program, Winston-Salem).
- Jaime Perez (1995), Adjunct Lecturer, Exercise and Sport Science. B.S., M.Ed. (Instructor, Health and Physical Education Department, Marshall University, Huntington, West Virginia).
- Jane E. Perrin (1996), Adjunct Assistant Professor, Psychology. M.A., Ph.D., UNC at Chapel Hill; Ph.D., UNC Greensboro.
- Marsha B. Peters (1992), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Moses H. Cone Memorial Hospital, Greensboro).
- Ronald Platt (1999), Adjunct Lecturer, Art. B.A., University of Maryland - College Park; M.B.A., Lesley College.
- Deborah K. Poole (1999), Adjunct Instructor, School of Nursing, B.S.N., UNC at Charlotte; M.S.N., F.N.P., UNC at Chapel Hill (Gerontological Nurse Practitioner, Carolinas HealthCare System).
- Promod R. Prapat (1994), Adjunct Associate Professor, Biology; M.S., Indian Institute of Technology; Ph.D., Syracuse (Assistant Professor, Physics).
- Donald J. Reichard (1974), Adjunct Associate Professor, Educational Leadership and Cultural Foundations, Associate Vice Chancellor for Institutional Planning and Research. A.B., Miami of Ohio; M.A., Kent State; Ph.D., Michigan State.
- Stephen Howard Richardson (1960), Adjunct Professor, Nutrition and Foodservice Systems. B.A., M.S., Ph.D., University of Southern California (Department of Microbiology and Immunology, Bowman Gray School of Medicine, Winston-Salem).
- Delia M. Ripley (1993), Adjunct Instructor, School of Nursing; B.S.N., M.S.N. (Staff Development Instructor, North Carolina Baptist Hospital, Winston-Salem).
- Karen Roberto (2000), Adjunct Associate Professor, Human Development and Family Studies. B.A., Indiana University of Pennsylvania; M.S., Ph.D., Texas Tech University.
- Jane Rosen-Grandon (1988), Adjunct Lecturer, Sociology; B.A., M.A. (Marriage and Family Therapist, Private Practice, Greensboro).
- Bruce K. Rubin (1999), Adjunct Professor, Chemistry and Biochemistry. B.S., M.Eng.; M.D. (Professor, Department of Pediatrics, Wake Forest University, School of Medicine).
- Nina Rusinova (1992), Adjunct Associate Professor, Sociology; Ph.D. (Senior Scientific Researcher, Institute of Sociology, St. Petersburg Branch, Russian Academy of Science).
- Mary K. Sanford (1984), Adjunct Associate Professor, Nutrition and Foodservice Systems, Associate Professor, Anthropology. B.A., Henderson State; M.A., Ph.D., Colorado.
- Mary M. Sappenfield (1996), Adjunct Instructor, School of Nursing. B.S.N., M.P.H. (Nursing Director, Guilford County Department of Public Health, Greensboro).
- Judith E. Scaro (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem).
- Michael Scriven (1996), Adjunct Professor, Educational Research Methodology. B.A., M.A., Ph.D. (Director, Evaluation & Development Group).
- Nancy C. Sheddick (1998), Adjunct Instructor, School of Nursing; B.S.N., M.S.N. (Associate Director of Clinical Education and Research, Raleigh School of Nurse Anesthesia).
- Kelly D. Shirley (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Carolinas Medical Center, Charlotte).
- Julie H. Simmons (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, North Carolina Baptist Hospital, Winston-Salem).
- Barbara C. Smith (1989), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Staff Development Instructor, North Carolina Baptist Hospital, Winston-Salem).
- Donald D. Smith (1997), Adjunct Professor, Public Health Education; B.A., Trinity College, M.D., Duke.
- Deborah N. Smothers (1999), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., UNC at Chapel Hill (Family Nurse Practitioner in Occupational Medicine, MedCentral of High Point, NC).
- Angela S. Staab (1994), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President of Nursing, Annie Penn Hospital, Reidsville).
- Josef M. Starobin (1997), Visiting Adjunct Assistant Professor, Physics and Astronomy. M.S., Ph.D. (Moscow Physico-Technical Institute).
- Mary C. Steuterman (1990), Adjunct Clinical Professor, Biology; B.A., M.D. (Medical Director, School of Medical Technology, Moses H. Cone Memorial Hospital, Greensboro).
- Stacy T. Thompson (1999), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., University of Alabama at Birmingham (Staff Nurse, Trauma Intensive Care Unit, NC Baptist Medical Center).
- Tamara R. Tripp (1999), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., SUNY - Syracuse; Post-Master's Certificate G.N.P., UNC Greensboro (Gerontological Nurse Practitioner, Nalle Clinic, Charlotte, NC).
- Rosemarie Vardell (1999), Adjunct Assistant Professor, Human Development and Family Studies. B.A., Eastern Illinois University; M.S., University of Illinois; Ph.D., UNC Greensboro.
- Stephanie B. Wagner (1998), Adjunct Instructor, School of Nursing; B.S.N., M.S.N. (Assistant Director of Clinical Education and Research, Raleigh School of Nurse Anesthesia).
- Garry R. Walz (1993), Adjunct Professor, Counseling and Educational Development, Senior Research Scientist. B.A., M.A., Ph.D., University of Minnesota-Minneapolis.
- Carol L. Watters (1996), Adjunct Instructor, School of Nursing. B.S.N., M.S.N. Ed.D. (Clinical Specialist, Orthopaedic Unit, North Carolina Baptist Hospitals, Winston-Salem).
- Kathleen Welsh-Böhmer (1999), Adjunct Associate Professor, Human Development and Family Studies, B.S., Duke University; M.A., Ph.D., University of Virginia.
- Marcy Whitebook (1999), Adjunct Assistant Professor, Human Development and Family Studies. B.A., M.A., University of California at Berkeley; Ph.D., University of California at Los Angeles.
- Jean Williams (1998), Adjunct Assistant Professor, Educational Research Methodology, Deputy Executive Director, SERVE. B.A., M.Ed., Ph.D.
- Nicholas C. Williamson (1993), Adjunct Associate Professor, Textile Products Design & Marketing; B.A., Ph.D.
- Pamela Wilson (1998), Adjunct Lecturer, Recreation, Parks, & Tourism; B.A., M.A., UNC at Chapel Hill.
- Johanna P. Winchester (1990), Adjunct Assistant Professor, School of Nursing; B.S.N., M.S.N. (Vice President of Nursing, Wesley Long Community Hospital, Greensboro).
- Paul R. Woodard (1992), Adjunct Associate Professor, School of Nursing; B.S., M.S., M.D. (President, Raleigh School of Nurse Anesthesia, Raleigh).
- Kimberly G. Yarborough (1994), Adjunct Clinical Instructor, Biology; B.S. (Medical Technologist, Carolinas Medical Center, Charlotte).

# FACULTY SENATE & COMMITTEES

## Faculty Senate

The Faculty Senate exercises the legislative powers of the General Faculty.

Membership: 37 voting members (elected from the College of Arts and Sciences, the Schools, and the Library in accordance with the number of voting members of the faculty in each electoral division), 12 nonvoting members (including the Provost, the immediate past Chair of the Senate, 4 Vice Chancellors, the Dean of the Graduate School, a representative from the Council of Deans, the head of the Faculty Assembly delegation, the Chair of the Staff Council or the Chair's designee, 2 graduate students, and 2 undergraduate students).

## Faculty Committee Structure

(All terms of office are for 3 years with the exception of the Research Policies Committee. Terms for this committee are specified in its membership.)

### I. ELECTED COMMITTEES

#### A. Code Committees (Elected at large)

##### 1. Committee on Due Process

The Committee on Due Process shall exercise the following duties and responsibilities:

(a) Receive evidence, conduct hearings, and report its findings and recommendations to the department head and the department head's immediate supervisor or to the Chancellor and, as appropriate, to the Chair of the Faculty Senate, on appeals from administration decisions involving discharge or the imposition of serious sanctions, termination of faculty employment, and nonreappointment. In exercising its responsibility, the committee shall use the definition of terms and the procedures for such hearings which are established by The Code of the University of North Carolina and The Regulations on Academic Freedom, Tenure, and Due Process of The University of North Carolina at Greensboro.

(b) All appeals arising under Section 603 of The Code of the University of North Carolina shall be heard by the full committee. In all other appeals arising under the committee's jurisdiction, the committee may establish an ad hoc panel of at least three committee members appointed by the chair to conduct hearings, receive evidence, and report to the full committee for the committee's deliberation and recommendation. The panel report shall include records, transcripts, all other written material, and the panel's recommendation. However, no committee member may participate in the discussion or decision on his or her own appeal or in any other case in which that committee member has participated in the recommendations from departments, the Schools, the Library, the College of Arts and Sciences, or other University committees.

Membership: 4 tenured faculty, plus 1 Senator.

##### 2. Faculty Grievance Committee

The Faculty Grievance Committee shall hear, mediate, and advise with respect to the adjustment of faculty grievances concerned with matters directly related to a faculty member's employment status and institutional relationships on this campus in accordance with the provisions of The Code of the University of North Carolina. No grievance that grows out of or involves matters related to a formal proceeding for the suspension, dis-

charge, or termination of a faculty member, or that is within the jurisdiction of another faculty committee, may be considered by the Faculty Grievance Committee.

Membership: 7 tenured/tenure-track faculty (with at least 1 member from each rank and 1 member from each School and the College), plus 1 Senator. Of the 7 tenured/tenure-track faculty members, only 3 may be untenured, and at least 2 must be professors. (No officer of administration, including department heads and division chairs, shall be eligible to serve on the committee.)

##### B. Faculty Assembly Delegation (Elected at large)

The Faculty Assembly Delegation shall: (1) gather and exchange information on behalf of the faculties of the constituent institutions of The University; (2) advise, through appropriate channels, the Board of Governors, the General Assembly, and other governmental agencies and officers on matters of University-wide import; and advise and communicate with the President of The University regarding matters of importance to the faculties as well as the whole University.

Membership: 4 faculty member delegates, 3-4 alternates (one of whom shall be the Chair of the Faculty Senate).

##### C. Chancellor Delegation (Elected by the electoral divisions except for the Faculty Government Committee which is elected at large)

##### 1. Academic Policies and Regulations Committee

The committee shall develop policies governing the academic calendar, summer session, class scheduling, academic advising, and undergraduate regulations and requirements.

Membership: 1 faculty member from each School and the College, plus 1 Senator. Ex officio and nonvoting members: as designated by the Provost. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

##### 2. Committee on Appointed and Elected Committees

The committee shall preside over elections for the Secretary of the General Faculty and for elected at-large members of faculty committees. The committee shall conduct the nomination and elections processes and determine the eligibility of the nominees in conformity with The Constitution and membership regulations of the committees; it shall also collate results from unit elections and General Faculty elections and report all results to the Faculty Senate in accordance with the Bylaws of The Constitution of the Faculty.

The committee shall also recommend to the Faculty Senate names of persons from the General Faculty to serve on all faculty appointed committees. In making these recommendations, the committee shall observe the following guidelines:

(a) Any voting member of the General Faculty may serve on appointed committees.

(b) In selecting persons to fill positions established by or pursuant to The Constitution, the Committee on Appointed and Elected Committees should consider factors of departmental affiliation, faculty rank, tenure status, ethnicity, length of service, and gender to the end that diversity of interests among the faculty are appropriately reflected on the appointed committees.

(c) The committee shall solicit names for committee assignments from the current committee membership, from members of the General Faculty and from deans. The Vice Chancellor for Student Affairs shall submit the names of students recommended by the President of the Student Government. The Dean of the Graduate School shall submit names of students recommended by the Graduate School Association.

(d) The committee shall recommend to the Chancellor, as requested, names of faculty members to serve on specially appointed committees.

In addition to the above responsibilities, the committee, upon approval by the Faculty Senate, shall recommend to the Chancellor the names of three tenured faculty members from which the Chancellor may select the Faculty Representative to the National Collegiate Athletic Association in accordance with the guidelines set forth in the Faculty Senate Bylaws for this representative.

Membership: Chair of the committee in each Senate electoral division responsible for elections in that division, plus 1 Senator.

**3. Faculty Government Committee**  
(Elected at large)

The primary function of the committee is to recommend to the Faculty Senate all changes to The Constitution of the Faculty. Recommendations related to the policies and regulations subject to adoption by the General Faculty shall be forwarded to the Faculty Government Committee for consideration and review before presentation to the Faculty Senate. The committee shall also review the governance structures adopted by the College, Professional Schools, and the Library to determine that they are consistent with The Code of the University of North Carolina, The Regulations on Academic Freedom, Tenure, and Due Process, and The Constitution of the Faculty.

Membership: 4 faculty, plus 1 Senator.

**4. Faculty Promotions and Tenure Guidelines Committee**

The committee shall review the Units' documents and exchange information about the general guidelines and expectations which the Units have developed for the evaluation of teaching, research and creative activity, service, and directed professional activity for promotions and tenure.

Membership: Chairpersons of the 8 Unit Committees on Promotions and Tenure. Ex officio and nonvoting members: the Chair and Chair-elect of the Faculty Senate.

**5. Faculty Welfare and Professional Development Committee**

The purpose of the Faculty Welfare and Professional Development Committee shall be to support the role of faculty members as learned professionals. The committee shall review and make recommendations on matters concerning professional status and effectiveness in the areas of teaching, research, and service. All matters other than salary and benefits are relevant, including but not limited to standards of professional performance; professional rights and privileges; working conditions; standards for teaching loads and reduction in load for research and service assignments; research and other leaves of absence; and programs for the enhancement of faculty professional abilities and effectiveness, including participation in seminars, workshops, colloquia and other professional development programs, professional travel and similar activities.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator.

**6. Graduate Studies Committee** (elected by members of the Graduate Faculty in each electoral division)

The Graduate Studies Committee shall be an agency of the Senate devoted to studying aspects of graduate education. Its basic duties and responsibilities are as follows:

- (a) Establish the criteria for the selection and review of members of the Graduate Faculty;
- (b) Review all new courses, revised courses, and modifications to current courses taking one of the following actions: approve, disapprove, approve with modification. Review and act on all proposals for new graduate programs or major modifications to

existing programs including the discontinuation of graduate programs;

(c) Review and formulate policies and regulations related to graduate education admission, retention, and graduate requirements;

(d) Hear student appeals related to Graduate School policies and regulations;

(e) Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education;

(f) Act on matters referred by the Faculty Senate, Dean of the Graduate School, Graduate Faculty, and the Graduate School Association on graduate education;

(g) Report to the Faculty Senate on actions taken regarding graduate education policies and programs;

(h) Advise the Faculty Senate on matters relating to graduate education.

Membership: 9 faculty elected by the Graduate Faculty (1 from each School and 3 from the College), plus 1 Senator, who is a member of the Graduate Faculty. (Up to 4 additional members may be appointed by the chair, after consultation with the Dean of the Graduate School, in order to achieve programmatic balance, to serve one-year terms.) The Dean and Associate Dean of the Graduate School and 2 graduate students elected by the Graduate Student Association are also voting members.

**7. Research Grants Committee**

The primary functions of the committee are to: (a) receive, evaluate, and act on applications for funding of faculty research grants, subsidies for book publication, refereed publication page charges, submission fees, journal article reprints, and exhibition/performance charges; and (b) set policies and procedures deemed necessary.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator. (Up to 4 additional members may be appointed by the chair, after consultation with the Associate Provost for Research, in order to achieve programmatic balance, to serve one-year terms.) Ex officio and nonvoting: Director of Research Services.

**8. Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee shall be the agency of the Faculty Senate responsible for reviewing the undergraduate curriculum, making policy recommendations to the Faculty Senate on curricular matters, and performing such other duties as approved by the Faculty Senate, including the following:

(a) To review and approve all proposals for new courses; existing courses in which substantial changes have been made; new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various Schools; the discontinuation of courses and programs; routine changes as previously approved by the Provost's Office;

(b) To approve requests for area credit designation for both new and existing courses as forwarded by the instructional area committees;

(c) To review and approve student proposals under Plan II (Specially Designed Programs of Study);

(d) To oversee the adherence to the all-University requirements by the College and the various Schools and to initiate curricular reviews at least every five years;

(e) To take up for study or action matters referred by the Faculty Senate and General Faculty or any other matters deemed important to the work of the committee.

Membership: 10 faculty (1 from each School and the Library, and 3 from the College), plus 1 Senator. Ex officio and nonvoting members: as appointed by the Provost.

## II. APPOINTED COMMITTEES

(all appointed by the Committee on Appointed and Elected Committees with self-nominations and nominations from the deans)

### 1. Academic Computing Committee

This committee shall serve as a policy formulation body with respect to academic computing and related activities. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator and the chair of the Library Committee, ex officio. Ex officio and nonvoting: Associate Vice Chancellor for Computing and Information Systems.

### 2. Budget Committee

The committee shall review the budgetary needs of the University and make recommendations to the appropriate administrators and to the Faculty Senate regarding the needs of the faculty. The committee shall be consulted by and shall advise in a timely fashion the Chancellor and other administrative officers during the process of budget preparation, revision, and allocation of University resources.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator.

### 3. Commencement and Ceremonies Committee

The committee shall recommend to the Chancellor policies related to convocation and commencement activities and shall advise on activities for these and other University ceremonies as requested. The committee shall coordinate its work with the Commencement Steering Committee to see that adopted plans are executed.

Membership: 4 faculty (including at least 1 from the School of Music), plus 1 Senator, 4 students (including the Chief Marshal, Assistant Chief Marshal, a member of the Senior Class, and a graduate student). Ex officio and nonvoting member: University Registrar.

### 4. Enrollment Management Committee

The committee shall review, recommend, and advise on policy decisions related to undergraduate enrollment: recruitment, admissions, financial aid, and retention.

Membership: 10 faculty (1 from each School and the Library and 3 from the College), plus 1 Senator. Ex officio and nonvoting members: as appointed by the Provost. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

### 5. Faculty Compensation Committee

The committee shall review, recommend and advise on all policies regarding faculty salaries and employee benefits for the regular academic year, summer session, and UNGC extension courses. The committee shall make periodic and timely reports to the Faculty Senate regarding the salary situation at UNGC such as comparison of salaries among the Schools and the College, gender differences in salaries and salary inequities between new appointments and continuing appointments in similar disciplines. The committee shall also review the salaries and employee benefits in the UNC system, national trends in faculty salaries and employee benefits and the effect of inflation upon salaries and benefits. The committee shall make an annual recommendation to the Faculty Senate regarding salary increases and the employee benefits package. These recommendations shall address merit pay increases, cost of living adjustments, and enhanced employee benefits, and shall be forwarded to the

Chancellor and to the President of the UNC system through the UNGC Delegation to the Faculty Assembly.

Membership: 4 faculty, plus 1 Senator.

### 6. Intercollegiate Athletics Committee

The committee shall be responsible for monitoring and reporting on intercollegiate athletics to the Faculty Senate. Of primary concern to the committee shall be the academic welfare of the student athletes and the overall integrity of the intercollegiate athletics program. The committee shall be available to hear and act on complaints and suggestions about intercollegiate athletics from the faculty, students, and other members of the University community.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator and 3 students (1 from the Student Athletic Association, 1 from the Student Government, 1 from the Graduate Student Association). Ex officio: Faculty Representative to the NCAA. Adjunct: Director of Intercollegiate Athletics.

### 7. Library Committee

The committee shall review and make recommendations regarding policies and procedures which will enhance the effectiveness of the Library. The committee shall act as a liaison agency interpreting Library policies to the University.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator and the chair of the Academic Computing Committee, ex officio. Ex officio and nonvoting: Director of the Library. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

### 8. Research Policies Committee

The committee shall make advisory recommendations to the Faculty Senate and/or to the Associate Provost for Research, acting for the Provost, about new policies or changes in existing policies that affect research conducted by faculty at the University. The overall goal for the committee is to enhance the research climate of the University.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator, 2 all-university Institute or Center directors, the chair of the Institutional Review Board for Human Subjects, and the chair of the Institutional Animal Care and Use Committee. Administrative staff for the committee to be: Associate Provost for Research, Director of the Office for Research Services, and Accounting Manager for Contracts and Grants from the Division of Business Affairs.

The all-university Institute or Center directors shall serve for 3 years. Of the 7 faculty members, 3 shall serve a three-year term, and 4 shall serve a two-year term. The chair of the committee shall always be a faculty member who shall serve a two-year term. The Senator member shall be appointed annually. Terms are not specified for the chairs of the Institutional Review Board for Human Subjects and the Institutional Animal Care and Use Committee because their time as committee chairs is specified within their respective committee structures.

### 9. University Teaching and Learning Center Committee

The committee shall serve as a policy formulation body with respect to the University Teaching and Learning Center. The committee shall review and make recommendations regarding policies and procedures which will enhance the effectiveness of the Center. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator. Ex officio and nonvoting: Director of the University Teaching and Learning Center.

# ENROLLMENT & DEGREE STATISTICS

## Enrollment Summary for Fall Semester 1999

Seniors .....	2,762
Juniors .....	2,160
Sophomores .....	2,132
Freshmen .....	2,909
Graduates .....	2,712
Specials and Unclassified .....	323
Total .....	12,998
Extension .....	1,470
<b>TOTAL COLLEGIATE ENROLLMENT FOR FALL 1999 .....</b>	<b>14,468</b>

## Summer School 1999

Summer Session .....	4,769
----------------------	-------

## Summary of Earned Degrees

Granted at UNCG on May 16, 1999\*  
(degrees earned in Summer 98, Fall 98, and Spring 99)

### GRADUATE DEGREES

Doctor of Philosophy .....	50
Doctor of Education .....	7
Doctor of Musical Arts .....	4
Specialist in Education .....	12
Certificate of Advanced Study .....	3
Master of Arts .....	134
Master of Business Administration .....	61
Master of Education .....	91
Master of Fine Arts .....	40
Master of Library & Information Studies .....	90
Master of Music .....	24
Master of Public Affairs .....	16
Master of Public Health .....	29
Master of School Administration .....	23
Master of Science .....	100
Master of Science in Business Education .....	6
Master of Science in Nursing .....	64
Master of Social Work .....	16
<b>TOTAL GRADUATE DEGREES .....</b>	<b>770</b>

### BACCALAUREATE DEGREES

Bachelor of Arts .....	537
Anthropology .....	13
Archaeology .....	5
Art .....	7
Biology .....	25
Chemistry .....	4
Classical Studies .....	6
Communication Studies .....	37
Dance .....	12
Drama .....	10
Economics .....	8
English .....	88

French .....	4
Geography .....	15
German .....	4
History .....	36
International Studies .....	3
Linguistics .....	2
Mathematics .....	5
Media Studies .....	55
Music .....	7
Philosophy .....	5
Physics .....	0
Plan II .....	0
Political Science .....	39
Psychology .....	88
Religious Studies .....	11
Russian Studies .....	1
Sociology .....	32
Spanish .....	13
Women's Studies .....	2
<b>Bachelor of Science .....</b>	<b>903</b>
Accounting .....	71
Biochemistry .....	0
Biology .....	33
Business Administration .....	63
Business Education .....	5
Chemistry .....	2
Computer Science .....	12
Dance .....	5
Economics .....	7
Education of Deaf Children .....	27
Elementary Education .....	66
Exercise & Sport Science .....	76
Finance .....	35
Health Education .....	30
Housing & Interior Design .....	20
Human Development & Family Studies .....	81
Information Systems & Operations Mgt .....	93
Intermediate Education .....	1
International Business Studies .....	9
Management/Marketing .....	98
Marketing Education .....	1
Mathematics .....	1
Middle Grades Education .....	6
Nutrition & Foodservice Systems .....	21
Physics .....	0
Plan II .....	0
Recreation, Parks, & Tourism .....	40
Social Work .....	46
Speech Pathology & Audiology .....	19
Textile Products Design & Marketing .....	35
<b>Bachelor of Science in Medical Technology .....</b>	<b>2</b>
<b>Bachelor of Fine Arts .....</b>	<b>72</b>
Art Education .....	12
Art, other .....	44
Dance .....	3
Drama .....	13
Plan II .....	0
<b>Bachelor of Music .....</b>	<b>39</b>
<b>Bachelor of Science in Nursing .....</b>	<b>149</b>
<b>TOTAL BACCALAUREATE DEGREES .....</b>	<b>1,702</b>

\* Source: Office of Institutional Research, Fact Book 1999-2000

**TOTAL EARNED DEGREES .....** **2,472**

# APPENDICES

## APPENDIX A

### Residence Status for Tuition Purposes

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

#### Residence

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

#### Initiative

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

#### Parents' Domicile

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

#### Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

#### Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

In addition, a separate North Carolina statute (G.S. 116-143.3) affords tuition rate benefits to certain military personnel and their dependents, even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. Application for this benefit must be made prior to the beginning of the first enrolled term of each academic year for which the benefit is sought.

#### Grace Period

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

#### Minors

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

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

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

#### Lost but Regained Domicile

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

#### Change of Status

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

#### Transfer Students

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

#### Aliens and Foreigners

Aliens lawfully admitted into the United States for permanent residence are subject to the same considerations as citizens in the determination of residency status for tuition purposes. Certain classes of both resident and nonresident aliens are subject to these same considerations, but certain classes are not. More complete information on the residence classification of aliens may be obtained from the Manual (referred to above) or from the Office of the Provost.

#### North Carolina Public School Teachers

Under separate statute (G.S. 116-143.5), certain North Carolina public school teachers (or other personnel paid on the teacher salary schedule) are

*continued*

eligible to be charged the in-state tuition rate for courses relevant to teacher certification or professional development, irrespective of their length of legal residence. To qualify, the applicant must be a legal resident of North Carolina and employed full-time by a North Carolina public school. Application for this benefit must be made prior to the beginning of each academic term for which the benefit is sought.

#### Tuition Waivers

A separate North Carolina statute (G.S.115B) provides tuition waiver for North Carolina residents who are at least age 65. The tuition waiver benefit also extends to certain family members of deceased or totally and permanently disabled emergency workers of North Carolina. More complete information on this statute may be obtained from the Office of the Provost.

## APPENDIX B

### The University of North Carolina Policy on Illegal Drugs

#### I. Policy on Illegal Drugs

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and disseminating of knowledge. All members of the academic community — students, faculty, and staff members — share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

#### II. Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees<sup>1</sup>, and SPA employees<sup>2</sup>.

#### III. Notice

A. Article 5 of Chapter 90 of the *North Carolina General Statutes* makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The *North Carolina General Statutes* are readily available in the Library.

B. This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

#### IV. Educational and Rehabilitation Programs

A. The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs. This program shall emphasize these subjects:

1. the incompatibility of the use or sale of illegal drugs with the goals of the University
2. the legal consequences of involvement with illegal drugs
3. the medical implications of the use of illegal drugs
4. the ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities

B. The University shall provide information about drug counseling and rehabilitative services (ampus-based or community-based) available to students and employees.

C. Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

#### V. Conduct Proceedings and Sanctions

##### A. Preliminary Determinations

The University will initiate a Conduct proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever both of these requirements are met:

1. there is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances
2. the alleged conduct is deemed to harm the interests of the University Requirement (1), above, can be satisfied by either of the following:
  - (a) a conviction or a guilty plea resulting from criminal prosecution
  - (b) independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate conduct action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

##### Students

Student Code of Conduct for The University of North Carolina at Greensboro, approved by the Chancellor

##### Faculty Members

The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7 Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees

##### Senior Administrative Officers

Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors

##### Non-Faculty EPA Employees

Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees

##### SPA Employees

Relevant regulations of the Office of State Personnel  
Decisions reached by these processes are reviewable according to normal appeal mechanisms.

B. Penalties for students, faculty, senior administrative officers, and non-faculty EPA employees:

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offenses described:

##### 1. Trafficking<sup>3</sup> in Illegal Drugs

(a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in "Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

(b) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

##### 2. Illegal Possession of Drugs

(a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statute 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

(b) For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for an unexpired balance of the prescribed period of probation. Residential students convicted of such offenses shall be removed from University housing in addition to the above.

*continued*

(c) For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.

### 3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion or regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

### C. Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

## VI. Oversight and Reporting

A. A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

B. The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

This policy shall be effective with the beginning of Fall Term, 1988.

## VII. Operational Procedures

Under the University's *Policy on Illegal Drugs* (hereafter referred to as "the Policy"), conduct proceedings against a student will be initiated when two requirements are met;

- There is a reasonable basis for believing that the person has violated the *Policy* or North Carolina law pertaining to controlled substances; and
- The alleged conduct is deemed to harm the interests of the University.

The first requirements, above, can be satisfied by either of the following:

- A conviction or a guilty plea resulting from criminal prosecution, or
- Independent evidence obtained by University officials, including police officers.

This statement established certain procedures and guidelines for determining when the second requirement is met.

### A. Conduct Occurring Beyond Campus Boundaries

Alleged conduct involving the illegal use of drugs occurring beyond the boundaries of the campus may be considered harmful to the University. The Administrative Hearing Officer in the Division of Student Affairs will initiate conduct action when these minimal conditions are present:

- Such alleged conduct occurs within Guilford County during a period in which the student is actively enrolled as a student at the University; and
- Such alleged conduct had resulted in the felony-level charges of possession/trafficking made by a civil authority.

Other conduct occurring beyond the campus may also be actionable under the *Policy on Illegal Drugs*, depending on the circumstances.

## B. Conduct Occurring Within Campus Boundaries

Alleged conduct involving illegal use of drugs which occurs within the boundaries of the campus will normally be considered harmful to the University. Conduct action under the *Policy* will be initiated according to the following procedures:

An administrative officer, including any member of the Residence Life staff, who discover a student engaged in illegal conduct involving drugs, will immediately inform the student that such conduct is prohibited under conduct regulations.

The officer will report the incident to the appropriate University office, as follows, for consideration of whether disciplinary action under the *Policy* should be taken:

- A member of the Residence Life staff who encounters such conduct will report the matter to the immediate supervisor, who will inform the Associate Director of Residence Life for Student Development. The Associate Director will report the facts of the incident to the Administrative Hearing Officer for a decision on whether conduct proceedings should be initiated.
- All other University personnel encountering instances of conduct involving illegal drugs will make report to the Administrative Hearing Officer for conduct action.
- The report of drug-related behavior to the Administrative Hearing Officer may be accompanied by an explanation of mitigating factors. Such mitigating factors may include but are not limited to the isolated or singular character of the incident as evidenced by a student's unusual conduct in comparison with what is known to be his/her normal behavior, and the absence of prior reports of similar acts by such students.

The Administrative Hearing Officer will consider actions under the *Policy* in consultation, as necessary, with other officers of the University. In making each decision, the Administrative Hearing Officer will consider all relevant circumstances, including reports, if any, of mitigating factors.

Charges will be made and hearings will be held in accord with the *Student Code of Conduct* published by the Office of the Vice Chancellor for Student Affairs and contained in the *UNCG Calendar/Student Handbook* and on the University's web site at <<http://www.uncg.edu/saf/studiscp/Manual.html>>.

<sup>1</sup>Non-faculty personnel whose employment is exempt from the State Personnel act

<sup>2</sup>Staff personnel whose employment is subject to the State Personnel Act

<sup>3</sup>The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90-95 (h).

## APPENDIX C

### Academic Good Standing Policy in Effect for Undergraduates Admitted to the University Prior to Fall 1996

The following requirements and procedures for maintaining academic good standing will remain effective for undergraduates admitted to UNCG prior to Fall 1996. To continue in academic good standing at UNCG, undergraduates who have completed all of their work at UNCG must meet the cumulative grade point average presented in the table below. Transfer students must add the semester hours accepted in transfer to the hours attempted at UNCG to determine the cumulative grade point average necessary.

In addition, to meet graduation requirements, a student must present a minimum of 122 semester hours with a minimum cumulative grade point average of 2.00. No more than 168 hours may be attempted toward an undergraduate degree.

Several departments or schools at UNCG require a cumulative grade point average higher than 2.00 for admission to and continuance in a major program. Please refer to specific programs in the Undergraduate Bulletin for more information.

#### Academic Probation and Academic Suspension

A student whose cumulative grade point average is below that required is placed on academic probation. Failure to restore the required grade point average in one semester will result in academic suspension.

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

After at least one semester of academic suspension for failure to meet the minimum grade point average, a student may apply for reactivation. (Summer School is not considered a semester for removal of academic suspension.)

If reactivated, the student will be placed on academic probation with special terms of probation. Failure to meet the special terms will again result in academic suspension.

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 the graduation requirements.

#### Academic Appeals

The Director of Academic Advising and Support Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations as stated in the Undergraduate Bulletin. The student should consult the Office of Academic Advising and Support Services for information concerning the appeal process.

#### For Undergraduates Admitted to the University Prior to Fall 1996—Required Cumulative Grade Point Averages for Academic Good Standing

##### 24 HOURS OR LESS 1.30

25	1.31	36	1.39	47	1.46	58	1.54	69	1.62	80	1.70	91	1.78	102	1.86	113	1.94
26	1.31	37	1.39	48	1.47	59	1.55	70	1.63	81	1.71	92	1.79	103	1.86	114	1.94
27	1.32	38	1.40	49	1.48	60	1.56	71	1.64	82	1.71	93	1.79	104	1.87	115	1.95
28	1.33	39	1.41	50	1.49	61	1.56	72	1.64	83	1.72	94	1.80	105	1.88	116	1.96
29	1.34	40	1.41	51	1.49	62	1.57	73	1.65	84	1.73	95	1.81	106	1.89	117	1.96
30	1.34	41	1.42	52	1.50	63	1.58	74	1.66	85	1.74	96	1.81	107	1.89	118	1.97
31	1.35	42	1.43	53	1.51	64	1.59	75	1.66	86	1.74	97	1.82	108	1.90	119	1.98
32	1.36	43	1.44	54	1.51	65	1.59	76	1.67	87	1.75	98	1.83	109	1.91	120	1.99
33	1.36	44	1.44	55	1.52	66	1.60	77	1.68	88	1.76	99	1.84	110	1.91	121	1.99
34	1.37	45	1.45	56	1.53	67	1.61	78	1.69	89	1.76	100	1.84	111	1.92		
35	1.38	46	1.46	57	1.54	68	1.61	79	1.69	90	1.77	101	1.85	112	1.93	122 OR MORE HOURS 2.00	

## TOPICAL INDEX

## A

- Abbreviations  
 AULER 50  
 CLER 50  
 department or course 48-49, 69
- Abuse of Alcohol/Illegal Drugs 290, 328-329
- Academic & University policies, index 65
- Academic advising 31-32
- Academic appeals 38
- Academic appeals committee 38
- Academic calendar, UNCG 2, 3
- Academic dismissal 38
- Academic Good Standing at UNCG 37-38  
 prior to Fall 1996 330
- Academic honor policy 31
- Academic Integrity & Student Conduct  
 policies 290-291
- Academic probation 37
- Academic programs 7-8, 47-64
- Academic renewal 36  
 grade forgiveness 36
- Academic requirements 43
- Academic suspension 37  
 appeals 37-38
- Academic warning for freshmen 37
- Academic workload guidelines 32
- Academic year & semester abroad 264
- Accelerated Master's Programs 19, 278-288
- Accounting  
 accelerated master's program 278  
 courses 71-72  
 department 71-72  
 honors 71  
 major (BS) 71  
 mission statement 71
- Accreditation  
 Computer Science 188, 190  
 Counseling & Educational Development 119  
 Department of Housing & Interior Design 173  
 Department of Library & Information Studies Inform 186  
 Department of Recreation, Parks, & Tourism 60, 238  
 Department of Social Work 251  
 Department of Theatre 269  
 Joseph M. Bryan School of Business & Economics 56  
 School of Education 59  
 School of Music 63, 198  
 School of Nursing 64, 207  
 Teacher Education 9  
 UNCG 9
- Acting (see Theatre)  
 concentration 271
- Adding courses 32
- Address changes 294-295
- Adjunct faculty 320-322
- Administrative withdrawal 15
- Admission 11-19  
 2 Plus articulation students 12  
 adult students 13  
 auditing students 18  
 candidate's reply card 12  
 consortium students 18  
 departmental/program requirements 14-15  
 freshmen 11-12  
 Interior Design program 173  
 international students 12-13  
 minimum admission requirements 11  
 Nursing, School of 208-209  
 other requirements 14-15  
 part-time students 14  
 returning students 13-14  
 second degree 16  
 student teaching 265  
 Summer Session 18-19  
 teacher education 264-265  
 transfer students 12  
 University 11  
 veterans 19  
 visiting students 13
- Admissions decision 12
- Adult Development & Aging  
 concentration 177
- Adult Development & Aging in the Family  
 option 176
- Adult Students  
 office for 291
- Adult students  
 admission 11, 13
- Advanced Placement tests 16-18  
 College Board (AP) 16-17  
 College Level exams 18  
 IB exams 17  
 SAT II subject tests 17-18
- Advancement Services, office of 301
- Advising codes 31
- Advisor  
 faculty 31  
 international students 292
- Affirmative Action Officer 9, 11
- Affirmative Action plan 9-10
- African American Studies Program 72-73  
 courses 73  
 minor 73  
 mission statement 72
- African Studies minor 185
- Alcoholic beverage policies 290
- Alumni, Advancement, & Friends of UNCG 301-302
- Alumni Affairs 301
- Alumni Association 301
- Alumni House 301
- American College Test (ACT) 12
- Analytic & Evaluative Studies (AE) credit  
 courses 46  
 description 45

- Angels of the UNCG Theatre 302  
 Annual Programs, office of 302  
 Anthropology  
   accelerated master's programs 278–280  
   courses 75–77  
   department 73–77  
   honors 74  
   major (BA) 74  
   minor 74  
   second major 74  
   subdisciplines 74  
   teacher licensure in social studies 75  
 AOS (area of study) codes 66–68  
 Appeals  
   academic 38  
   academic suspension 37  
   attendance 34  
   grades 35  
 Appendix A 327–328  
 Appendix B 328–329  
 Appendix C 330  
 Application  
   fee 11, 12  
   form 11, 12  
   freshmen 11–12  
   graduation 23, 41–42  
   teacher licensure 266  
 Application deadline  
   freshmen 11  
   graduation 41  
   transfer students 12  
 Application fee 12, 13, 14  
 Application for graduation 41–42  
 Application form 12, 14  
 Applied Economic Analysis  
   concentration 130  
 Applied Mathematics  
   concentration 189  
 Aquatic Instructional Leadership option 141  
 Aquatics for Therapy/Rehabilitation option 141, 145  
 Archaeology Program 77–78  
   concentration 77–78  
   minor 78  
 Area of study codes 66–68  
 Art  
   courses 80–84  
   degree programs 78  
   department 78–84  
   honors 80  
   major (BA) 79–80  
   major (BFA), art education 79  
   major (BFA), studio 78–79  
   minor 80  
   second major 80  
   teacher education requirements 79  
   transfer students 78  
 Art Education I  
   concentration 79  
 Art Education II  
   concentration 79  
 Art History  
   concentration 79, 80  
   articulation (2 Plus) Program 12  
 Articulation agreements (community college) 12  
 Asian Studies minor 185  
 Astronomy (see Physics and Astronomy) 220–223  
 Athletics and recreation 8, 300–301  
 Attendance (class) 34  
 Auditing  
   current UNCG students 18  
   fees 18, 23  
   non-UNCG students 18  
 Auditing courses 18, 34  
 Auditions 15, 63, 198  
 Auditors 18, 23, 34  
 AULER  
   abbreviations 50  
   approved courses 46–47  
   electives 45, 46  
   Study Abroad 47  
   requirements 45–47  
 Average time to graduation 40, 44
- B**
- Banking information 24  
 Biochemistry 103  
   major (BS) 104–105  
 Biology  
   accelerated master's program 280  
   concentration 86  
   core course requirements 85, 86  
   courses 87–91  
   department 84–91  
   initial "A" licensure only 87  
   major (BA) 85  
   major (BS) 85–86  
   minor 86  
   second major 86  
   teacher licensure 87  
   transfer credit 87  
 Biology (BA)  
   Biotechnology 85  
   Environmental Biology 85  
 Biology (BS)  
   Biotechnology 86  
   Environmental Biology 86  
 Biotechnology (BA)  
   concentration 85  
 Biotechnology (BS)  
   concentration 86  
 Birth through Kindergarten  
   concentration 176, 177  
   teacher licensure concentration 177  
   teacher licensure program 176  
 Board of Governors (UNC) 303  
 Board of Trustees (UNCG) 305  
 Books and supplies, cost of 23  
 British/American Literature (BL) credit  
   courses 46  
   description 45

- Broadcasting & Cinema (also see Media Studies)
  - courses 94-96
  - department 92-96
  - Media Studies major (BA) 92-94
- Business minor 58
- Business & Economics, Joseph M. Bryan School of
  - academic workload 57
  - accreditation 56
  - admission criteria 57
  - application for admission 57
  - areas of study 58
  - Business minor 58
  - criteria for continuance 57
  - departments 56
  - enrollment in Bryan School courses 56
  - foreign language requirements 57
  - Honors program 58
  - mission statement 56
  - requirements to major or minor 56-57
  - scope of programs 56
  - second baccalaureate degrees 57
  - transfer students 57
- Business & Marketing Education
  - courses 102-103
- Business Administration
  - continuation requirement 98
  - courses 99
  - department 97-103
  - honors 97
  - major (BS) 97, 97-98
  - mission statement 97
- Business and public policy
  - concentration 130
- Business Studies
  - concentration 97

## C

- Calendar, academic 2, 3
- Campus (UNCG) community 8-9, 289-302
- Campus description 8-9
- Campus ministers 291
- Campus opportunities 296-300
- Campus recreation 300-301
- Cancellation of registration 24
- Career Services Center 8, 291
- Cashiers & Student Accounts Office 24, 291
- Center for Educational Research and Evaluation 59
- Center for Educational Studies and Development 59
- Center for Global Business Education and Research 56
- Center for School Accountability 59
- Certification
  - enrollment 294
  - full-time 32
- Chancellor's welcome 6
- Changing a major 32
- Chemistry & Biochemistry
  - accelerated master's program 280-281
  - Biochemistry major (BS) 104-105
  - courses 105-107
  - department 103-107
  - Chemistry major (BA) 103
  - Chemistry major (BS) 104
  - Chemistry minor 105
  - teacher licensure 105
- Child & Adolescent Development
  - concentration 177
- Child & Adolescent Development in the Family
  - option 176
- Class attendance 34
- Classical Archaeology
  - concentration 108, 109
- Classical Civilization
  - courses 110-111
- Classical Civilization
  - concentration 108, 109
- Classical Studies
  - department 108-113
  - major (BA) 108-109
  - minor 109
  - second academic concentration 109
  - teacher licensure in Latin 109
- Classification of students 37
- CLER
  - abbreviations 50
  - requirements 52
- CLER Electives
  - Study Abroad 52
- Clubs & organizations, student 8, 298-300
- College Board AP Exams 16-17
- College Board SAT II Subject Tests 17-18
- College Level Examination Program 18
- College of Arts & Sciences 51-55
  - areas of study 53-55
  - CASA (advising center) 51, 78
  - foreign language requirement 52
  - major requirements 52
  - minor requirements 52
  - requirements 51-53
  - second majors 52
  - writing intensive requirement 51
- Collegium for the Advancement of Schools, Schooling 59
- Commencement 295
  - participation policy 42
- Communication
  - department 113-116
  - mission statement 113
  - progression in major 114
- Communication Sciences & Disorders
  - courses 117-118
  - department 60, 116-118
  - Speech and Hearing Center 293
  - Speech Pathology & Audiology major (BS) 116-117
- Communication Studies
  - courses 114-116
  - Honors 114
  - major (BA) 114
  - minor 114
- Community Dance
  - concentration 125-126

- Community health education concentration 235
  - Composition concentration 200
  - Computer labs 292
  - Computer Science
    - concentration 189
    - courses 190–192
    - honors 190
    - major (BS) 190
    - minor 190
  - Computing
    - Instructional & Research 292
  - Cone Art Building, Anne and Benjamin 8, 297
  - Confidentiality of information 295
  - Confirmation of registration 24
  - Consortium, Greater Greensboro 7, 18, 293, 295
  - Continual Learning, Division of 19
  - Continuing students
    - payment of tuition and fees 24
    - registration 31
  - Corequisites 50
  - Cornelia Strong College 7, 262–263
  - Correspondence credit 16, 39
  - Counseling & Educational Development
    - accreditation 119
    - courses 119
    - department 118–119
  - Counseling & Testing Center 8, 294
    - testing services 294
  - Course
    - credit hours 50
    - description 50
    - equivalent course credit 51
    - frequency of offering 51
    - grading methods 50
    - numbers and levels 50
    - prefixes 48–49, 69
    - prerequisites, corequisites 50
    - repeat-for-credit notation 50
    - restrictions 50
    - selection 32–33
    - types 49
  - Course credit & advanced placement 16–18
  - Course description guide 48–51
  - Course levels 32
  - Course loads 32
  - Course types 49
  - Courses 7
    - adding 32
    - auditing 34
    - dropping 32–33
    - non-credit 39
  - Credit
    - correspondence 16
    - extension 16
    - ROTC 19
    - summer session 38–39, 295
    - transfer 16, 38–39
  - Credit limits
    - correspondence 16
    - extension 16
    - Physical education courses 39
    - ROTC 39
    - transfer 16
    - undergraduate degree 39
  - Credit (payment deferral) policy 24–25
  - Credit regulations 16, 38–39
  - Curriculum & Instruction
    - admission requirements 120
    - courses 121–123
    - department 119–123
    - inquiry teams 119
    - majors 119
- D**
- Dance
    - concentration 126
    - courses 126–128
    - department 60, 123–128
    - education major (BS) 124–125
    - major (BA) 123–124
    - major (BFA) 124
    - minor 125
    - second major 125
  - Dance Company 297
  - Dance Education
    - major (BS) 124–125
  - Dance programs 8
  - Deadlines
    - graduation application 41
    - removal of incompletes 35
  - Dean's List 36
  - Declaring a major 32
  - Deferment of payment 24
  - Deficiencies
    - entrance 15–16
    - foreign language 15–16
    - high school subject 15
    - other 16
  - Degree requirements 43, 44
    - changes in 44
    - credit limit 39
    - statistics 326
  - Degrees (listed) 44
  - Dentistry, Medicine, Veterinary Medicine
    - preprofessional program 227–228
  - Department/course prefixes 69
  - Departmental clubs 299
  - Departmental grants and scholarships 27
  - Design (Art)
    - concentration 79
  - Design/Technology (Theatre)
    - concentration 271
  - Development, office of 301
  - Dietetics Didactic Program

accreditation 214  
 Dining plans 20, 23, 25, 290  
 Dining Services 290  
 Disability Services  
   office of 291–292  
 Disruption of education process policy 291  
 Disruptive behavior in the classroom policy 291  
 Drama (see Theatre)  
   concentrations 270–272  
   major (BA) 270  
   major (BFA) 270–276  
   minor 270  
 Dropping courses 32–33  
 Drugs/Narcotics policy 290, 328–329  
 Dual registration (undergraduate/graduate) 42

## E

Earth Science/Environmental Studies  
   concentration 154  
 Economic studies  
   concentration 130  
 Economics  
   accelerated master's program 282, 282–283  
   Applied Economic Analysis concentration 130  
   Business & Public Policy concentration 130  
   courses 131–133  
   department 129–133  
   Economic Studies concentration 130  
   Financial Economics concentration 130  
   Global Economic Policy concentration 130  
   honors 130  
   major (BA) 129–130  
   major (BS) 130  
   minor 131  
   mission statement 129  
   second major 130  
   teacher licensure in social studies 130  
 Education of Deaf Children (see Specialized Education Services)  
   courses 261–262  
   program 259  
   second major requirement 260  
 Education of the Deaf (see Specialized Education Services)  
   Educational Interpreter concentration 260  
   interdisciplinary B-K program 261  
   major 259–260  
   Teacher Preparation concentration 259–260  
 Education, School of 59  
   accreditation 59  
   areas of study 59  
   Collegium 59  
   departments 59  
 Educational Interpreter  
   concentration 260  
 Educational Leadership & Cultural Foundations  
   courses 133  
   department 133  
 Educational Research Methodology  
   department 134  
 Elementary Education  
   major (BS) 120  
   second major requirements 120  
 Elementary licensure 265  
 Elliott University Center 8, 296  
 Emergency loans 25  
 Employment opportunities 30  
 ENG 100  
   noncredit course 36, 39, 136  
 Engineering  
   preprofessional program 228  
 English  
   courses 136–140  
   department 134–140  
   high school teaching concentration 134  
   honors 135  
   major (BA) 134–135  
   minor 135  
   second major 135  
 Enrollment  
   certification 294  
   statistics 7, 326  
 Entrance deficiencies 15–16  
 Environmental Biology (BA)  
   concentration 85  
 Environmental Biology (BS)  
   concentration 86  
 Environmental Studies Program 140–141  
   courses 141  
   minor 141  
 Equity in Athletics statement 300  
 ESSS Aquatics Leadership  
   concentration 141, 145–146  
 ESSS Fitness Leadership  
   concentration 141, 145  
 ESSS Sports Medicine  
   concentration 141, 145  
 European Studies  
   second major or minor 185  
 Exam schedule  
   changes to 34  
 Examinations  
   course 34  
   for credit 40  
   placement 39–40  
   transfer validating 16  
 Excellence Foundation 302  
 Exchange programs  
   international 264  
 Exercise & Sport Science  
   courses 146–152  
   department 60, 141–152  
   honors 146  
   major (BS) 141–146  
   major requirements 142–146  
 Expenses 20–24  
 Express registration 14  
 Extension credit 16, 38–39

## F

- Faculty
  - adjunct 320–322
  - emeritus 316–319
  - library 319–320
  - teaching 306–316
- Faculty advisor 31
- Faculty senate & committees 323–325
- Family Studies
  - concentration 177–178
  - option 176
- Federal grants and loans
  - Pell Grants 28
  - Federal Perkins Loans 30
  - Federal PLUS Loans 29–30
  - Federal Stafford Loans 29
- Federal Work-Study Program 30
- Fees
  - auditing 18, 23
  - general 23, 24
  - graduation 23
  - transcript 23
- Final examinations 34
- Finance
  - major (BS) 98
- Finance, Insurance, & Real Estate
  - courses 99–100
  - major (BS) 97, 98
- Financial aid 24, 26–30
  - awards 26–27
  - other sources 30
- Financial Aid Directory, UCG 26
- Financial Aid
  - office 26, 292
- Financial economics
  - concentration 130
- Fine Arts (FA) credit
  - courses 46
  - description 45
- Firearms/Weapons policy 291
- FirstCard ID 23, 294
- Five-year program of study
  - interior design 173–174
- Foodservice management
  - concentration 172
- Foreign language deficiencies 15
  - appeal of 15–16
- Foreign language proficiency 52
- Foreign language requirement 52, 57
- Fraternalities, sororities 8, 299
- French
  - accelerated master's program 283
  - courses 247–249
  - major (BA) 246–247
  - minor 247
  - placement test 39, 246
  - second major 246–247
  - teacher licensure 247
- Freshman Seminars 153
  - courses 153

- Freshmen
  - academic warning 37
  - admission 11–12
  - application 11–12
  - classification 37
  - registration 31
- Friends of the Library 302
- Friends of UCG 302
- Full-time expenses 20
- Furnishings, residence halls 23

## G

- General fees 23–24
- General grants and scholarships 27–30
- Geography
  - courses 155–157
  - department 154–157
  - major (BA) 154–155
  - minor 155
  - second major 155
  - teacher licensure 155
- German
  - accelerated master's program 284
  - courses 158–159
  - teacher licensure 158
- German, Russian, & Japanese Studies
  - department 157–160
  - German (BA) major 158
  - German courses 158–159
  - German minor 158
  - Japanese courses 160
  - Russian courses 160
  - Russian minor 158
- Gerontology Program 161
  - courses 161
- Global Affairs & International Development
  - concentration 185
- Global economic policy
  - concentration 130
- Governance organizations 299
- Grade appeals 35
- Grade change
  - retroactive 36
- Grade forgiveness 36
- Grade Point Average (GPA) 35–36
  - grade points 35–36
  - required for graduation 44
- Grade reports 34
- Grading 34–36
- Grading methods 50
- Grading system 34–36
- Graduate students 19
- Graduate study 7
  - while an undergraduate 42
- Graduation 41–42, 295
  - academic requirements 41
  - application 41–42
  - application deadlines 41–42
  - average time to 40, 44
  - fee 23

residence requirements 41–42  
 time requirements 41  
 with honors 42  
 Grant Program for Native Americans 29  
 Greater Greensboro Consortium 7, 18, 293  
 Greek (see Classical Studies)  
   courses 111–112  
   Language & Literature concentration 108  
 Greek organizations 8, 299  
 Greensboro area 8, 198  
 Grogon College 161–162  
 Guns 291

## H

Health & Human Performance, School of 60-61  
   areas of study 61  
   courses 60  
   departments 60  
 Health Education (see Public Health Education)  
   major (BS) 235  
   second major 235  
 Health fee 294  
 Health insurance policy 294  
 Health Services, student 294  
 Health Studies  
   minor 235–236  
 Historical Perspectives on Western Culture (HP) credit  
   courses 46  
   description 45  
 History  
   courses 163–169  
   department 162–169  
   major (BA) 162–163  
   minor 163  
   Public History concentration 163  
   second major 163  
   teacher licensure 163  
 Honor Policy 31  
 Honorary Societies 298–299  
 Honors  
   graduation with 42  
   second degree 42  
 Honors in Accounting 71, 174  
 Honors in Anthropology 74  
 Honors in Art 80  
 Honors in Business Administration 97  
 Honors in Communication Studies 114  
 Honors in Computer Science 190  
 Honors in Economics 130  
 Honors in English 135  
 Honors in Exercise and Sport Science 146  
 Honors in ISOM 182  
 Honors in Mathematics 189  
 Honors in Music 201  
 Honors in Nursing 211  
 Honors in Nutrition & Foodservice Systems 215  
 Honors in Political Science 224  
 Honors in Psychology 231

Honors Program 7, 169–172  
   courses 171–172  
   departmental honors work 172  
   eligibility 170  
   requirements 170  
 Hospitality Management Program 172-173  
   concentrations 172  
   courses 172–173  
   major (BA) 172  
 Housing  
   off-campus 289  
   on-campus 289  
   options 289  
   plans & costs 20, 22-23  
   refunds 25  
 Housing & Interior Design  
   department 173–175  
   Interior Design major (BS) 173–174  
 Housing & dining plans 20, 22–23  
 Human Development & Family Studies  
   admission to major 176  
   courses 178–180  
   department 176–180  
   major (BS) 176–178  
   minor 178  
 Human Environmental Sciences, School of  
   areas of study 62  
   departments 62  
 Human Environmental Sciences Foundation 302  
 Human Nutrition & Dietetics  
   concentration 215  
 Human Resources  
   concentration 97

## I

IB Exams 17  
 ID, University (FirstCard) 23, 294  
 ID validation 24  
 Immunization clearance 15  
 Incomplete grade 35  
   deadlines for removal 35  
 Index to departments & courses 70  
 Information Systems  
   concentration 182  
 Information Systems & Operations Management  
   admission and repeated courses 181  
   courses 182–183  
   department 181–183  
   honors 182  
   major (BS) 181–182  
   mission statement 181  
 Initial A teacher licensure 14  
 Instructional & Research Computing 292  
 Instrumental Music Education  
   concentration 200–201  
 Inter-Cultural Studies  
   concentration 185  
 Intercollegiate athletics 300

Interior Design  
 accreditation 173  
 admission 173  
 courses 174-175  
 major (BS) 173-174  
 INTERLINK Language Center 292  
 International Baccalaureate IB Exams 17  
 International Business Studies 157, 183-184  
 major (BS) 184  
 mission statement 183  
 International House 292  
 International Programs Center 264, 292  
 International Student Advisor 292  
 International Student Services 292  
 International students  
 admission 12-13  
 transferring to UNCG 13  
 International Studies Program 185-186  
 concentration 185-186  
 courses 186  
 Internship courses 49  
 Internships 49, 291  
 Interviews 11  
 Ione Grogan College 7, 161-162  
 IP (in-progress) grade 35  
 Italian  
 courses 250-251

**J**

Japanese courses 160  
 Japanese Studies 157-160  
 Jazz studies  
 concentration 200  
 Job search assistance 291  
 Junior classification 37

**L**

Laboratory/Studio/Practice courses 49  
 Language Placement Tests 15, 39, 246  
 Late Registration fee 26, 31  
 Latin  
 courses 112-113  
 Language & Literature concentration 108  
 placement test 39  
 teacher licensure 109  
 Learning Assistance Center 292  
 Lecture/seminar courses 49  
 Leisure Services Management  
 concentration 239  
 Liability insurance, cost of 24  
 Library & Information Studies  
 accreditation 186  
 courses 186-187  
 department 186-187  
 Library, Walter Clinton Jackson 292-293  
 Licensed practical nurses 211  
 Licensure

teacher 266  
 Life sciences (CLS) credit  
 approved courses 52  
 Linguistics  
 minor 187  
 Loans 29-30  
 Lodging management  
 concentration 172

**M**

Major  
 codes 68  
 declaring or changing 32  
 description of 47-48  
 Major requirements 41, 47-48, 52  
 Management  
 courses 100-101  
 Marketing  
 concentration 97  
 courses 101-102  
 MAT 100  
 noncredit course 36, 39, 192  
 Mathematical Sciences  
 accelerated master's program 284  
 Applied Mathematics concentration 189  
 Computer Science concentration 189  
 Computer Science major (BS) 190  
 courses 192-195  
 department 188-195  
 honors 189  
 major (BA, BS) 188-189  
 major (BS) 189  
 minor 189, 190  
 placement test 39  
 Pure Mathematics concentration 189  
 second major 189  
 Statistics concentration 189  
 teacher licensure 189  
 Mathematics (MT) credit  
 courses 46  
 description 45  
 Media (student) organizations 298, 299  
 Media Studies (see Broadcasting & Cinema)  
 admission to concentrations 92-94  
 admission to major 92-94  
 capstone courses 93  
 criteria for continuing in major 93-94  
 Electronic Media News & Documentary concentration 93  
 major (BA) 92-94  
 major requirements 93, 93-107  
 Media Processes & Aesthetics concentration 93  
 Media Writing concentration 93  
 minor 94  
 Moving Image & Sound concentration 93  
 Medical Services 294  
 Medical Technology  
 Biology or Chemistry major 197  
 clinical year 197  
 major (BSMT) 196-197

Merit awards 27–28  
 Middle Grades Education (see Curriculum & Instruction)  
   major (BS) 120–121  
   second major requirements 120–121  
 Middle Grades licensure 265  
 Military Call-up Policy 25, 33  
 Minor requirements 52  
 Minority Presence Grant program 28  
 Mission of UNCG 9  
 Modern (CMO) credit  
   approved courses 52  
 Museum Studies (see Art)  
   concentration 80  
 Music, School of 63, 198–207  
   accelerated master's program 284  
   accreditation 63, 198  
   areas of study 63  
   auditions 15, 63, 198  
   community opportunities 198  
   courses 201–207  
   facilities 198–199  
   general studies 199  
   honors 201  
   major (BA) 199  
   majors 63, 198  
   minor 201  
   Music Education major (BM) 200–201  
   performance activities 198  
   Performance major (BM) 199–200  
   performance studies 198  
   student information manual 199  
   teacher licensure 201  
   transfer students 199  
 Music Education (K-12)  
   major (BM) 200–201  
 Music history concentration 199  
 Music performance organizations 8, 297  
 Musical Arts Guild 302

## N

Name changes 294–295  
 Narcotics policy 290, 328–329  
 Narcotics/Illegal Drugs policy 328–329  
 National societies 299  
 Natural Science (NS) credit  
   courses 46  
   description 45  
 NC student loans for health, science, mathematics 30  
 New students  
   orientation 31, 293  
   payment of tuition and fees 24  
 Non-credit courses 36, 39  
 Non-Degree Students 14  
 Non-native speakers of English 52  
 Non-Western Studies (NW) credit  
   courses 46  
   description 45

Nonaccredited institutions 11, 16  
 Nondiscrimination/Sexual Orientation Policy 10  
 North Carolina A & T State University  
   agreement with 18  
   consortium member 18  
   ROTC program 19  
 North Carolina Student Incentive Grants 28  
 North Carolina Teaching Fellows  
   awards 29  
 North Carolina Theatre for Young People 298  
 Nurse Education Scholarship/Loan 29  
 Nurse Scholars Program 29  
 Nurses  
   licensed practical 211  
   registered 208, 211  
 Nursing, School of 64, 207–213  
   accreditation 64, 207  
   admission 208–209  
   appeal procedure 208–209  
   areas of study 64  
   courses 212–213  
   general requirements 209  
   honors 211  
   major (BSN) 211  
   philosophy 64, 208  
   Policies 209–211  
     Policy on Dismissal of Students/Physical or Emotional  
       Problems 210–211  
     Policy on Unsafe Practice 209–210  
   progression in major 208  
   registered nurses 208  
   second degree 211  
   special credit exemption 40  
 Nutrition & Foodservice Systems  
   academic workloads 214  
   courses 215–216  
   department of 214–216  
   honors 215  
   major (BS) 214–215  
   minors 215  
   progression in major 214  
   requirements for major 214–215  
 Nutrition Science  
   concentration 215

## O

Off campus housing 289  
 Office of Business and Economic Research 56  
 Office of Professional Development Programs 56  
 Operations & Systems Management  
   concentration 182  
 Orientation 31  
   office 31, 293  
 Other Grants, Scholarships 28–29  
 Outside scholarships 25, 27

## P

- P/NP courses 50
  - repeated 36
- P/NP grades 35, 36
- Painting
  - concentration 79
- Parking
  - permit 24, 290
  - regulations 290
- Parking Services
  - office of 290, 293
- Part-time students 14
  - tuition & fee rates 20-21
- Payment
  - deferment 24
  - plans 24
  - policy 24-25
- Peabody Park 296-297
- Performance (see Music)
  - major (BM) 199-200
- Performance activities (UNCG) 198, 297-298
- Performance studies 198
- Pharmacy
  - preprofessional program 229
- Pi Beta Kappa
  - foreign language requirements 45
- Philosophy
  - courses 218-219
  - department of 217-219
  - major (BA) 217-218
  - minor 218
  - Prelaw concentration (Philosophy majors) 217
  - second major 218
- Physical education credit limit policy 39
- Physical Education Teacher Education (see Exercise & Sport Science)
  - concentrations 141, 142-145
  - second major requirement 141
- Physical Science (CPS) credit
  - approved courses 52
- Physical Therapy
  - preprofessional program 229
- Physics & Astronomy
  - accelerated master's program 285-286
  - courses 221-223
  - department of 220-223
  - Physics major (BA, BS) 220
  - Physics major (BS) 220
  - Physics minor 221
  - second major 220
  - teacher licensure 221
- Piedmont Triad Horizons Education Consortium 59
- Piney Lake Field Campus 301
- Placement examinations 39-40
- Placement without credit 39-40
- Plan II programs 48
- Policies, index 65
  - academic good standing 37-36
  - academic integrity & student conduct 290-291
  - alcoholic beverages, abuse of 290
  - Commencement participation 42
  - credit limits 39
  - degree credit limit 39
  - Dismissal of Nursing Students with Physical or Emotional Problems 210-211
  - disruption of educational process 291
  - disruptive behavior in the classroom 291
  - firearms/weapons 291
  - grade forgiveness 36
  - honor 31
  - immunization clearance 15
  - military call-up 33
  - nondiscrimination on basis of sexual orientation 10
  - nondiscriminatory 9
  - refund of tuition and fees 15, 25-26
  - repeated courses 36
  - residence hall 289
  - satisfactory academic progress 26
  - summary 65
  - transfer credit & credit limit 38-39
  - Unsafe Practice for Nurses 209-210
  - use of narcotics/dangerous drugs 290, 328-329
- Political Science
  - accelerated master's programs 286-287
  - courses 224-227
  - department 223-227
  - major (BA) 223-224
  - minor 224-227
  - second major 224
  - teacher licensure 224
- Practicum courses 49
- Pre Law
  - preprofessional program 228-229
- Pre-Modern (CPM) credit
  - approved courses 52
- Prefixed
  - course/department abbreviations 48-49, 69
- Prelaw
  - concentration (Philosophy majors) 217
- Preprofessional programs 7, 227-229
- Prerequisites 50
- Professional school admission 16
- Professional societies 299
- Prospective teacher scholarship/loan 29
- Psychology
  - concentration 230
  - courses 231-234
  - department 229-234
  - honors 231
  - major (BA) 230
  - minor 231
  - second major 231
  - teacher licensure in social studies 230
- Public Health Education
  - courses 236-238
  - department 60, 235-238
- Pure Mathematics
  - concentration 189

## R

Radio  
 minor 94–97

Reactivation (of enrollment)  
 after suspension 37  
 returning UNCG students 13–14

Reasoning & Discourse (RD) credit  
 courses 46  
 description 45

Recreation (campus) 300–301

Recreation, Parks, & Tourism  
 accreditation 238  
 courses 239–241  
 department 60, 238–241  
 major (BS) 238–239  
 minor 239

Refund committee 26

Refunds 15, 25–26  
 housing, dining plans 25  
 late fees for registration 26  
 policy 25–26

Regional Studies  
 concentration 185

Registered nurses 208, 211

Registration 31, 294  
 advising codes 31  
 for courses 31  
 late fees 26, 31  
 senior citizens 19  
 voice response 31  
 World Wide Web 31

Registration process 31

Religious organizations 291, 299

Religious Studies  
 courses 242–244  
 department 241–244  
 major (BA) 241–242  
 minor 242  
 second major 242

Removal of deficiencies 15–16

Renewal  
 financial aid 26  
 academic 36

Repeated courses 35, 36

Reply card  
 admission 12

Residence Halls  
 policies 289  
 guests 289  
 rates 23  
 room occupancy 289  
 visitation 289

Residency  
 requirements for graduation 41, 42

Residency status for tuition purposes 22, 327–328

Residential College 7, 244–245  
 courses 245

Restaurant and institution management  
 concentration 214

Retroactive grade change 36

Retroactive withdrawal 36

Retroactive W's 36

Return to the University 38

Returning students 13–14  
 academic renewal 36  
 registration 31

Romance Languages  
 courses 247–251  
 department 246–251  
 French or Spanish major (BA) 246–247

Room rates 20, 23

ROTC 19  
 credit limit policy 39

Russian  
 courses 160  
 minor 158

Russian Studies 157  
 major or minor 185

## S

S/U grades 35, 36

SAS 100  
 course 37, 263

SAT II subject tests  
 College Board 17–18

Satisfactory Academic Progress 26

Schedule of courses 32, 41

Scholarships 27–29

Scholastic Assessment Test (SAT I) 12

School social work licensure 252

Sculpture  
 concentration 79

Second degree requirements 42

Second degree students 14, 42

Second major requirements 120, 120–121, 141, 265

Second majors 52

Secondary school preparation 11

Semester Abroad programs 264

Semester credit hour limit 32

Semester hours credit 35

Senior citizens 19

Senior classification 37

Service organizations 299

Services for Students 291–295

Simultaneous degrees 42

Small Business  
 concentration 97

SOAR  
 orientation, advising & registration 31, 39, 293

Social & Behavioral Sciences (SB) credit  
 courses 46  
 description 45

Social Work  
 accreditation 251  
 admission to field work 251  
 admission to major 251  
 courses 252–254  
 department of 251–254  
 general information 251

- licensure in school social work 252
    - major (BS) 251–252
    - minor 252
    - requirements for major 252
    - second major 252
  - Sociology
    - courses 255–258
    - department 254–258
    - major (BA) 254–255
    - minor 255
    - second major 255
  - Sophomore classification 37
  - Sororities, fraternities 8, 299
  - Spanish
    - accelerated master's program 288
    - courses 249–250
    - major (BA) 246–247
    - minor 247
    - placement test 39, 246
    - second major 247
    - teacher licensure 247
  - Spartan Club 302
  - Special Academic Programs 7, 53
  - Special examinations for credit 40
  - Special interest groups 299
  - Special Programs in Liberal Studies 259
    - Archaeology concentration 77–78
    - areas of study 55, 259
    - Environmental Studies concentration 140–141
    - International Studies concentration 185–186
    - Linguistics concentration 187
  - Special Subject-Area licensure 265
  - Special Support Services, office of 293
  - Specialized Education Services
    - courses 262–262
    - department 259–262
  - Speech & Hearing Center 60, 293
  - Speech Pathology & Audiology
    - major (BS) 116–117
  - Sport Coaching
    - minor 146
  - Sports clubs 300
  - Statistical data, UNCG 7, 326
  - Statistics (see Mathematical Sciences)
    - concentration 189
    - courses 195
  - Stong College 262–263
  - Student Academic Services course 263
  - Student Academic Services
    - office of 31–32, 293
  - Student Academic Success Program 37
  - Student Affairs
    - office of 293–294
  - Student clubs & organizations 8, 298–300
  - Student designed Interdisciplinary Major 53
  - Student employment 30
  - Student Health Service 8, 294
  - Student information system, UNCG 31
  - Student Life 296
  - Student Media 298
  - Student teaching 265
  - Studio Art
    - concentration 80
  - Study Abroad 8, 108, 157, 263–264
  - Study Abroad Committee 264
  - Study Abroad Exchange Programs 264
  - Subject examinations 17–18
  - Summer Abroad programs 264
  - Summer Session
    - credits 38, 295
  - Summer Theatre 298
  - Suppression of information 295
- T**
- Teacher Education 59, 264–266
    - admission 264–265
    - curricula 266
    - general & professional requirements 265
    - programs 7, 266
    - second academic concentration 265
  - Teacher Licensure
    - application for 266
  - Biology 87
  - Chemistry 105
  - Elementary & Middle Grades 265
  - essential technology skills exam 266
  - Health Studies 236
  - Secondary Subject-Area (9–12) 265
  - Social Studies 75, 155, 163, 224, 230, 255, 265
  - Special Subject-Area 265
  - Technical production (Theatre)
    - concentration 272
  - Technical Theatre
    - minor 270
  - Technology competencies 47
  - Telephone Service 23
  - Testing services 294
  - Textbooks, cost of 23
  - Textile Products Design
    - concentration 267
  - Textile Products Design & Marketing
    - courses 267–269
    - department 266–277
    - major 267
    - minor 267
  - Textile Products Marketing
    - concentration 267
  - Theatre (also see Drama)
    - accreditation 269
    - admission to closed courses 270
    - courses 272–275
    - degree programs 269, 270–272
    - department 269–275
    - post-baccalaureate unclassified students 270
  - Theatre Education (BFA)
    - concentration 272

Theatre programs 8, 298  
 Therapeutic Recreation  
   concentration 239  
 Tourism management  
   concentration 172  
 Traffic & Parking regulations 290  
 Transcript fee 23  
 Transcripts 295  
 Transfer credit 12, 16, 38-39  
   biology courses 87  
   transfer credit articulation 16, 38, 295  
 Transfer credit limit 16, 38  
 Transfer students  
   accreditation 16  
   admission requirements 12  
   registration 31  
   regulations 16  
   School of Business & Economics, Bryan 57  
   School of Music 199  
 Travel, Tourism, and Commercial Recreation  
   concentration 239-241  
 Tuition and fees 20-22  
   residency status 22, 327-328  
 Tuition Surcharge 20-22, 40-41  
 Two-Plus Articulation 12, 16

## U

UC/LS 8, 297  
 UNC Student Exchange Programs 264  
 UNCG  
   academic calendar 2-3  
   accreditation 9  
   campus 8-9  
   enrollment & degree statistics 7, 326  
   faculty 306-322  
   history 7, 304-305  
   Mission statement 9  
   officers 305-306  
   trustees 305  
   Vision statement 9  
 UNCG Exchange Programs 264  
 uncGenie 31, 34, 294  
   registration system 31  
 Undergraduate  
   degrees 7, 44  
   credit limit 39  
   programs 51-64  
 Uniforms & equipment, cost of 24  
 University community 7-9, 289-302  
 University Concert/Lecture Series (UC/LS) 8, 297  
 University Dance Company 297  
 University Dining Services 290  
 University Directory 295  
 University News Service 301

University of North Carolina  
   board of governors 304  
   constituent institutions 303-304  
   history 303  
   officers 304  
 University Registrar's Office 19, 294-295  
 University Relations 301  
 University structure & organization 7  
 University Studies course 276  
 University Teaching & Learning Center 295  
 University Theatre programs 298  
 Urban Planning  
   concentration 154

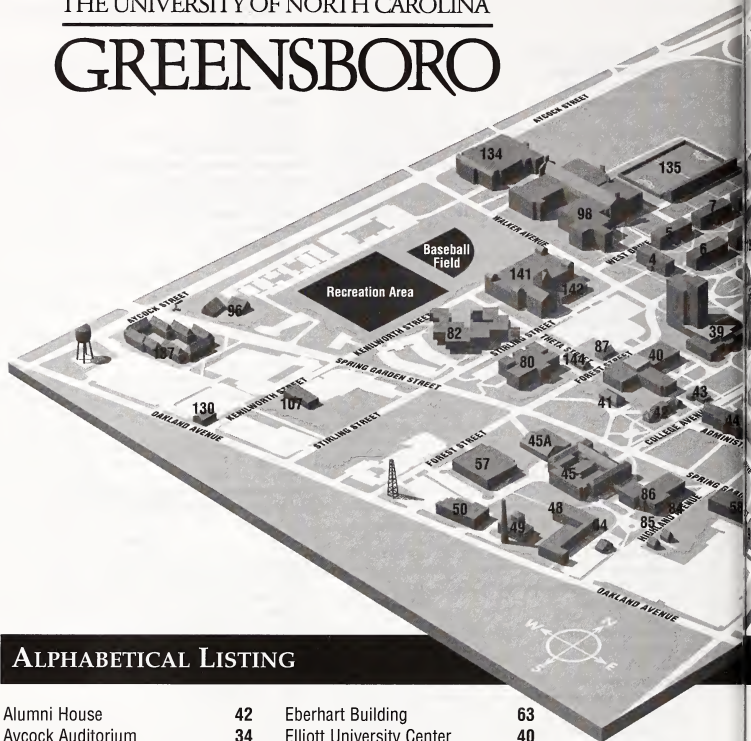
## V

Validating examinations 16  
 Vehicles  
   registration 24  
 Veterans 19  
   benefits 24, 30  
   certification of eligibility 19, 295  
 Vision for Teaching & Learning 10  
 Vision Statement of UNCG 9  
 Visiting auditors 18  
 Visiting students  
   college 13  
   high school 13  
 Voice response (telephone) registration 31  
 Voice/instrument concentration 200

## W

W grade 32, 33, 35  
 Weatherspoon Art Gallery 8, 297  
 Weatherspoon Art Gallery Association 302  
 Wellness Center 294  
 Western Civilization courses 276  
 WF grade 32, 35  
 Withdrawal  
   administrative 15  
   from courses 32-33  
   from UNCG 33  
   military call-up policy 33  
   retroactive 36  
 Women's Studies Program 276-277  
   courses 277  
   major (BA) 276-277  
   minor 277  
 World Literature (WL) credit  
   courses 46  
   description 45  
 World Wide Web registration 31  
 Writing-Intensive  
   courses 51  
   requirements 51

# GREENSBORO



## ALPHABETICAL LISTING

Alumni House	42	Eberhart Building	63		
Aycock Auditorium	34	Elliott University Center	40	Jackson Library	
Bailey Hall	7	Faculty Center	43	Jamison Hall	
Brown Building	33	Ferguson Building	86	Mary Foust Hall	
Brown Annex	33A	Forney Building	37	Mclver Building	
Bryan Building	82	Foust Building	44	McNutt Building	
Campus Supply Store	50	Gove Student Health Center	16	Mendenhall Hall	
Carmichael Building	32	Graham Building	58	Moore Building	
Chancellor's Residence (not in use)	41	Gray Hall	6	Moore-Strong Hall	
Coit Hall	10	HMH Gray Drive	59	Mossman Building	
Cone Building	99	Grogan Hall	20	Music Building	
Cone Hall	21	Grounds Maintenance Building	143	(Under Construction)	
Cotten Hall	8	Guilford Hall	25	North Spencer Hall	
Curry Building	45	HHP Building	98	Park Building	
Dining Halls	22	Hinshaw Hall	5	Parking Deck, Mclver St.	
		INTERLINK Language Center	18		



	Parking Deck, Walker Ave	141	Weil Hall	12
	Petty Building	29	Winfield Hall	11
39	Phillips/Hawkins Hall	15	117 McIver St.	162
9	Ragsdale Hall	17	310 McIver St.	27
26	Reynolds Hall	19	320 McIver St.	30
38	Shaw Hall	4	426-428 Forest St.	87
57	Sink Building	48	525 Tate St.	94
18	Smith Building	142	500 Forest St. (Visitor Center)	144
56	Soccer Stadium	135	527 Highland Ave.	84
13	South Spencer Hall	23	529 Highland Ave.	85
80	Spring Garden Apartments	96	536 Highland Ave.	64
	Steam Plant	49	723 Kenilworth St.	107
170	Stone Building	31	996 Spring Garden St.	89
24	Student Recreation Center	134	1100 Oakland Ave.	130
45A	Taylor Building	35	1100 West Market St.	139
169	Tower Village	137		

THE UNIVERSITY OF NORTH CAROLINA

# GREENSBORO

**Undergraduate Admissions Office**

*PO Box 26166, UNCG  
Greensboro, NC 27402-6166  
(336) 334-5243*

Periodical  
US  
Postage  
PAID  
Greensboro NC