Welcome from the Chancellor

The University of North Carolina at Pembroke was founded in 1887 as the first state-supported college for American Indians in the United States. It is a remarkable story of a people's passion for education and their belief that education is the foundation for a better life. From the beginning, the university's story is one of building opportunities and transforming lives and communities.

Today UNCP has grown into a comprehensive regional university that is part of the 17-member University of North Carolina system. Its mission has expanded over the years to serve all North Carolinians regardless of race, but its core purpose remains the same: to change lives through education.

As you review our academic catalog, you will find 41 undergraduate and 17 graduate degree programs designed to provide students with a high-quality, high-value education. UNCP offers an intimate teaching and learning environment that features small classes and outstanding faculty. Opportunities abound to engage in research, leadership, community service, the arts, organizations, athletics, and much more.

I invite you to review the catalog and our website (www.uncp.edu) to get to know us better; however, the best way to appreciate UNCP is to visit our beautiful campus and meet some of the great people here. When you do, you will discover we are proud of our past, excited about the future, and we fully embrace our role in providing educational opportunities to students who wish to find their place in the world. Come experience UNCP's pride and dedication to your success. We welcome you to join us.

Sincerely,

Chancellor Robin Gary Cummings

UNIVERSITY of NORTH CAROLINA
PEMBROKE

AN EQUAL OPPORTUNITY EMPLOYER

The University of North Carolina at Pembroke

2020-2021 Catalog

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

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

This catalog is available online through the UNCP website or at the following address: catalog.uncp.edu

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General Information

The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, North Carolina 28372-1510
910-521-6000
1-800-949-UNCP (8627)
Web: www.uncp.edu

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

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

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

Mission of the University

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the master's and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

Vision Statement

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

Core Values Statement

The faculty and staff of UNC Pembroke are guided by the following set of core values:

1. The commitment to serving the local region
2. The creation, exploration, evaluation, and articulation of ideas

3. The value of a liberal arts foundation as the basis of self-realization and lifelong learning
4. The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
5. The appreciation of the American Indian history of the university and local community
6. The appreciation of diversity and respect for the dignity and worth of every individual
7. The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
8. The accessibility of education which leads to the enhancement of the economy and culture in the region
9. The maintenance of a sustainable, safe, healthful, attractive, and accessible campus

Institutional Distinctiveness Statement

The University of North Carolina at Pembroke distinguishes itself from peer institutions by offering an affordable, highly personalized, student-centered education to diverse students. Founded in 1887 as an American Indian institution to serve the Lumbee people, UNCP is now also comprised of students, faculty, and staff who possess differing attributes based on race, ethnicity, gender, sexual orientation, disability status, national origin, age, political affiliation, religion, and other characteristics. Diversity grounds intellectual pursuits and provides us with opportunities for discovery and ways to integrate all individuals and groups into the larger community, respecting and valuing their uniqueness while simultaneously advancing the University's historical tradition. UNC Pembroke thus prepares its students for life and leadership within a diverse society.

Accreditation

The University of North Carolina at Pembroke is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of North Carolina at Pembroke.

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

The American Association of Colleges and Universities

The American Association of Colleges for Teacher Education

The American Association of State Colleges and Universities

The American Chemical Society*

The American Council on Education

The Association to Advance Collegiate Schools of Business*

The Commission on Accreditation of Athletic Training Education*

The Commission on Collegiate Nursing Education*

The Council for Accreditation of Counseling and Related Educational Programs*

The Council on Social Work Education*

National Association of Schools of Art and Design*

The National Association of Schools of Music*

The National Association of Schools of Public Affairs and Administration

The National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation*

The North Carolina Association of Colleges and Universities

History of the University of North Carolina at Pembroke

On March 7, 1887, Croatan Normal School was established after legislation sponsored by Representative Hamilton McMillan of Robeson County was enacted by the General Assembly of North Carolina. The law, which was in response to a petition from American Indians of the area, established a Board of Trustees and appropriated $500 to be used only for salaries. A clapboard, two-story building was constructed by local Indians at a site about one mile west of the present location, and the school opened with 15 students and one teacher in the fall of 1887. For many years, the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926, the Board of Trustees added a two-year normal (teacher training) program beyond high school and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

In 1933, two-year college (junior college) coursework was added. In 1936, the third year of the normal and college curriculum was added, and, in 1939, a fourth year was added after the institution received a "senior college" rating. The first four-year degrees were conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Between 1939 and 1953, it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1943 when non-teaching baccalaureate degrees were added, and, in 1945, when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally recognized Indian groups. In 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of white students up to 40 percent of the total enrollment in 1953, and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over 500 percent followed during the next eight years. In 1969, the General Assembly changed the name again to Pembroke State University and designated the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Three years later, in 1972, the General Assembly established the 16 campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the implementation of the Master of Arts in Education program by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time, additional baccalaureate programs have been added, including nursing, and master's level programs have been implemented in Business Administration, Public Administration, School Counseling, and Clinical Mental Health Counseling.

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

In 2000, a major in applied physics and four new Master of Arts programs were added. An Office of International Programs and the Esther G. Maynor Honors College were also instituted to enhance scholarship. Since then, the University has added new baccalaureate programs, including Spanish, environmental science, and geo-environmental studies, as well as new graduate degrees, including the Master of School Administration (M.S.A.), the Master of Arts in Teaching (M.A.T.), the Master of Social Work (M.S.W.), and the Master of Science in Nursing (M.S.N.). Many classes at the undergraduate and graduate levels are available online.

UNCP was declared "North Carolina's Historically American Indian University" on July 5, 2005. From March 2012 to May 2013, the University held a 14-month celebration of the 125th anniversary of its founding.

The Campus

Located along the western edge of the Town of Pembroke in Robeson County, North Carolina, The University of North Carolina at Pembroke occupies 200 acres. It is easily accessible by automobile, 10 miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Regional Airport and at the Southern Pines/Pinehurst Airport, each 40 miles from the campus. A map of the campus is available on the University website at www.uncp.edu/map.

The main entrance is off North Odom Street/Prospect Road, which runs north from NC 711. **Lumbee Hall** (1995) houses the Chancellor's Office and the Offices of Academic Affairs and Finance and Administration as well as Enrollment Management, Undergraduate Admissions, Registrar, Financial Aid, Controller, Student Accounts, Institutional Research, Human Resources, and General Counsel.

On the far north end of campus are the **Intramural Field** (2002); the **ROTC Building**, home of Aerospace Studies and Military Science; **Pine Cottage** (2013), a two-story facility with outdoor space that serves multiple purposes; the **LREMC Soccer Field** (2006); and the **Walter J. Pinchbeck Maintenance Building** (2004), named for a former superintendent of buildings and grounds, which houses offices, maintenance, and the motor pool. The north end of campus is also home to three co-educational residential facilities: **University Courtyard Apartments** (2001), **University Village Apartments** (2003), and **Cypress Hall** (2011); **Student Health Services** (2017), which provides health care and health educational services and houses the office of Counseling and Psychological Services; the **Weinstein Health Sciences Building** (2012), named for former NC State Senator David Weinstein, which houses the Department of Nursing and the Department of Social Work; **Sampson Building** (2007), named for Oscar R. Sampson, a former Chair of the Board of Trustees, which houses the departments of Psychology, Philosophy and Religion, and Sociology and Criminal Justice; the **Adolph L. Dial Humanities Building** (1980), named for a professor of American Indian history, which houses the departments of English, Theatre, and Foreign Languages and History and a lecture theatre; the **Lumberton Radiological Associates (LRA) Field** (softball); **Sammy and Onita Cox Field** (baseball); and tennis courts.

At the center of the campus is the **English E. Jones Health and Physical Education Center** (1972, 2005), named for a former Chancellor, which houses the Department of Health and Human Performance and has two gymnasiums, a natatorium with a swimming pool and diving tank, the Mac and Sylvia Campbell Wellness Center, a physiology laboratory, a small lecture hall, and two racquetball courts. The **Auxiliary Services Building** (1977, 2006) receives deliveries and houses the University Bookstore, campus Post Office, BravesCard office, Printing Center, and Purchasing Services, as well as Receiving and Central Stores; the Department of Police and Public Safety is located on the west side of the building. The **Givens Performing Arts Center** (1975), named for former Chancellor Paul R. Givens, houses the Theatre Arts program and provides an amphitheater-style auditorium for an audience of 1600. In the **James B. Chavis University Center** (1987, 2003), named for the former Vice Chancellor of Student Affairs, the first floor houses an Information Station, the dining hall, Chick-fil-A, Chancellor's and Faculty dining rooms, the Hawk's Nest recreation center, a 24-hour computer lab, and student lounge; on the second floor are the Career Center, conference rooms, and the offices of Campus Engagement and Leadership, the Pembroke Activities Council, Student Government, and Fraternity and Sorority Life. The University Center Annex (2007) includes three conference rooms, a large multi-purpose assembly room with a stage, two dressing rooms and a catering kitchen, and the offices of Student Affairs and Student Conduct.

Also located in the center of campus, the **Business Administration Building** (1969, 1995) houses the School of Business, a computer lab, and the Interactive Video Facility. The **Education Center** (1976) houses the School of Education, the Office of University-School Programs, the Teacher Education Licensure Office, and curriculum and computer labs for Education majors. **West Hall** (1965) houses additional office space. Residence halls located near the center of campus include **Pine Hall** (2000) and **Oak Hall** (2007); there are also two women's residence halls, **Mary Irwin Belk Hall** (1970), which also houses the offices of Housing and Residence Life, and **North Hall** (1972). Other facilities located in central campus, across Odom Street, are **Carter Hall** (2008), which houses the Division of Information Technology, and **Lindsay Hall** (2011), home to the offices of Advancement, Alumni Engagement, University Communications and Marketing, the Graduate School, and Sponsored Research and Programs. Beside University Road, along the western edge of central campus, is the **Irwin Belk Athletic Complex** (2002), home of Braves football and track and field; it includes **Grace P. Johnson Stadium** (2007), **Lumbee Guaranty Bank Field** (2002), the **Dick and Lenore Taylor Track** (2002), and the **Bob Caton Field House** (2007).

The south of campus is a quadrangle with a water feature and amphitheater (2002), the Lowry Bell Tower (1981, 2003), and a

gazebo. The **D.F. Lowry Building** (1965, 2007), named after the first graduate of the Croatan Normal School, contains the WIN (formerly College Opportunity) Program, the Accessibility Resource Center, the DoIT Help Desk, the University Writing Center, the Center for Student Success, and a study room. **Locklear Hall** (1950, 2005), named for American Indian educator Anderson Locklear, houses a gallery, classrooms, and studios of the Art Department. **Jacobs Hall** (1961), named for former Board of Trustees chair Rev. L.W. Jacobs, houses Community and Civic Engagement, Student Support Services, and other offices, while **Wellons Hall** (1965), named for former university President Ralph D. Wellons, houses the *Indianhead* yearbook, the CARE Center, the Literacy Commons, and additional office space. **Moore Hall** (1951, 2005), named for Rev. W.L. Moore, the first principal and teacher at the Croatan Normal School, contains the Music Department classrooms, auditorium, library, and studios, as well as practice rooms and facilities for the marching band and choirs.

The southeastern edge of the quadrangle is bordered by historic **Old Main** (1923, restored 1979), the oldest structure on campus and the only campus building listed on the National Register of Historic Places. Its first floor houses the Office for Diversity and Inclusion and the Multicultural Center as well as broadcasting studios (WNCP-TV), WNCP radio, and the Museum of the Southeast American Indian (formerly known as the Native American Resource Center). On the second floor are the offices of the departments of American Indian Studies, Geology and Geography, and Mass Communication, the Southeast American Indian Studies Program, and the student newspaper, *The Pine Needle*. The **Herbert G. Oxendine Science Building** (1967, 2004), named for a former academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, Mathematics and Computer Science, and Political Science and Public Administration.

Along the southwestern border of the quadrangle is the **Mary Livermore Library** (1967, 1997), named after a former religion professor. The library provides access to approximately 400,000 volumes, 65,000 periodical titles (print and electronic), Special Collections (university archives), and a depository for U.S. government documents, as well as extensive electronic resources. West of the library are the former Student Health Services building (1967, 2003); **Hickory Hall** (1965, 1987), home of the College of Arts and Sciences and the Esther G. Maynor Honors College; and the **Chancellor's Residence** (1952, 1999).

The southwestern corner of campus contains the **West Office Building** (2001); the **Dogwood Building** (2004), which houses the Office of Online Learning (formerly Distance Education); the **International House** (2006), home of the Office of International Programs; and **Magnolia House** (2008). The **Thomas Entrepreneurship Hub** (2015) is located on Main Street in downtown Pembroke. The **Regional Center** (2004) is located off campus, about three miles east of Pembroke on NC 711, at the Carolina Commerce and Technology Center (COMTech).

UNC Pembroke's Title IX Non-Discrimination Policy Statement

The University of North Carolina at Pembroke adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. UNC Pembroke does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, the university is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, genetic information, sexual orientation, and pregnancy or parenting status.

UNC Pembroke also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by the university's Sexual Harassment Policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the campus community on the basis of sex is in violation of the Sexual Harassment Policy.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by submitting the online Sexual Harassment Reporting Form.

Questions regarding Title IX, including its application and/or concerns about noncompliance,

should be directed to the Title IX Coordinator. For a complete copy of the policy and regulation or for more information, please visit the Office of Title IX and Clery Compliance, see Sexual Harassment & Regulation, or contact the Title IX Coordinator.

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation

in violation of university policy should contact the Title IX Coordinator or any of the following university officials:

Ronette Sutton Gerber, Esq.

Director, Title IX and Clery Compliance

Title IX Coordinator

Clery Compliance Officer

The School of Education Building, Room 334

The University of North Carolina at Pembroke

One University Drive | Post Office Box 1510 | Pembroke, NC 28372

O: 910.521.6281 | F: 910.521.6165 | C: 910.674.0080

www.uncp.edu | www.uncp.edu/titleixclery

Kaye Patel Fraley
Campus Investigator
Office of Title IX and Clery Compliance
The School of Education Building, Room 344
Office: 910.775.4105
Facsimile: 910.521.6165
kaye.fraley@uncp.edu

Dr. Art R. Malloy, Deputy Title IX Coordinator
Assoc. Vice Chancellor
Office for Student Affairs

UC Annex
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Dr. Scott Billingsley, Deputy Title IX Coordinator
Assoc. Vice Chancellor for Academic Affairs
Office of the Provost and Vice Chancellor for Academic Affairs
Lumbee Hall
Office: 910.521.6224
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Dr. Nicolette Campos, Deputy Title IX Coordinator
Director of Employee Relations and Workforce Development
Office of Human Resources
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910.775.4341
Nicolette.campos@uncp.edu

Christina Chow, Deputy Title IX Coordinator
Senior Woman Admin. & Asst. AD for Compliance
Department of Athletics
English E. Jones Center
Office: 910.775.4246
christina.chow@uncp.edu

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal Equal Employment Opportunity Commission (EEOC), Office for Civil Rights (OCR) of the U.S. Department of Education, the Department of Justice, and/or the appropriate state agency.

U.S. Equal Employment Opportunity Commission
Raleigh Area Office
434 Fayetteville Street, Suite 700
Raleigh, North Carolina 27601
Telephone: 1-800-669-4000
TTY: 1-800-669-6820
Facsimile: 919-856-4151
http://www.eeoc.gov/

U.S. Equal Employment Opportunity Commission
131 M. Street, NE

Washington, NC 20507
Telephone: 202-663-4900
TTY: 202-663-4494
http://www.eeoc.gov/

The U.S. Department of Education

Office for Civil Rights

Lyndon Baines Johnson Dept. of Education Building

400 Maryland Avenue, SW Washington, DC 20202-1100

Telephone: 800-421-3481

Fax: 202-453-6012; TDD: 800-877-8339

Email: OCR@ed.gov

The U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, N.W.
Educational Opportunities Section, PHB
Washington, D.C. 20530
Telephone: (202) 514-4092 or 1-877-292-3804 (toll-free)
Facsimile: (202) 514-8337
Email: education@usdoj.gov

https://www.justice.gov/crt/

Within any resolution process related to this policy, UNC Pembroke provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Academic Calendar

2020 Fall Academic Calendar

Note: UNC Pembroke reserves the right to make any necessary changes in the academic calendar.

******The revision to the calendar DOES NOT impact students enrolled in the accelerated online MBA program. Currently, that schedule remains unchanged. For more information, please contact The Graduate School.**

Date Day

TBA Mon-Tue New Student Orientation

TBA Saturday Transfer Orientation

Dates for housing, room assignments, and residence life can be obtained by visiting the website at Housing & Residence Life

Aug-5 Wednesday Fall Semester Classes Begin

Dates for tuition, drop for nonpayment, and other related business policies may be obtained by visiting the website for the Financial Academic Calendar

Aug- 11	Tuesday	Last day to add/drop courses **Financial Aid Freeze Dates**
Aug-18	Monday	Census Date
Aug-28	Friday	Last day to withdraw from 1st 8-week courses
Sept- 3	Thursday	Immunization deadline
Sept- 3	Thursday	Deadline for RDS Residency Decision Effective Date
Sep-7	Monday	Labor Day (University Closed)
Sep-25	Friday	Last day of 1st 8-week courses
Sep-28	Monday	Midterm grades due/ 1st 8-week course grades due
Sep 28	Monday	2nd 8-week courses begins
Sep-30	Wednesday	Last day to add/drop for 2nd 8 week courses **Financial Aid Freeze Dates**
Oct 5-9	Monday-Friday	Advising Week for Spring
Oct-9	Friday	Last day to withdraw from regular session courses
TBA	TBA	Grad Finale
Oct 12-15	Mon-Thurs	**Pre-Registration for Spring (currently enrolled students)** **Seniors October 12 at 12:00 a.m.**

		Juniors October 13 at 12:00 a.m.
		Sophomores October 14 at 12:00 a.m.
		Freshman October 15 at 12:00 a.m.
Oct- 16	**Friday**	**Students registered last Spring 2020 but not this Fall 2020**
Oct-26	Monday	Open registration (all others)
Oct-30	Friday	Last day to withdraw from 2nd 8-week courses
Nov- 2	Monday	Fall 2021 undergraduate graduation application deadline
Nov-12	Thursday	Classes end
Nov-16-20	Mon-Thurs	Final exams
Nov-20	Friday	Commencement for The Graduate School 7:00 p.m.
Nov-21	Saturday	Commencement for Undergraduate Students 10:00 a.m.
Nov-23	Monday	Final Grades due by 5:00 p.m.

2021 Spring Academic Calendar

Note: UNC Pembroke reserves the right to make any necessary changes in the academic calendar.

DATE	**DAY**	
TBA	Mon-Tue	New Student Orientation
TBA	Saturday	Transfer Orientation

Dates for housing, room assignments, and residence life can be obtained by visiting the website at

Housing & Residence Life

Jan- 11	**Monday**	**Spring Semester Classes Begin**

Dates for tuition, drop for nonpayment, and other related business policies may be obtained by visiting the web site for the

Financial Academic Calendar

Jan-15	Friday	Last day to add/drop Courses 8 a.m.

		Financial Aid Freeze Dates
Jan- 18	**Monday**	**MLK Jr. Day (University Closed)**
Jan- 25	Monday	Census Date
Feb- 9	Tuesday	Immunization deadline
Feb- 9	Tuesday	Deadline for RDS Residency Decision Effective Date
Feb- 10	Wednesday	Last day to withdraw from 1st 8-week courses
Mar- 5	Friday	Last day of 1st 8-week courses end
Mar- 8	Monday	Midterm grades due/ 1st 8-week course grades due
Mar- 8-12	**Monday-Friday**	**Spring Break**
Mar- 15	Monday	2nd 8-week courses begins
Mar- 15-16	**Mon-Tues**	**Grad Finale**
Mar- 17	Wednesday	Last day to add/drop for 2nd 8 week courses **Financial Aid Freeze Dates**
Mar- 19	Friday	Last day to withdraw from regular session courses
Mar- 22-26	Mon-Fri	Advising Week for Spring
Mar 29 - Apr 1	**Mon-Thurs**	**Pre-Registration for Summer I, Summer II, and Fall (currently enrolled students)** **Seniors March 29 at 12:00 a.m.** **Juniors March 30 at 12:00 a.m.** **Sophomores March 31 at 12:00 a.m.** **Freshman April 1 at 12:00 a.m.**
Apr-1	Thursday	Spring & Summer 2020 Undergraduate Graduation Application is due
Apr- 2	**Friday**	**Students registered last Fall 2020 but not this Spring 2021**
Apr- 2	**Friday**	**Good Friday Holiday (University Closed)**

Apr- 12	**Monday**	**Open Registration (for all others)**
Apr- 16	Friday	Last day to withdraw from 2nd 8-week courses
Apr- 30	Friday	Classes end
May- 3-7	Mon-Fri.	Final exams
May- 7	**Friday**	**Commencement for The Graduate School 7:00 p.m.**
May- 8	**Saturday**	**Commencement for Undergraduate Students 10:00 a.m.**
May- 10	**Monday**	**Maymester begins**
May- 10	Monday	Final Grades due by 5:00 p.m.

2021 Summer Session

Each summer, the University offers one intense pre-session (Maymester), two five-week regular sessions, and two three-week intrasessions. A detailed schedule is available through the Registrar's Office on the University Website: www.uncp.edu/registrar/calendars

NOTE:

The University reserves the right to make any necessary changes in the academic calendar. Updated information on the academic calendar is available through the Registrar's Office on the University Website: www.uncp.edu/registrar/calendars

Dates for tuition, drop for nonpayment, and other related business policies may be obtained through the Office of the Controller on the University Website.

Academic Services and Facilities

Summer School

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

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

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

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

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

Office of Online Learning (OOL)

The Office of Online Learning (OOL) functions primarily as a support unit for faculty and staff for the design and development of degree programs and courses. Online programs currently being offered are the B.S. in Business Administration, B.A. in Criminal Justice, B.A. in Sociology, and the Bachelor of Interdisciplinary Studies (B.I.S.). Also, the Academically & Intellectually Gifted Add-On licensure program is available in an online format. At the graduate level, the Master of Public Administration (M.P.A.), the Master of Arts in Education in Elementary Education (M.A.Ed.), the Master of Arts in Teaching with Specializations in Special Education and Elementary Education (M.A.T.), and the Accelerated Master of Business Administration (M.B.A.) are available in an online format. Several stand-alone courses in a wide variety of disciplines are also delivered fully or partially online to fulfill varying student needs. Specific information about online courses and programs may be obtained at uncp.edu/online.

Online Program Development: The OOL partners with academic departments and programs to convert existing programs to an online format, as well as to develop new online programs. The OOL offers a complete service model for online program development through partnerships with other offices on campus such as Enrollment, Communications and Marketing, the Student Success Center, Planning and Accreditation, and others.

Faculty Support: The OOL works with the Teaching and Learning Center (TLC), the Division of Information Technology (DoIT), and the Mary Livermore Library to provide the requisite training for faculty who teach online. Additionally, one-on-one support is also provided for instructors who develop courses for online delivery. Starting in the Summer 2020, faculty members can enroll in the Certificate in Online Teaching Excellence, which is a six-week community of practice that explores the strategies and research to teach online and to develop online courses.

Quality Assurance in Online Courses: The OOL has set guidelines and procedures to ensure that online courses at UNCP comply with quality assurance, universal design, and accessibility standards.

Online Student Support: The OOL, working in conjunction with various student support services, assures that online students are seamlessly linked to critical learning resources and services. The OOL Learning oversees and secures state authorization compliance for applicants residing outside of the state of North Carolina seeking admission into an online program or individual course. UNC Pembroke has been approved by the state of North Carolina to participate in the National Council for

State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Research Support: The OOL partners with academic departments and programs to engage in research activities related to online teaching and learning and securing extramural funding.

Library Services: Upon request, the Library will mail books to home addresses if students are not enrolled in on-campus courses. Library staff will also scan reference book chapters, print journal articles, government documents, etc., and email these materials directly to students. To access electronic resources from off campus and to request materials using BraveCat, the Library's online catalog, students must have a library account and a PIN (Personal Identification Number). These library accounts are created automatically, but, if assistance is needed, students can contact the Circulation staff at 910.521.6516 or circ@uncp.edu.

For further information about the services offered by the OOL, contact us at 910-521-6367 or online@uncp.edu. You can also visit our website at uncp.edu/online.

Mary Livermore and Other Library Services

The motto of the Livermore Library is "Enhancing Education Through Research." Serving the students, faculty, and greater Pembroke community, the Livermore Library is building the university library of the future. Foundational of library services iss the implementation of the new Integrated Library System and joining the Ex Libris world-wide community of university libraries. Using Alma as the backbone, the library also provides Primo, the one-stop discovery meta-search tool for simultaneously searching the library holdings and majority all of our information database providers. Leganto Reading Listsganto is a powerful tool which connects the library system to the classroom and the university's Learning Management System, Canvas. This tool is automatically added to all Canvas classes. .

The Livermore Library is home to a large variety of print and electronic resources for scholarly research. For about 350,000 print volumes. Its Special Collections and arc hives provide key documents on the history of the university, the region, and the Lumbee Tribe. The library is also home to the collected papers of longtime Congressman Charlie Rose. The library subscribes to many databases and information access points, providing users with access to full-text journals, papers from scholarly societies, national and regional newspapers, and other sources. Its Special Collections and Archives provide key documents on the history of the university, the region, and the Lumbee Tribe. Overall, library users have immediate access to nearly 100 million items. As part of the UNC System, the resources of the other constituent university libraries are also available through inter-library loan.

A recently remodeled first floor provides users with updated technology, Huddle Spaces for group projects, updated and moveable seating, portable white boards, and the ease for refreshments and meals at the new Café 641. New dedicated desks for Patron Services and Research Services provide professional librarians and staff to immediately assist with reference and research questions. The librarians, who are also members of the university faculty, teach regular undergraduate and graduate program research courses as well as provide specialized instruction for individual courses.

Both on campus and online students can access all of the resources of the library 24 hours a day and online students can do online "chats" with librarians during regular library hours (see the library web page for current hours). They can also call Patron Services at (910.521.6516) Research Services at (910.521.6656). Patrons with questions can also receive an answer within 24 hours by emailing at refdesk@uncp.edu.

There are several specialized collections, including the Teacher Resource Library Education Collection in the School of Education Building. A full-time educational librarian is available as an extension of the Livermore Library. The Music Resource Center in Moore Hall is also available and those materials are searchable through the Ex Libris systems.

Division of Information Technology (DoIT)

The Division of Information Technology (DoIT) builds and maintains the computing infrastructure and services that UNCP's students, faculty, and staff rely on to do their work.

BraveWifi, eduroam, and UNCP-Guest wireless access provide Braves and campus visitors with access to Internet resources. To register for BraveWifi or eduroam, connect to that network and enter your username and password. Campus visitors, including parents, have access to the UNCP-Guest wireless network.

Assistance with technology related issues is available through the DoIT Help Desk in the D.F. Lowry Building, room 110, or 910-521-6260. Support hours vary with holidays and semester breaks. For up-to-date information, go to www.uncp.edu/doit/helpdesk. Questions and concerns may also be addressed to DoIT via our online ITSM Self Service portal or via email to doit.helpdesk@uncp.edu. Use ITSM Self Service to submit a request for assistance. The Self Service login page is available by clicking the "ITSM Self Service" link in the Quicklinks menu on the UNCP homepage.

Student Computing Resources

DoIT provides each student access to a number of technology services including BraveWeb, Canvas, the campus network, and network file storage. All students receive a BraveMail email account in Office365. All students, faculty, and staff also have full access to the collaborative tools offered through Office 365, Google Suite for Higher Education, and Webex. Access to all services is enabled through an individual network account created for each student when enrolled. Go to www.uncp.edu/doit for information about all of these resources.

Computer labs are available throughout the campus. The labs located in academic buildings are available to all students when not otherwise occupied by a class. The computer lab on the second floor of the Mary Livermore Library is available during the Library's operating hours. The computer lab on the first floor of the James B. Chavis University Center is open to all students, and the schedule is posted in the University Center.

University Writing Center

The University Writing Center, located in the D.F. Lowry Building, Room 308, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students in face-to-face or online tutoring sessions on any composition-based assignment, helping students focus, select, organize, and develop ideas in early drafts of writing and then helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and a printer as well as an extensive collection of writing reference materials.

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

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

University College

The University College, located in the D.F. Lowry Building, is designed to provide a support system for students through numerous programs and activities including but not limited to academic advising, academic counseling, learning communities, peer mentoring, and tutoring. The University College contributes to UNCP's commitment to changing lives through education by leading campus initiatives to assist all students in transitioning, progressing, and persisting to graduation. Professional staff in the University College are committed to working collaboratively with campus stakeholders to provide a student-centered experience that increases retention and graduation rates.

The University College serves as the academic home for first-year students as well as second-year students on academic probation and/or undeclared with their major. The University Collegeconsists of several units: Academic Advising, Academic Engagement, Academic Outreach, New Student Programs, TRIO, the Writing Center, the Accessibility Resource Center, and the Teaching and Learning Center. Additionally, the University College houses University Studies.

Office of Global Engagement

In today's global economy, the need for college graduates equipped with the skills to succeed in an international and multi-

cultural capacity, and for faculty prepared to teach them, has never been greater. Citizens need to understand the current world, the challenges that it presents, and the benefits to be gained from informed participation with an international scope. Businesses, likewise, must be prepared to compete within a modern and contemporary marketplace.

The Office of Global Engagement advises the university and other interested parties on international matters, directs and carries out the university's international education activities, and serves as its main representation abroad. Consistent with its mandate to broaden the global scope of the university community and to serve as a dynamic resource for the local community and beyond, the office serves as a UNCP representative on the world stage. It recruits and supports high-quality international degree-seeking and exchange students from all over the world. Global Engagement offers, creates, and manages Study Abroad opportunities for UNCP students and offers students and parents alike outstanding support from pre-departure onwards. It Also serves as an internationalization support office for UNCP faculty and for in-bound and resident foreign scholars, and it works with industry and community leaders to promote international understanding and skill sets. The Office of Global Engagement also directs the English Language Institute, which is described in more detail in the secition below.

Working with the University Counsel, Global Engagement is responsible for seeking and managing international contracts with a large number of high-profile institutions throughout the world and offers (in concert with various other UNCP offices and academic departments) cooperative degree and non-degree programs with partner institutions abroad. The Office of Global Engagement, in cooperation with the Center for Sponsored Research and Programs, also coordinates international grant and funding activities while working closely with the Office for Advancement.

English Language Institute

The English Language Institute (ELI) offers innovative programs in English as a Second Language (ESL) to UNCP's growing population of international students. Overseen by the Office of Global Engagement, ELI offers high-quality English instruction to non-native speakers. ELI's ESL instruction prepares international students to succeed, both academically and culturally, within the UNCP community, whether in the classroom or off-campus in social or professional settings. In addition to the achievement of linguistic competency, the program also aims at making international students more comfortable with, and better-informed of, life in the United States. A significant amount of content and opportunity is leveraged through current and cultural events and by means of local and regional excursions.

TRIO Programs

TRIO Programs at UNCP, located in Jacobs Hall, Suites A and B, are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school.

Student Support Services is funded to serve two hundred undergraduate students at UNCP. The program offers the following services:

- economic and financial literacy counseling
- tutoring on a one-to-one or a small group basis in all majors offered at the University
- study skills assistance in developing techniques of note-taking and test-taking
- assistance with applying for financial aid and scholarships
- guidance in academic, vocational, and personal/social concerns
- opportunities to participate in cultural activities
- access to reference and resource materials, including study guides for the following tests: Praxis, Praxis II, TEAS, GRE, MAT, GMAT, LSAT, and MCAT..

Accessibility Resource Center

The Accessibility Resource Center (ARC) is designed to assist students covered under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students with disabilities may receive assistance by contacting ARC, located in the D.F. Lowry Building, Room 107. Regular operating hours are Monday-Friday, 8:00 a.m.-5:00 p.m. Appointments during business hours are requested and can be made by emailing arc@uncp.edu or by calling (910) 521-6695. After-hours appointments may be made on an as-needed basis.

The Accessibility Resource Center will (1) provide guidelines for documenting disabilities; (2) discern eligibility for services; (3) determine reasonable accommodations; and (4) facilitate appropriate accommodations. Contact the Accessibility Resource Center for additional information.

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

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke, located in Jacobs Hall, Suite F, is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities and disadvantaged population groups. Interested students should contact the HCAP office at (910) 521-6673 or (910) 521-6493 or visit our webpage: www.uncp.edu/hcap.

Mission: To increase the number of underrepresented minorities or economically/educationally disadvantaged persons being trained for and employed in the health professions.

Purpose: The purpose of NC-HCAP is to provide recruitment, counseling, and enrichment services and activities for all UNCP students who are interested in pursuing medicine, optometry, dentistry, veterinary medicine, osteopathic medicine, pharmacy, podiatry, public health, and allied health fields of study.

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

- provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
- provides counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of The University of North Carolina system and in the North Carolina technical institutes and community colleges;
- provides retention and enrichment services for students enrolled in pre-profession health programs;
- provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e., MCAT, DAT, PCAT, etc.);
- provides assistance with AMCAS applications;
- provides assistance with individual student mock interviews;
- coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
- provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, and students and with practicing health professionals;
- assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
- conducts Health Careers Information & Enrichment (HCIE) workshops for high school students and health careers clubs;
- sponsors a Health Careers Club at UNCP for enrolled health science majors and others interested in pursuing careers in the health professions.

Clinical Health Summer Program (CHSP)

NC-HCAP also sponsors a seven-week educational work/learning clinical health experience held each year during May through June. The 40-hour-a-week salaried positions consist of both clinical experiences in health care agencies and academic enrichment experiences for underrepresented minorities or economically/educationally disadvantaged health science majors interested in health-related careers. For additional program information, please visit our webpage: www.uncp.edu/hcap/chsp

Museum of the Southeast American Indian

The Museum of the Southeast American Indian (formerly know as the Native American Resource Center) is a multi-faceted research institute and museum. The mission of the Museum of the Southeast American Indian is to educate and serve the public about the prehistory, history, culture, art, and contemporary issues of American Indians, with special emphasis on the Robeson County Native American community; to conduct scholarly research; to collect and preserve the material culture of Native America; to encourage American Indian artists and craftspersons; and to cooperate on a wide range of projects with other agencies concerned with American Indians.

Located on the first floor of Old Main, the Museum of the Southeast American Indian offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, and audio and video recordings about Native Americans. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from various parts of the Americas are represented by characteristic artifacts. The Museum's mission supports the mission of the University specifically by encouraging inclusion and appreciation of diverse cultures and by celebrating the heritage of the institution (founded as a school for American Indians). The Center's mission also contributes to the University's mission through service to and appreciation of our multi-ethnic regional society, as well as by promoting active student learning and creative activity.

WNCP-TV

The Department of Mass Communication operates the Robeson County public access channel on Spectrum and produces original programming in the TV studio and related facilities. These programming operations support the curriculum in the broadcasting major by providing students with a hands-on, practical working environment to gain needed production experience.

WNCP-TV also supports both the university and the surrounding communities by providing programming to regional broadcast and cable outlets and the web.

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

WNCP-TV facilities include a three-camera studio, control room, newsroom, Macintosh Lab, and remote production van.

The Teaching &Learning Center

Established in 1996 and located in Mary Livermore Library, the Teaching & Learning Center seeks to promote teaching excellence by generating the ideas, activities, and enthusiasm that foster quality teaching and learning, a mission overseen and executed by the Task Force on Teaching Excellence, an advisory board composed of awardwinning faculty. As a unit within the Office of Academic Affairs, the TLC establishes and maintains collaborative relationships across the university-including but not limited to the Center for Student Success, the Division of Information Technology, the Office of Community & Civic Engagement, the Accessibility Resource Center, the Office of Military & Veteran Services, and the Office of Online Learning-so as to provide faculty with comprehensive, purpose-driven, and seamless support in the classroom. The TLC seeks to foster an environment where teaching is rewarded and recognized, and faculty are encouraged to apply for Grants for Excellence in Teaching & Learning to support their pedagogy and scholarship in teaching and learning.

To learn more, visit https://www.uncp.edu/resources/teaching-and-learning-center. Follow @UNCPTLC on Facebook and Twitter, and contact Director Scott Hicks at (910) 775-4032 or scott.hicks@uncp.edu.

Office of Sponsored Research and Programs

The Office of Sponsored Research and Programs (OSRP) serves as the clearinghouse for externally sponsored grant, contract, and cooperative agreements. The staff provides guidance and support in identifying funding sources, developing grant proposals and research contracts, and ensuring compliance with University and federal regulations. The Office maintains University-wide grant records and reports all proposals and awards through the UNC system electronic research administration database. Common types of funded activities include research grants, programmatic grants, training grants, research career programs, undergraduate research, minority programs in science and math, community outreach programs, and

economic development projects and partnerships. The Office sponsors grant writing workshops on various aspects of proposal development and grant management. More information may be found at http://www.uncp.edu/osrp.

Office of Institutional Research

Mission:

Office of Institutional Research serves as a centralized data resource to the university community by providing strategic, timely, accurate information and research service to assist institutional planning and assessment, inform sound decision making, and enhance institutional effectiveness.

Vision:

- Develop and monitor performance indicators that measure overall institutional effectiveness and the university's progress toward strategic planning goals and objectives;
- Respond to mandated reporting requirements from Federal, State, UNC system and accrediting agencies;
- Oversee and maintain the official institutional data;
- Prepare enrollment projection models in assisting the Enrollment Planning Group;
- Administer and analyze institution-wide surveys and testing and disseminate results to the campus community;
- Conduct research studies to assist academic and administrative departments in meeting program review, assessment, and accreditation requirements; and
- Serve as a consultant to support data-driven decision-making process at all levels.

Regional Initiatives

The Office of Regional Initiatives is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive. Established in 2000, its mission fosters regional collaboration, enhances business development, and empowers communities for quality of life betterment in southeastern North Carolina. The Office of Regional Initiatives addresses the diverse needs of the region through initiatives to increase resources, establish networks, and provide training. It provides outreach services to the citizens, businesses, governments and nonprofit organizations throughout the region. These outreach services are executed in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The office offers non-credit workshops leading to a certificate in areas such as management development and leadership development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs are offered to the public but can also be tailored to meet an organization's specific needs, with instruction arranged on-site and online, and courses may qualify for Continuing Education Units of credit (CEUs).

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population for personal and professional enrichment. The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction."

Youth Programs: The Office of Regional Initiatives provides numerous opportunities for youth involvement that include summer programs such as Kids College, Teen College, EntreU, and, based on funding, a Summer Transportation Institute and Summer Science Symposiums.

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

Community Services: The office supports community agencies and the nonprofit sector through services such as community organizing and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Office of Regional Initiatives under Community Health Alliance, as is Youth Start, which provides comprehensive services for in-school youth aged 14-18.

Thomas Entrepreneurship Hub

The Thomas Entrepreneurship Hub is located at 201 Main Street, downtown Pembroke. The Thomas Entrepreneurship Hub management recognizes the correlation between economic development and entrepreneurship and therefore is committed to entrepreneurship education and to entrepreneurial development. Its ambition is to stimulate entrepreneurial thinking amongst the UNCP student body as well as assist and support entrepreneurs and new ventures in the Southeastern North Carolina region. As a consequence, the mission of the Thomas Entrepreneurship Hub is focused on education, research, planning, and community engagement.

Established in 2006, the Thomas Entrepreneurship Hub was enabled by a generous gift from The Thomas Family Foundation, founded by James and Sally Thomas. Thomas Entrepreneurship Hub consultants reach out and support the community by providing one-on-one consulting and evaluation services for local entrepreneurs along with a business incubator and maker space, while assisting students in developing entrepreneurial competencies and knowledge. The result is to extend entrepreneurship education outside the classroom by allowing students to work with local entrepreneurs on critical business challenges. Experiential learning is a great asset to the entrepreneurship students. At the same time, local businesses benefit from the knowledge and advice provided. The Thomas Entrepreneurship Hub web site (http://www.thethomashub.org) provides details on the academic and entrepreneurial business consulting provided.

College Opportunity Program (COP)

Director: Deana Johnson
Robin L. Snead, Amy Williams

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

Students enter the College Opportunity Program based on recommendations from the Office of Undergraduate Admissions, and students enroll in courses designed to develop academic skills which will be necessary for their success at UNC Pembroke. In the Fall and Spring Semesters, the student is allowed to register for 15-17 hours of academic courses. In addition, students meet regularly with the COP advisors for academic counseling as well as participate in special programs throughout the academic year. Students who meet the University's academic eligibility requirements and have successfully completed the Program (made a "C" or higher in ENG 0104, UNV 1000 , ENG 1050, and ENG 1060) then continue at the University as other regularly admitted students.

Undergraduate Core Requirements

- Freshman Seminar
- General Education Objectives
- General Education Requirements
- Writing Intensive Program

Requirements and Options for a Baccalaureate Degree

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn a minimum of 120 hours of course credit in a program of study that includes a Freshman Seminar (UNV 1000), required of all freshmen during their first 15 hours; a General Education program of 44 hours; a Writing Intensive Program of 9 hours; and at least one academic major. Detailed requirements for Freshman Seminar, General Education, and the Writing Intensive Program can be found in the links at the top of this page.

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

Requirements for a Major

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 2999.

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

Requirements for a Double Major

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

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree as long as the second degree is in a different major and by meeting the following requirements:

1. The student must meet all the requirements for the second degree and major.
2. The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree. (A minimum of 150 hours is required.)
3. The student must meet with the major department chair to determine an individual education plan. This plan must be forwarded to the Registrar.

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

1. The student must meet all the requirements for one degree (primary major).
2. The student must complete a minimum of 30 unduplicated hours in a different major and a different degree (secondary major). (A minimum of 150 hours is required.)

3. The student must meet with both major department chairs to determine an individual education plan. This plan must be forwarded to the Registrar.

Special Programs and Interdisciplinary Programs

Students earning a baccalaureate degree may take advantage of one or more special programs. Aerospace Studies (Air Force ROTC), Military Science (Army ROTC), and Teacher Education are described under the School of Education. Other special programs are listed below.

Special Programs and Interdisciplinary Majors and Minors	
Maynor Honors College Bachelor of Interdisciplinary Studies Program Career Development Program Entrepreneurship Programs American Studies Minor African American Studies Minor Applied Gerontology Minor Asian Studies Minor British Studies Minor Gender Studies Minor	Hispanic Studies Minor Jewish and Middle Eastern Studies Minor Media Integration Studies Minor Non-Profit Leadership Minor Personnel & Organizational Leadership Minor Popular Religious Culture in America Minor Substance Abuse Minor Terrorism Studies Minor Writing, Interacting, and Networking (WIN) Program [formerly COP] World Studies Minor

Academic and Professional Concentrations

In addition to majors and minors, a number of departments offer academic or professional concentrations. Any concentration requires at least 18 semester hours, depending on departmental requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic or professional concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic or professional concentration in addition to a major. Students considering academic or professional concentrations should consult the appropriate academic department in the College of Arts and Sciences, College of Health Sciences, and School of Education sections.

Academic/Professional Concentrations	
American Indian Studies Art Biology English Geography Geology History Mathematics	Music Physics Political Science Psychology Reading Sociology Spanish Special Education Teaching English as a Second Language

Requirements for a Minor

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

Academic Minors

*African American Studies American Indian Studies *American Studies *Applied Gerontology Art History *Asian Studies Biology *British Studies Broadcasting Business Administration Computer Science Creative Writing Criminal Justice Economics English *Entrepreneurship Finance French *Gender Studies Geography Geology Health Promotion	*Hispanic Studies History Information Technology International Sociology Jazz Studies *Jewish and Middle Eastern Studies Journalism Legal Studies Literature Management Marketing Mathematics Medical Sociology Music Music Business Musical Theatre *Media Integration Studies *Non-Profit Leadership *Personnel & Organizational Leadership Philosophy Philosophy & Religion	Physics Political Science *Popular Religious Culture in America Psychology Public Policy & Administration Public Relations Quantitative Economics Quantitative Finance Recreation Religion Professional Writing Sacred Music Social Welfare Sociology Spanish Speech Studio Art *Substance Abuse Sustainable Agriculture TESOL *Terrorism Studies Theatre *World Studies

Freshman Seminar

Freshman Seminar/Transfer Student Seminar

Coordinators: Danielle Holloway, Ian T. Stroud

UNV 1000, Freshman Seminar, introduces students to UNCP and college life by covering such varied topics as success in academic courses and the possibilities and responsibilities of life on a college campus. The class will include discussions and activities about academic challenges, independence, time management, and becoming an integral part of the UNCP experience. This class is a gateway to the university that enables students to connect to faculty and academic services while also introducing strategies to be successful in college. Students involved in a Living Learning Community will take the UNV 1000 course together and may also enroll in UNV 1010 .

The purpose of UNV 1060, Transfer Student Seminar, is to help immerse transfer students into the academic life and social life at UNC Pembroke. This course aims to give students the know-how on how to not only navigate the campus at UNC Pembroke, but to also become familiar with the academic and University policies on campus and to familiarize students with the resources that UNC Pembroke has to offer.

These courses are offered through the Center for Student Success, which also offers UNV 1100, Strategies for Success, and UNV 2000, Introduction to Student Development Theory and Peer Education.

Courses: University Studies (UNV)

UNV 1000. Freshman Seminar (1 credit)

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

UNV 1010. Learning Community (0 credit)

UNV 1010 is a non-credit-bearing course that allows members of a learning community to receive additional information regarding their community, interact with community members, and attend events that will strengthen their academic and social integration at UNCP. PREREQ: Admission to the Learning Community.

UNV 1050. Introduction to Career Development (2 credits)

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

UNV 1060. New Transfer Seminar (1 credit)

A general introduction to the University consisting of policies, procedures, and resources. Students will also reflect on their academic study skills, the way they view change, and utilization of information technology.

UNV 1100. Strategies for Success (3 credits)

This course provides opportunities for students to develop skills necessary for success in college such as critical thinking, time

management, critical reading, writing and research. These skills will be taught through the use of proven learning techniques that utilize the students' current course load requirements. PREREQ: Permission of instructor.

UNV 2000. Introduction to Student Development Theory and Peer Education (3 credits)

An introduction to student development theory and its application to college student learning and peer education using readings, lectures, classroom discussion, observation, role-playing, and group presentations. PREREQ: Permission of instructor

General Education Program

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

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. To ensure that the goals and objectives are met, course substitutions are not allowed. The goals and objectives for the General Education Program are:

I. Skills

Communication-The UNCP graduate will communicate effectively in writing, speaking, and listening.

The student will

- use written and oral language appropriate to various audiences and purposes;
- develop logical arguments that are defended by supporting points, in part by locating material from appropriate sources and by correctly using and documenting those sources; and
- listen to, understand, and evaluate the communication and communicative contexts of diverse speakers and writers.

Critical Thinking-The UNCP graduate will read and think critically.

The student will

- distinguish between facts and opinions, judgments and inferences, inductive and deductive arguments, and reliable and invalid sources of information;
- successfully apply critical reading skills to a wide range of materials; and
- demonstrate the ability to apply critical thinking skills to the interpretation and analysis of information from a variety of sources.

Problem Solving-The UNCP graduate will be a creative problem solver.

The student will

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

Mathematics-The UNCP graduate will use quantitative methods and mathematical principles to recognize and solve problems, interpret data, and perform basic computation.

The student will

- express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic form while solving a variety of problems;
- apply basic math principles to practical situations; and

- be able to demonstrate mathematical literacy.

Technology-The UNCP graduate will understand the role of technology, have the skills necessary to use it, and be able to recognize and adapt to new technologies.

The student will

- demonstrate knowledge of current/modern technologies,
- use appropriate technology in the evaluation, analysis, and synthesis of information, and
- collaborate with others using technology tools.

II. Knowledge

Arts, Literature, History, and Ideas-The UNCP graduate will demonstrate knowledge of, appreciation for, and understanding of contributions to society of the fine and performing arts, literary works, world civilizations and their histories, and philosophic and religious belief systems.

The student will

- recognize the contribution of the fine, performing, and literary arts to the human experience; identify the contributions of diverse artists; and evaluate the significance of their works;
- identify how historical forces influence current events; demonstrate an understanding of the historical context of contemporary issues; and identify one major historical trend in a major world region; and
- demonstrate knowledge of the religious traditions and philosophical ideas that have shaped individuals and societies.

Individual and Society-The UNCP graduate will demonstrate knowledge of human behavior, cultures, and societies, as well as social, political, and economic institutions and relationships.

The student will

- describe the methods used by social scientists to gather, analyze, and draw conclusions from data as they seek to understand individual and group behaviors;
- identify how the results of social science research is critical to an informed understanding of contemporary social issues; and
- apply social science principles and theories to understand significant American and world economic, cultural, political, and social phenomena and trends.

Science and Nature-The UNCP graduate will understand the fundamental principles of the natural sciences as well as the purpose, methods, and principles of scientific inquiry.

The student will

- describe the methods used by natural scientists to gather and critically evaluate data using the scientific method;
- identify and explain the basic concepts, terminology, and theories of the natural sciences;
- apply selected natural science concepts and theories to contemporary issues and acknowledge the developing nature of science; and
- demonstrate an understanding of how human activity affects the natural environment and make informed judgments about science-related topics and policies.

III. Dispositions

Lifelong Learning-The UNCP graduate will be aware of the importance of lifelong learning and demonstrate the skills necessary to support continued personal and professional growth after graduation.

The student will

- demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development;
- demonstrate the ability to access, select, and use information to answer questions relevant to personal and professional situations;
- take advantage of opportunities to continue learning in a variety of venues; and
- comprehend the changing nature of society and work and be able to cope with change through self-education.

Health and Wellness-The UNCP graduate will identify factors and know how to make choices that promote health, wellness, and longevity.

The student will

- assess current lifestyle behaviors and understand the impact of these behaviors on the quality and longevity of life;
- identify and analyze health-related choices such as movement, nutrition, stress, and leisure as they influence personal wellness; and
- explain how personal health and lifestyle choices affect society at large and how social and cultural factors affect personal health and lifestyle choices.

Social Responsibility-The UNCP graduate will have an understanding of civic duty and a concern for the well-being of individuals, society, and the environment.

The student will

- demonstrate global awareness, environmental sensitivity, and an appreciation of cultural diversity and
- prepare for citizenship by identifying personal, social, and political avenues for civic action.

Diversity-The UNCP graduate will demonstrate knowledge of and respect for the rights and views of diverse individuals and cultures.

The student will

- analyze similarities and differences between his/her own and other cultures that affect values, beliefs, and behaviors;
- discuss cultural strengths and important contributions made to society by individuals from diverse groups;
- discuss the benefits of diversity for individuals, groups, and institutions; and
- define prejudice and discrimination; explain their consequences; and identify ways to reduce them.

Values and Ethics-The UNCP graduate will be able to make informed choices in the light of ethical, moral, and practical concerns; assess the consequences of those choices; and understand alternative perspectives.

The student will

- distinguish fact from value and explain how values influence decision-making,
- acknowledge a plurality of cultural and personal values and demonstrate respect for the right of others to express different viewpoints, and
- analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue, take a position on this issue, and defend it with logical arguments.

General Education Requirements

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. As noted above, course substitutions are not allowed. Ask your advisor for assistance in selecting appropriate courses.

I. Communication Skills: 6 Sem. Hrs.
ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)

A full-time student must enroll in ENG 1050, Composition I, immediately and must earn a "C" (2.0) grade or better before enrolling in ENG 1060, Composition II. A student must remain continuously enrolled in ENG 1050 and ENG 1060 until he or she has earned a "C" (2.0) grade or better in ENG 1060.

All entering freshmen and all freshmen transfers must complete the ENG 1050 and ENG 1060 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 1060 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 3000 or 4000 level courses. If they attempt to do so, the registrar's office will cancel their registration and require them to register only for courses below the 3000 level until they receive a "C" (2.0) in ENG 1060. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

II. Academic Content and Skills
A. Arts and Humanities Division: 12 Sem. Hrs.
Choose one course from each of these four areas:
1. Fine Arts
ART 1450. Digital Arts Appreciation (3 credits)
ART 2050. Art Appreciation (3 credits)
ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)
THE 2500. Introduction to Theatre (3 credits)
MUS 1020. Introduction to Music Appreciation (3 credits)
MUS 1040. Introduction to Jazz Appreciation (3 credits)
MUS 1060. Rhythm and Rock (3 credits)
MUS 1210. Global Music (3 credits)
MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
MUS 2980. History of Musical Theatre (3 credits)
2. Literature
(completion of ENG 1050 with a 2.0 is prerequisite for these courses)
ENG 2010. Southern Literature (3 credits)
ENG 2020. Contemporary Literature (3 credits)
ENG 2030. Literary Genres (3 credits)
ENG 2050. World Literature Before 1660 (3 credits)
ENG 2060. World Literature After 1660 (3 credits)
ENG 2080. Women's Literature (3 credits)
ENG 2090. Literature and Film (3 credits)
ENG 2100. African American Literature (3 credits)
ENG 2180. Asian American Literature (3 credits)
ENG 2190. Latino Literature (3 credits)
ENG 2200. Native American Literature (3 credits) or
AIS 2200. Native American Literature (3 credits)
ENG 2230. American Literature Before 1865 (3 credits)
ENG 2240. American Literature Since 1865 (3 credits)
ENG 2410. Environmental Literature (3 credits) or
AIS 2410. Environmental Literature (3 credits)
ENG 2470. British Literature Before 1790 (3 credits)
ENG 2480. British Literature After 1790 (3 credits)
3. History
HST 1010. American Civilizations to 1877 (3 credits)
HST 1020. American Civilizations since 1877 (3 credits)
HST 1030. Introduction to African-American History (3 credits)
HST 1100. History of the American Indian to 1865 (3 credits) or
AIS 1100. History of the American Indian to 1865 (3 credits)
HST 1110. History of the American Indian since 1865 (3 credits) or
AIS 1110. History of the American Indian since 1865 (3 credits)
HST 1140. World Civilizations to 1500 (3 credits)
HST 1150. World Civilizations since 1500 (3 credits)
4. Philosophy and Religion

PHI 1000. Introduction to Philosophy (3 credits)
PHI 1010. Logic (3 credits)
PHI 2040. Introduction to Ethics (3 credits)
PHI 2070. Contemporary Moral Issues (3 credits)
REL 1080. Introduction to Religious Thought (3 credits)
REL 1300. Introduction to Religion (3 credits)
B. Social Science Division: 9 Sem. Hrs.
Choose one course from each of three of five areas:

1. Economics
ECN 1000. Economics of Social Issues (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)
ECN 2030. Principles of Macroeconomics (3 credits)
ECN 2410. Asian Economies (3 credits)
2. Geography
GGY 1010. Principles of Geography (3 credits)
GGY 1020. World Regional Geography (3 credits)
GGY 2000. Cultural Geography (3 credits)
GGY 2060. Economic Geography (3 credits) or
ECN 2060. Economic Geography (3 credits)
3. Political Science
PLS 1000. Introduction to Political Science (3 credits)
PLS 1010. Introduction to American National Government (3 credits)
4. Psychology
PSY 1010. Introductory Psychology (3 credits)
5. Sociology
SOC 1020. Introduction to Sociology (3 credits)
SOC 1050. Introduction to Cultural Anthropology (3 credits) or
AIS 1050. Introduction to Cultural Anthropology (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
Maynor Honors College students only
may substitute for courses in two disciplines:
HON 1000. Contemporary Public Issues (3 credits)
HON 2750. The Individual in Society (3 credits)
C. Natural Sciences and Mathematics Division: 9 Sem. Hrs.
Natural Science: 6 Sem. Hrs.
choose one course from two (2) of the four (4) areas. Students selecting PHS 1100. Physical Science I (3 credits) must select the other course from either Biology/Env. Science or Earth Science.

1. Biology and Environmental Science
BIO 1000. Principles of Biology (3 credits)
BIO 1030. Basic Human Biology (3 credits)
BIO 1060. Exploring Life's Diversity (3 credits)
ENV 1100. Environmental Science (3 credits)
2. Chemistry
CHM 1300. General Chemistry I (3 credits)
CHM 1400. Chemistry for Health Sciences I (3 credits)
3. Earth Science
GLY 1150. Earth Science (3 credits) or
GGY 1150. Earth Science (3 credits)
GLY 2460. Weather and Climate (3 credits) or
GGY 2460. Weather and Climate (3 credits) or
PHS 2460. Weather and Climate (3 credits)
4. Physical Science
PHS 1100. Physical Science I (3 credits)
PHS 1560. Astronomy (3 credits)
PHY 1000. Elementary Physics I (3 credits)
PHY 1500. College Physics I (3 credits)
PHY 2000. University Physics I (3 credits)
Maynor Honors College students only
may fulfill one natural science course requirement with:
HON 1510. Contemporary Issues in Science and Technology (3 credits)
Mathematics: 3 Sem. Hrs.
choose one course from those listed below

MAT 1050. Introduction to College Mathematics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 1080. Plane Trigonometry (3 credits)
MAT 1090. Precalculus (4 credits)
MAT 2150. Calculus with Applications (4 credits)
MAT 2210. Calculus I (4 credits)

III. Physical Education and Wellness: 2 Sem. Hrs.

Choose two of the following courses:
PED 1010. Wellness and Fitness (1 credit)
PED 1300. Fitness Walking (1 credit)
PED 1310. Archery (1 credit)
PED 1320. Badminton (1 credit)
PED 1330. Golf (1 credit)
PED 1340. Swimming (1 credit)
PED 1350. Tennis (1 credit)
PED 1360. Soccer (1 credit)
PED 1370. Bowling (1 credit)
PED 1380. Rhythms and Dance (1 credit)
PED 1390. Racquetball (1 credit)
PED 1410. Physical Conditioning (1 credit)
PED 1450. Volleyball (1 credit)
PED 1460. Weight Training (1 credit)
PED 1770. Advanced Physical Conditioning (1 credit)
PED 1790. Aerobic Dance (1 credit)
PED 1800. Military Physical Training (1 credit) or
MSC 1800. Military Physical Training (1 credit)
PED 1810. Stage Dance I (1 credit) or
THE 1810. Stage Dance I (1 credit)
PED 1820. Stage Dance II (1 credit) or
THE 1820. Stage Dance II (1 credit)
PED 1900. Outdoor Fitness (1 credit)
PED 1910. Indoor Cycling (1 credit)
PED 1950. Water Aerobics (1 credit)

IV. General Education Program Electives: 6 Sem. Hrs.

Choose two additional courses from those listed below. These two courses must be from different divisions except for the foreign language option.

Foreign Language Option

Students electing the foreign language option MUST complete two courses of the same foreign language to satisfy the Program Electives area of General Education.
FRH 1310. Elementary French I (3 credits)
FRH 1320. Elementary French II (3 credits)
FRH 2310. Intermediate French I (3 credits)
FRH 2320. Intermediate French II (3 credits)
GER 1310. Elementary German I (3 credits)
GER 1320. Elementary German II (3 credits)
GER 2310. Intermediate German I (3 credits)
GER 2320. Intermediate German II (3 credits)
ITL 1310. Elementary Italian I (3 credits)
ITL 1320. Elementary Italian II (3 credits)
SPN 1310. Elementary Spanish I (3 credits)
SPN 1320. Elementary Spanish II (3 credits)
SPN 2310. Intermediate Spanish I (3 credits)
SPN 2320. Intermediate Spanish II (3 credits)
XXX 1310. Introductory Foreign Language Study (3 credits)
XXX 1320. Introductory Foreign Language Study (3 credits)
XXX 2310. Intermediate Foreign Language Study (3 credits)
XXX 2320. Intermediate Foreign Language Study (3 credits)
Academic Research Division Elective
LIB 1000. Introduction to Academic Research (3 credits)

Arts and Humanities Division Elective

American Indian Studies
AIS 1010. Introduction to American Indian Studies (3 credits)

Fine Arts
ART 1010. Elements of Design (3 credits)
ART 1450. Digital Arts Appreciation (3 credits)
ART 2050. Art Appreciation (3 credits)
ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)
ARTS 1xxx. Special Topics in Art History (3 credits)
THE 2010. Acting I: Fundamentals (3 credits)
THE 2500. Introduction to Theatre (3 credits)
MUS 1020. Introduction to Music Appreciation (3 credits)
MUS 1040. Introduction to Jazz Appreciation (3 credits)
MUS 1060. Rhythm and Rock (3 credits)
MUS 1210. Global Music (3 credits)
MUS 2980. History of Musical Theatre (3 credits)
Literature and Speech
a 2.0 in ENG 1050 is prerequisite for the ENG courses
ENG 2010. Southern Literature (3 credits)
ENG 2020. Contemporary Literature (3 credits)
ENG 2030. Literary Genres (3 credits)
ENG 2050. World Literature Before 1660 (3 credits)
ENG 2060. World Literature After 1660 (3 credits)
ENG 2080. Women's Literature (3 credits)
ENG 2090. Literature and Film (3 credits)
ENG 2100. African American Literature (3 credits)
ENG 2180. Asian American Literature (3 credits)
ENG 2190. Latino Literature (3 credits)
ENG 2200. Native American Literature (3 credits) or
AIS 2200. Native American Literature (3 credits)
ENG 2230. American Literature Before 1865 (3 credits)
ENG 2240. American Literature Since 1865 (3 credits)
ENG 2410. Environmental Literature (3 credits) or
AIS 2410. Environmental Literature (3 credits)
ENG 2470. British Literature Before 1790 (3 credits)
ENG 2480. British Literature After 1790 (3 credits)
ENGS 2xxx. Studies in Literature (3 credits)
SPE 2000. Interpersonal Communication (3 credits)
SPE 2010. Fundamentals of Speech (3 credits)
History
HST 1010. American Civilizations to 1877 (3 credits)
HST 1020. American Civilizations since 1877 (3 credits)
HST 1030. Introduction to African-American History (3 credits)
HST 1100. History of the American Indian to 1865 (3 credits) or
AIS 1100. History of the American Indian to 1865 (3 credits)
HST 1110. History of the American Indian since 1865 (3 credits) or
AIS 1110. History of the American Indian since 1865 (3 credits)
HST 1140. World Civilizations to 1500 (3 credits)
HST 1150. World Civilizations since 1500 (3 credits)
Philosophy and Religion
AIS 2010. American Indian Cultures (3 credits)
PHI 1000. Introduction to Philosophy (3 credits)
PHI 1010. Logic (3 credits)
PHI 1020. Perspectives on Humanity (3 credits) or
REL 1020. Perspectives on Humanity (3 credits)
PHI 2040. Introduction to Ethics (3 credits)
PHI 2050. Social and Political Philosophy (3 credits)
PHI 2070. Contemporary Moral Issues (3 credits)
PHI 2110. American Philosophy (3 credits)
REL 1050. Introduction to the Old Testament (3 credits)
REL 1060. Introduction to the New Testament (3 credits)
REL 1080. Introduction to Religious Thought (3 credits)
REL 1300. Introduction to Religion (3 credits)
REL 2050. Religion, Art, and Culture (3 credits)
REL 2090. Religion in America (3 credits)
REL 2130. American Indian Religious Traditions (3 credits) or

AIS 2130. American Indian Religious Traditions (3 credits)
REL 2140. Introduction to Religious Ethics (3 credits)
REL 2160. Asian Religions (3 credits)
REL 2180. Middle Eastern Religions (3 credits)
Maynor Honors College students only
may take 1 as a Humanities Division Elective:
HON 2000. The Humanistic Tradition I: From the Ancient World to 1500 (3 credits)
HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age (3 credits)
World Studies
WLS 2990. Study Abroad (3 credits)
Social Science Division Elective
Economics
DSC 1590. Technology-Enabled Decision Making (3 credits)
ECN 1000. Economics of Social Issues (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)
ECN 2030. Principles of Macroeconomics (3 credits)
FIN 2050. Personal Finance (3 credits)
ECN 2410. Asian Economies (3 credits)
Geography
GGY 1010. Principles of Geography (3 credits)
GGY 1020. World Regional Geography (3 credits)
GGY 2000. Cultural Geography (3 credits)
GGY 2060. Economic Geography (3 credits) or
ECN 2060. Economic Geography (3 credits)
Political Science
PLS 1000. Introduction to Political Science (3 credits)
PLS 1010. Introduction to American National Government (3 credits)
PAD 2010. American State and Local Government, Administration and Policy (3 credits)
Psychology
PSY 1010. Introductory Psychology (3 credits)
Sociology
SOC 1020. Introduction to Sociology (3 credits)
SOC 1050. Introduction to Cultural Anthropology (3 credits) or
AIS 1050. Introduction to Cultural Anthropology (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
World Studies
WLS 2990. Study Abroad (3 credits)
Natural Science and Mathematics Division Elective
Natural Science
BIO 1000. Principles of Biology (3 credits)
BIO 1010. General Botany (4 credits)
BIO 1020. General Zoology (4 credits)
BIO 1030. Basic Human Biology (3 credits)
BIO 1060. Exploring Life's Diversity (3 credits)
BIO 2120. Anatomy and Physiology II (4 credits)
ENV 1100. Environmental Science (3 credits)
CHM 1300. General Chemistry I (3 credits)
CHM 1310. General Chemistry II (3 credits)
CHM 1400. Chemistry for Health Sciences I (3 credits)
CHM 1410. Chemistry for Health Sciences II (3 credits)
GLY 1000. Physical Geology (3 credits)
GLY 1150. Earth Science (3 credits) or
GGY 1150. Earth Science (3 credits)
GLY 1250. Earth History (3 credits) or
GGY 1250. Earth History (3 credits)
GLY 2260. Oceanography (3 credits)
GLY 2460. Weather and Climate (3 credits) or
GGY 2460. Weather and Climate (3 credits) or
PHS 2460. Weather and Climate (3 credits)
GLY 2620. Environmental Geology (3 credits) or
GGY 2620. Environmental Geology (3 credits)
PHS 1100. Physical Science I (3 credits)
PHS 1110. Physical Science II (3 credits)
PHS 1560. Astronomy (3 credits)

PHY 1000. Elementary Physics I (3 credits)
PHY 1010. Elementary Physics II (3 credits)
PHY 1500. College Physics I (3 credits)
PHY 1510. College Physics II (3 credits)
PHY 2000. University Physics I (3 credits)
PHY 2010. University Physics II (3 credits)
Maynor Honors College students only
may take the following as a Divisional Elective
HON 2520. Mathematical Concepts and Applications (3 credits)
Mathematics and Computer Science
CSC 2020. Microcomputer Programming (3 credits)
MAT 1050. Introduction to College Mathematics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 1080. Plane Trigonometry (3 credits)
MAT 1090. Precalculus (4 credits)
MAT 1180. Finite Mathematics (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
MAT 2150. Calculus with Applications (4 credits)
MAT 2210. Calculus I (4 credits)
MAT 2220. Calculus II (4 credits)
Total: 44 Sem. Hrs.

The Writing Intensive Program

The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. They include extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation, WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. Successful completion of ENG 1050 is a prerequisite for all Writing Enriched or Writing in the Discipline courses.

Approved Writing Enriched (WE) Courses

AIS 2130. American Indian Religious Traditions (3 credits) or
REL 2130. American Indian Religious Traditions (3 credits)
AIS 4650. Indian Residential and Boarding School Narratives (3 credits) or
HST 4650. Indian Residential and Boarding School Narratives (3 credits)
ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)
ATH 4050. Organization & Administration of Athletic Training (3 credits)
BIO 2050. Animal Behavior (3 credits)
BIO 3710. Cell Biology (4 credits)
BIO 4310. Biometrics (4 credits)
BIO 4320. Conservation Biology (4 credits)
BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
CHM 4100. Physical Chemistry I (4 credits)
CRJ 4520. Women and Crime (3 credits) or
SOC 4520. Women and Crime (3 credits)
ECE 2020. Foundations of Early Childhood Education (3 credits)
ECE 2050. Young Children and Families in a Diverse World (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)
ECN 2030. Principles of Macroeconomics (3 credits)
EDN 3900. Research and Writing in Education (3 credits)
EED 3890. The Teaching of Writing and Speech (6-12): Methods and Materials (3 credits)
ENG 2010. Southern Literature (3 credits)
ENG 2030. Literary Genres (3 credits)
ENG 2050. World Literature Before 1660 (3 credits)
ENG 2060. World Literature After 1660 (3 credits)
ENG 2080. Women's Literature (3 credits)
ENG 2100. African American Literature (3 credits)
ENG 2180. Asian American Literature (3 credits)
ENG 2200. Native American Literature (3 credits) or
AIS 2200. Native American Literature (3 credits)
ENG 2230. American Literature Before 1865 (3 credits)
ENG 2240. American Literature Since 1865 (3 credits)
ENG 2410. Environmental Literature (3 credits)
ENG 2470. British Literature Before 1790 (3 credits)
ENG 2480. British Literature After 1790 (3 credits)
ENG 2760. Writing Creative Nonfiction I (3 credits)
ENG 2790. Writing Fiction I (3 credits)
ENG 2990. Writing Center Theory and Practice (3 credits)
ENG 3110. Medieval British Literature (3 credits)
ENG 3120. Early Modern British Literature (3 credits)
ENG 3130. The American Renaissance (3 credits)
ENG 3440. The Native American Novel (3 credits) or
AIS 3440. The Native American Novel (3 credits)
ENG 3470. Native American Poetry (3 credits) or

AIS 3470. Native American Poetry (3 credits)
ENG 3580. Professional Writing (3 credits)
ENG 3650. Writing in Digital Environments (3 credits)
ENG 3660. Modernist Poetry (3 credits)
ENG 3700. Advanced Composition (3 credits)
ENG 3720. Civic Writing (3 credits)
ENG 3750. Writing Fiction II (3 credits)
ENG 3760. Writing Creative Nonfiction II (3 credits)
ENG 4210. Grant Writing (3 credits)
ENGS 4090. Special Topics in Rhetoric and Composition-Reading and Writing About Nonfiction
GGY 3770. Geography of American Indians (3 credits)
GGY 4100. Land Use Planning (3 credits)
GLY 3250. Paleontology (3 credits)
HHP 4030. Facilities Design (3 credits)
HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age (3 credits)
HST 1010. American Civilizations to 1877 (3 credits)
HST 1140. World Civilizations to 1500 (3 credits)
HST 1150. World Civilizations since 1500 (3 credits)
HST 2010. An Introduction to American Studies (3 credits)
HST 3620. African-American History Since Emancipation (3 credits)
HST 4230. Indigenous Women (3 credits)
HST 4410. History of Medieval Britain (3 credits)
HST 4420. History of Tudor and Stuart Britain (3 credits)
HST 4430. History of the British Empire (3 credits)
MAT 2300. Introduction to Advanced Mathematics (3 credits)
MAT 2600. Connections in Mathematics I (1 credit)
MAT 4600. Connections in Mathematics III (1 credit)
MCM 2400. Writing for the Media (3 credits)
MCM 3100. New Media of Mass Communication (3 credits)
MGT 3030. Business Communications (3 credits)
MGT 3060. Organization and Management (3 credits)
MGT 3150. International Management (3 credits)
MGT 4080. Human Resource Management (3 credits)
MGT 4300. Business Ethics and Social Responsibility (3 credits)
MKT 3120. Principles of Marketing (3 credits)
MKT 3130. International Marketing (3 credits)
MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
NUR 3000. Transition to Professional Nursing (3 credits)
NUR 3200. Health Assessment Across the Life Span (3-2-3 credits)
NUR 4000. Nursing Research and Theory (3-3-0 credits)
NUR 4350. Community Health Nursing (5-3-6 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PHI 2040. Introduction to Ethics (3 credits)
PHI 2070. Contemporary Moral Issues (3 credits)
PLS 1010. Introduction to American National Government (3 credits)
PLS 3110. Constitutional Law of Individual and Equal Rights (3 credits)
PLSS 4300. Special Topics in International Relations: Ethnic Conflict
PLS 4170. International Security Policy (3 credits)
PLS 4510. American Foreign Policy (3 credits)
REL 2050. Religion, Art, and Culture (3 credits)
SED 3310. Introduction to the Exceptional Child (3 credits)
SED 3320. Special Education Law, Policies, and Procedures (3 credits)
SOC 3030. The Family (3 credits)
SOC 3060. Sociological Theory (3 credits)
SOC 3130. The Community (3 credits)
SOC 3210. Social Inequalities (3 credits)
SOC 3610. Social Research (3 credits)
SPN 3110. Spanish Composition and Review of Grammar (3 credits)
SPN 3700. Advanced Grammar and Composition (3 credits)
SWK 3450. Human Behavior and Social Environment I (3 credits)
SWK 3480. Social Welfare and Policies (3 credits)
SWK 3850. Social Work Practice II (3 credits)
SWK 3910. Understanding Social Research (3 credits)

SWK 4600. Social Justice and Practice Ethics (3 credits)
THE 2010. Acting I: Fundamentals (3 credits)
THE 2500. Introduction to Theatre (3 credits)
THE 3600. History of the Theatre: The Beginnings to 1642 (3 credits)
THE 3610. History of the Theatre: 1642 to the Present (3 credits)

Approved Writing in the Discipline (WD) Courses

AIS 4150. Amerindian Oral Traditions (3 credits)
ART 4330. Contemporary Art (3 credits)
ATH 4000. Clinical Education V (4 credits)
BIO 4700. Reading and Writing in the Natural Sciences (3 credits)
BLAW 3180. Ethical Standards and Commercial Regulations and Their Impact on Business (3 credits)
BRD 3130. Broadcast Advertising (3 credits)
BRD 3140. Broadcast Journalism (3 credits)
BRD 3170. Screenwriting (3 credits)
CHM 3980. Chemical Literature (2 credits)
CHM 4270. Instrumental Analysis (4 credits)
CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers (3 credits)
ECN 4080. Development Economics (3 credits)
ECN 4400. International Trade (3 credits)
EDN 4020. Non-Licensure Internship (3 credits)
ENG 3040. Principles of Literary Study (3 credits)
ENTR 4000. Planning and Strategy (3 credits)
GGY 4700. Writing in the Geosciences (3 credits)
GLY 4700. Writing in the Geosciences (3 credits)
HLTH 4100. Health and Fitness Behavior Changes (3 credits)
HST 3000. Historical Practice and Theory (3 credits)
JRN 3010. News Writing and Reporting (3 credits)
JRN 3050. Feature Writing (3 credits)
JRN 3400. Advanced News Writing and Reporting (3 credits)
JRN 4100. Web Journalism (3 credits)
JRN 4600. Investigative Journalism (3 credits)
MAT 3600. Connections in Mathematics II (1 credit)
MAT 4020. A Historical Development of Mathematics (3 credits)
MGT 4100. Small Business Management (3 credits)
MGT 4660. Business Strategy (3 credits)
MKT 3130. International Marketing (3 credits)
MUS 3970. World Music: A Global Study (3 credits)
NUR 4510. Transition to Professional Nursing: A Capstone Experience (3 credits)
NUR 4550. Professional Nursing Issues in Practice (3 credits)
PHI 3400. Writing in Philosophy and Religious Studies (3 credits)
PHY 4200. Advanced Laboratory I (3 credits)
PLS 3520. Writing in Political Science (3 credits)
REL 3400. Writing in Philosophy and Religious Studies (3 credits)
SED 4360. Seminar in Special Education (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SPN 3200. Literary Analysis and Criticism in Spanish (3 credits)
SPN 4150. Contemporary Spanish-American Literature (3 credits)
SWK 3050. Success and Professionalism in Social Work (3 credits)
SWK 4600. Social Justice and Practice Ethics (3 credits)
THE 4030. Senior Capstone I (1 credit)
THE 4040. Senior Capstone II (2 credits)

Undergraduate Academic Policies

- Requirements for Graduation
- Academic Procedures and Policies

Requirements for Baccalaureate Graduation

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

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

1. Have a minimum of 120 semester hours of course work in accordance with specific degree requirements, excluding ENG 0104, MAT 0104, EDN 0104, MUS 0106;
2. Have successfully completed the General Education Program;
3. Earn a grade of "C" (2.0) or better in both English composition courses, ENG 1050 and ENG 1060;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 25% of semester credit hours applied toward the degree through regular enrollment in UNC Pembroke courses;
8. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here (This does not contravene the minimum requirement of 15 total hours of 3000 or 4000 level courses in any major.);
9. Be registered during the academic year in which the student's graduation occurs;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well-defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are UNV 1000 (Freshman Seminar) and supervised internship courses.
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from institutions recognized by an accepted institutional accreditors toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors. (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining

formal approval from the student's academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);

12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent catalog if attendance is interrupted for more than one year (two semesters);
14. Make application for the degree a year in advance: by April 1st for the following year's spring or summer commencement and by November 1st for the following year's winter commencement when earned hours reach 75 (end of first semester of junior year).
    1. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);
    2. Pay a non-refundable graduation fee by the required date or an additional $25 late filing fee will be charged;
    3. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
15. Satisfy all financial obligations to the University.
16. Students entering in Fall 2011 or later must complete 9 semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course. These are designated by "WE" or "WD" on the course schedule.

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

Commencement

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. Regardless of when a student graduates, all diplomas will be mailed out six (6) weeks after commencement.

A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams. Graduation is solely dependent on the completion of degree requirements. Participation in commencement exercises does not imply graduation is imminent.

Permission to Take a Course as a Visitor at Another University or UNC On-Line

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

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Be in good social standing.
5. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
6. Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are not used to compute UNCP's quality point average.
7. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

Course Load and Progress Toward Graduation

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 3 semester hours during Maymester, no more than 7 semester hours during Summer I, and no more than 7 semester hours during Summer II. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

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

Academic Procedures and Policies

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

Undergraduate Grading And Academic Eligibility

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

Classification of Students

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

Less than 30 hours-Freshman60 to 89 hours-Junior

30 to 59 hours-Sophomore 90 hours to graduation-Senior

Grading System (Undergraduate)

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

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

Academic eligibility for a student shall be determined by current regulations. The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0 B-=2.7 D+ = 1.3P = 0.0

A- = 3.7C+= 2.3D = 1.0 I , IM= 0.0

B+=3.3 C = 2.0 D- = 0.7 T= 0.0

B = 3.0 C- = 1.7F = 0.0 W, WX, WM, or AU= 0.0

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

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

University Registrar. An "I" grade will not count toward the determination of quality hours and quality point averages and does not fulfill prerequisite requirements.

The "IM," or the military incomplete grade, is assigned for incompletes to students called to active military duty. The "IM" grade is given when students are deployed for active military duty assignments during an academic term and will be unable to complete coursework for the term through an alternative format. It is not given to enable a student to do additional work to improve a grade. The "IM" grade can be assigned with instructor approval if deployment occurs after 60% of the course (e.g. nine weeks of the fall or spring semester) has been completed for the academic term. If deployment occurs after 80% of the course (e.g. twelve weeks of the fall or spring semester) has been completed for the academic term, active duty military students are guaranteed the option of an "IM" if they so choose. The IM grade must be removed within three years of returning from deployment or the grade will convert to a "WM." See below for more information on the "WM" grade. The "IM" grade will not count toward the determination of quality hours and quality point averages. An "IM" does not fulfill prerequisite requirements. It is the student's responsibility to request the "IM" grade. Refer to the Registrar's webpage at www.uncp.edu/registrar for more information about applying for the "IM."

The "T," grade pending, is given only for Esther G. Maynor Honors College courses until the thesis or project is completed.

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

The "WM," or the military withdrawal grade, is assigned for withdrawals of students called to active military duty during the course of an academic term. The "WM" grade is given when students are deployed for active military duty assignments during the term and will be unable to complete coursework for the term through an alternative format. While students who are deployed on active military duty assignments can opt for the "WM" grade at any point during the term, the "WM" grade will be assigned if deployment occurs before 60% of the course (e.g. nine weeks of the fall or spring semester) has been completed for the academic term and an alternative for mat for the course (such as moving to an online section) is not available. When a student receives a "WM" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours. Refer to the Registrar's webpage at www.uncp.edu/registrar for more information about applying for the "WM."

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

Quality Point Average and Scholastic Standing

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

Example:

Course	Final Course Grade	Quality Hours	x	Quality Points	=	Quality Points Earned
Course A	C+	3	x	2.3	=	6.9
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0

Course F B	3	x3.0	=9.0
Course GA-	3	x3.7	=11.1
Course HI	0	x0.0	=0.0
	Total Quality Hrs. 14		**Total Quality Pts. 39.1**

Quality Point Average = 39.1 divided by 14 = 2.793

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

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

Academic Standing

A student's academic standing during any term is determined by the cumulative grade point average (GPA) earned on the total quality hours. To be in good standing, a cumulative GPA of 2.0 and a 67% or greater earned-to-attempted pass rate must be maintained. Individuals with less than a cumulative 2.0 GPA are placed on either probation or suspension. Individuals with less than a 67% earned-to-attempted pass rate are placed on progress warning.

Students are advised of their academic status at the end of every regular semester via email, Braveweb, and mail sent to their address on record. It is the student's responsibility to know his or her academic standing status and to ensure that an accurate mailing address is on file with the Registrar.

Progress Warning

A student is placed on Progress Warning when his or her pass rate falls below 67% but the cumulative GPA is 2.0 or higher. The pass rate is calculated by dividing the number of earned hours by the number of hours attempted at UNCP. Students on Progress Warning are not in good standing and will be advised of their status each semester until their pass rate reaches 67%.

Academic Probation

Students are placed on Academic Probation when their cumulative GPA falls below 2.0. Students on academic probation are eligible to attend the University while carrying a cumulative grade point average below 2.0 under specified provisions but are not in good standing.

Students on probation have two semesters to improve their academic performance. If a student takes a leave of absence after one semester of probation, her or she would still be under probation for one semester after returning. Enrollment for the probationary term may be limited to a maximum of 13 semester hours, and students must participate in the services for probationary students offered through the Center for Student Success (CSS). This is a mandatory requirement. Failure to participate in CSS services will result in immediate Academic Dismissal at the end of the semester. Students should refer to the CSS website for more information on these services.

By the end of the second probationary semester, students must achieve one of the following:

1. Raise the cumulative GPA to a minimum of 2.0, or
2. Earn a minimum GPA of 2.3 for the second probationary semester.

Students who earn a 2.0-2.299 GPA in the second probationary semester are eligible and have the option to appeal (see Suspension Appeals). If the appeal is approved, the student will forfeit the one semester suspension and will be allowed to continue on probation for two additional semesters. Refer to the section on Academic Suspension for more information. To return to good standing, a student must have a cumulative GPA of 2.0 or better. A probationary student who has earned a semester GPA of 2.3 but who has not achieved a cumulative GPA of 2.0 is continued on probation.

Academic Suspension

If a student does not meet the above GPA requirement(s) during the second probationary semester, he/she will be suspended for one semester. After the suspension semester, the student must successfully appeal (see Suspension Appeals) before applying for readmission. If approved for readmission by the Suspension Appeals Committee, the student will be readmitted to the University for two additional semesters (Fall or Spring) on academic probation. Failure to meet the GPA requirements at the end of the fourth semester on probation will result in Academic Dismissal from the University.

Academic Dismissal

Academic Dismissal will occur when a student fails to satisfy all of the probation requirements after returning from suspension. Students who are placed on Academic Dismissal are ineligible to enroll at UNCP for two years. After the two-year dismissal, the student must successfully appeal (see Suspension Appeals) before applying for readmission. Upon return from Academic Dismissal, the student will be on Academic Probation. Failure to meet the probation requirements will result in Academic Dismissal.

Suspension Appeals after Completing Mandatory Suspension or Academic Dismissal

A student who wishes to be readmitted after an academic suspension or dismissal must appeal to the Suspension Appeals Committee. Specific deadlines for each term can be found on the Web sites of the Center for Student Success (CSS) and the office of Financial Aid.

Appeals are coordinated by the staff of the Center for Student Success (CSS). Individuals wishing to appeal a suspension should contact CSS to schedule a meeting with a counselor to develop an appeals packet. Complete appeals packets include, at a minimum, a letter of appeal, a Success Contract, supporting documents of personal/medical reasons for performance, and a statement of strategies/support programs that will be utilized during the semester to attain good academic standing status. No appeals will be heard if received after the deadline, and the decision of the Suspension Appeals Committee is final. .

Students whose appeal has been denied may not appeal again unless there has been a material change to their academic record. Students whose appeal has been approved must participate in the Center for Student Success services for students on probation. Failure to participate will result in immediate Academic Dismissal at the end of the semester.

Academic Honors

Graduation With Honors

Graduating seniors may be considered for honors if they have earned a Quality Point Average (QPA) of at least 3.4 for 45 semester hours of course work in residence at UNCP. All course work attempted (including quality hours from other institutions and repeated hours) will be included in the calculation of the cumulative QPA for determining the particular

honors designation awarded. Students who attain a cumulative QPA of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative QPA of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*.

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

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 12 semester hours of course work; none of the 12 hours may be Pass/Fail.

Orientation and Academic Advising

New Student Orientation

The Center for Student Success offers several programs during the spring and summer of each year to acquaint new students and family members with the academic, co-curricular, and social opportunities offered at the University. These programs are designed to ease the transition of incoming students and their family members to UNC Pembroke. All students are required to complete a New Student Orientation session. In addition, freshman students are required to attend the Welcome Week in August.

Students are not required to test for placement in English and Math. Students are placed into the appropriate English course based on SAT score, ACT score, or high school experience. Students are placed into the appropriate math course by major and test scores. Students who wish to begin in MAT 2210, Calculus I , can request a placement test from the math department to show that they can meet the expectations of the course.

Academic Advising

All new students classified as freshmen are advised by the staff of the Center for Student Success when registering for first semester courses, after which time they will be assigned a professional advisor in the Center for Student Success for their first two to three semesters (except for students majoring in Art/Art Education and Music/Music Education). Professional advisors are assigned based on a student's major. . As soon as a student completes the appropriate academic milestone(s) for the chosen major, the student should take a Declaration of Major form to the department chair to be assigned a faculty member in the student's major as the new advisor. The student obtains the signature of the new advisor and submits the form to the Office of the Registrar in Lumbee Hall.

The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. The advisor also provides information and guidance regarding UNC Pembroke policies and procedures. **However, the final responsibility for meeting all academic program requirements lies with the student.** The Center for Student Success serves as a resource center for students who may wish to seek additional academic help, and faculty members may refer students to the Center.

Registration Procedures And Policies

Registration

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

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

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

Students currently enrolled at The University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the personal identification number (PIN) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

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

Students who have not returned to the University in two semesters (one academic year), need to apply for readmission to the University. Please see Re-Enrolling Students in the Undergraduate Admissions section of the Catalog. Students who are in good academic standing with the University maintain an active enrollment status for two semesters (one academic year).

Adding, Dropping, and Withdrawing from Courses

The adding and dropping of courses during open registration can be done online for current students through BraveWeb. New freshmen students will need to see their University College advisor to request changes to their schedule. After the drop/add period, students can add a course by completing a Late Add form. The Late Add form will need to be submitted to the Office of the Registrar for processing (form must have all necessary signatures before it will be processed).

A student may withdraw from a course after the drop/add period through the last day to withdrawal from a class (see academic calendar for dates). Students will receive a W grades. The Course Withdrawal form is available online, and in Brave Central. The Course Withdrawal form must be completed and submitted to the Registrar's Office for processing (form must have all necessary signatures before it will be processed). Students entering UNCP as freshmen will have the option of withdrawing from a maximum of 16 semester hours of coursework.

A student who transfers to UNCP may not withdraw from more than the maximum number of hours of coursework as determined by the table below during their undergraduate career at UNCP. After a student has withdrawn from the maximum allowed number of credit hours, any subsequent withdrawal will result automatically in a grade of "F." These limits apply only to the Fall and Spring semester courses, not to Summer session courses.

Transfer Hours	Maximum Withdrawal Hours
0-59 hours	16
60+ hours	13
Candidate for Second Bachelor's degree	13

The Associate Vice Chancellor for Enrollment may approve withdrawal from a course or courses at any time without academic penalty if serious extenuating circumstances, such as serious illness, exist. Unsatisfactory academic performance does not by itself constitute an extenuating circumstance. As soon as possible, the student petitioning to withdraw from a course due to extenuating circumstances must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Withdrawal under these circumstances will not count toward a student's 15-hour career withdrawal limit. Approved requests receive a grade of WX. In addition, the following conditions apply:

1. a WX will be recorded on the transcript;
2. the course(s) will count as attempted hours;
3. the course(s) will not count in GPA calculation;
4. the course(s) are subject to all Financial Aid and SAP rules and calculations.

Students denied a request for the grade of WX may appeal to the Provost or designee whose decision will be final.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a Undergraduate Withdrawal Application, available on the Office of the Registrar webpage at www.uncp.edu/registrar. The student should get the required signatures and submit the form to the Office of the Registrar for processing. Student are encouraged to discuss financial implications with a Brave Central Counselor. After the last day to withdrawal from a course, or if the student wishes to withdraw on time with grades of WX, the Associate Vice Chancellor for Enrollment approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, the student petitioning to withdraw from the University must meet with the Associate Vice Chancellor for Enrollment, present the appropriate medical or legal documentation, and complete the necessary forms. Withdrawal under these circumstances will not count toward a student's career withdrawal limit. In addition, the following conditions apply:

1. a WX will be recorded on the transcript;
2. the course(s) will count as attempted hours;
3. the course(s) will not count in GPA calculation;
4. the course(s) are subject to all Financial Aid and SAP rules and calculations.

Students denied a request for the grade of WX may appeal to the Provost or designee whose decision will be final.

Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Course Work

A student who wishes to repeat a course must adhere to the following policies:

1. The original course and the repeat course must be taken at UNCP.
2. The course being repeated must be the same course taken previously; no substitutions are allowed.

3. Students may repeat a course twice. Exceptions to this limit require approval of the chair of the department offering the course and the appropriate dean.
4. All grades received in courses repeated will be used to compute the quality point average, unless the student elects to use a grade replacement (see "Grade Replacement Policy" below).
5. A student will receive credit (earned hours) for a course one time, and highest grade will be used in meeting graduation requirements.
6. All entries remain a part of the student's permanent record.

Grade Replacement Policy

Note: Visit the UNCP website for Repetition of Course Work Policies prior to Fall 2018

1. A student must follow all regulations regarding repetition of course work.

2. Some courses may be taken more than once for full credit; these courses are not eligible for grade replacement.

3. The semester hours and quality points in courses repeated are counted only once, and the highest grade and the quality points corresponding to the highest grade are used in computing the quality point average and meeting graduation requirements.

4. Students will have the option of replacing a maximum of 16 credit hours with improved grades earned by repeating courses.

5. The credit hours associated with each repeated course will count toward the cumulative replacement hours.

6. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer Hours	**Maximum Hours for Replacement**
0-59 hours	16
60 or more hours	13
Candidate for Second Bachelor's degree	13

7. The student must secure a form from the Registrar's Office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's Office.
8. Decisions for course grade replacement are irrevocable.
9. All entries remain a part of the student's permanent record.

Internships, Practica, And Independent Learning

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

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

Experiential Learning and Cooperative Education

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

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

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
    1. have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
    2. be classified as a junior or senior;
    3. have an overall cumulative quality point average of at least 2.0;
    4. have the written recommendation and approval of the major department chairman and the major advisor.
4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
    1. what the student is to do, what the major advisor is to do, and what the organization is to do;
    2. the number of semester hours the students will earn in completing the contract;
    3. that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

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

Independent Study

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

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

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

Class Attendance Policies

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in every course syllabus. Professors and instructors should communicate clear expectations regarding attendance, participation, and make-up of any missed exams and assignments. These expectations should be included in the written course syllabus and explained during the first day of each semester. If a student is not in attendance on the first day of class and the instructor is not contacted to explain the absence within 24 hours of the class, that student may, at the discretion of the faculty member, be dropped; attendance equivalents for online students listed below.

Professors and instructors teaching general education courses will keep accurate attendance records and notify the Center for Student Success when a student's attendance patterns become counterproductive to academic progress. Excessive absences may result in course failure, and any student who does not attend any class can be administratively withdrawn by the university. Faculty and staff are encouraged to offer reasonable accommodations to students with documented illnesses, family or medical emergencies, bereavement, or official legal proceedings.

If a student is representing the university in an official capacity (e.g., academic conference, student government, course field trips, service-learning activities, ROTC events, athletics, band), it is recommended that the faculty member in charge of the course excuse the absence, for up to 15% of class sessions and, when it is feasible, allow the student to make up the missed work. However, the final decision on whether to excuse an absence rests with the faculty member.

It remains the responsibility of the student to communicate accurately and regularly with the professor or instructor about missed classes due to any reason, including for university-sanctioned events. During the first week of each semester, students shall provide official documentation of proposed university-sanctioned events that will result in excused absences, unless such notice is impracticable (e.g., rescheduled events). Prior written documentation shall be provided for each excused absence unless extenuating circumstances arise.

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

Faculty teaching an online course should require completion of an assignment of the faculty's choosing (e.g. syllabus quiz, personal introduction, email to the instructor, discussion board post, etc.) that requires active student participation (beyond logging in to the course management system) within the roster verification period.

Notice Concerning The Inspection and Release Of Student Records

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

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. The consent for non-disclosure will remain on the student's record until the student signs consent to lift the confidential status hold.

Federal Family Educational Rights And Privacy Act (FERPA):

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

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

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

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

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

The University Of North Carolina At Pembroke Academic Honor Code

By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. Students are expected to know what the Academic Honor Code says and to apply the provisions of that Code to their conduct at the University.

This catalog reflects the UNCP Academic Honor Code in effect on the date the catalog was published. It is possible that changes to the policy may be made during the 2016-17 academic year. Use the following link for the most current version of the UNCP Academic Honor Code:

http://www.uncp.edu/about-uncp/administration/policies-and-regulations/all-policies/pol-020505-academic-honor-code-policy

1. STATEMENT OF PRINCIPLES

1.1 Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the UNCP Academic Honor Code.

1.2 Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

1.3 The Academic Honor Code applies to both undergraduate and graduate students who attend the University of North Carolina at Pembroke.

2. ACTS THAT VIOLATE THE ACADEMIC HONOR CODE

2.1 While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

2.1.a. Cheating. Cheating means the use of or attempted use of unauthorized materials and methods (notes, books, electronic information, submission of work composed by another entity, telephonic or other forms of communication, or other sources or methods) in any academic exercise, whether graded or otherwise. This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise, whether graded or otherwise.

2.1.b. Plagiarism. Plagiarism is defined as the representation of another's words, thoughts, creative works, images or ideas as one's own without proper attribution in connection with submission of academic work, whether graded or otherwise.

2.1.c. Fabrication and falsification. Fabrication and falsification is defined as the alteration, invention or citation of any information or material in any academic exercise, whether graded or otherwise. Falsification is a matter of altering information or material, while fabrication is a matter of inventing or counterfeiting information or material for use in any academic exercise, whether graded or otherwise.

2.1.d. Abuse of Academic Materials. Abuse of Academic Materials is defined as the destruction, defacement, stealing, altering, or making inaccessible library or other academic material.

2.1.e. Complicity in Academic Dishonesty. Complicity means knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. Simply stated, don't help someone else be dishonest.

3. PENALTIES FOR VIOLATIONS OF THE ACADEMIC HONOR CODE

3.1 The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled and penalties determined by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

3.2 Penalties which individual faculty members may impose are limited to the following:

3.2.a. a formal written warning or reprimand;

3.2.b. a reduced grade (including F) for the assignment;

3.2.c. a reduced grade (including F) for the entire course; and

3.2.d. supplemental educational assignment(s) in conjunction with the penalties above.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Violation of the Academic Honor Code form will be kept for ten years in the Office of Student Conduct. When submitting the form to the Office of Student Conduct, all information on the form must be completed in its entirety as well as signed by both the faculty member and the student. The purpose of this record-keeping is to deter students from repeating offenses and to maintain continuity of recordkeeping regarding academic misconduct. A second purpose is to be sure students who violate the Academic Honor Code a second time are appropriately adjudicated.

3.3 The Conduct Hearing Board (CHB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CHB may implement educational sanctions (i.e. educational courses on academic integrity, referral to academic support services, referral to counseling, etc.) suspend the student from the university for a designated period of time, (one semester, one year, etc.) or dismiss the student from the university.

3.4 Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those

factors include:

3.4.a. the nature and seriousness of the offense;

3.4.b. the injury or damage resulting from the violation;

3.4.c. the student's prior disciplinary record; and

3.4.d. the student's attitude and behavior after the violation was committed.

4. PROCEDURES FOR HANDLING CHARGES OF VIOLATIONS

4.1 If the faculty member responsible for a course obtains evidence, either directly or through information supplied by others, that a student may have violated the Academic Honor Code, the faculty member has a duty to investigate and document the incident by collecting whatever relevant information is available.

4.2 If the faculty member decides that the information is sufficient to support a charge against the student, the faculty member is to contact the director of student conduct, who will determine from the records of past violations whether the student in question has previously admitted to, or been found responsible in a previous case of, an Academic Honor Code violation.

4.3 If the suspected violation would be a second offense, the faculty member must take the case to the CHB. If the charge would be a first offense and the faculty member believes that a penalty no greater than F in the course would be appropriate, the charge may be settled between the faculty member and the student (as described below), with the settlement form signed and filed with the Office of Student Conduct . If the suspected violation would be a first offense, but one for which the faculty member considers the appropriate penalty to be more severe than F in the course, the case must be brought to the Office of Student Conduct for referral to the CHB.

4.4 Once a student has received notice that he or she is alleged to have violated the Academic Honor Code and has been notified of the allegation, he or she may not withdraw from the course or the university in order to avoid the penalty.

5. SETTLEMENT PROCEDURE TO BE USED BY INDIVIDUAL FACULTY MEMBERS

5.1 The faculty member should meet via phone, email, video conferencing, or in person with the student suspected of violating the Academic Honor Code, present the evidence of the violation, and request an explanation from the student. After hearing the explanation, if the faculty member decides that a violation has occurred, he or she fills out and signs the Settlement of a Violation of the Academic Honor Code form, which is available to all faculty members online or in hard copy through the Office of Student Conduct. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives a copy of the form to the student. After receiving the form, the student has three (3) calendar days to consider and seek advice on whether to admit responsibility and accept the penalty by signing the form.

5.2 If the student agrees to sign, admitting responsibility and accepts the penalty proposed, he or she does so in the presence of the faculty member or email communication with the faculty member. The faculty member then imposes the penalty. The faculty member will then make two (2) copies of the signed form. The faculty member will provide one copy to the student and keep one copy for their files. The faculty member will send the original signed settlement form to the director of student conduct, who keeps a record of first offenses for ten years, and thus the matter is ended. If the student decides not to admit responsibility or not to accept the penalty, the faculty member must take the case to the Office of Student Conduct for the incident to be referred to the CHB, if any penalty is to be imposed.

6. CONDUCT HEARING BOARD

6.1 Composition of the CHB is as follows:

6.1.a. a minimum of five (5) students recommended by the president of the student body, and/or interested students may be recommended by university departments, or interested students may apply to the Office of Student Conduct for selection for consideration by the chancellor. Students that are recommended and/or selected will be appointed by the chancellor;

6.1.b. a minimum of five (5) faculty members recommended by the faculty senate chairperson and appointed by the chancellor;

6.1.c. a minimum of five (5) administrative members recommended by the vice chancellor for student affairs and appointed by the chancellor.

6.2. Hearings follow procedures outlined in the UNCP Student Handbook, Chapter IV., Rights and Responsibilities. The CHB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. The faculty member who has submitted the violation will provide information to the CHB to support his/her position. The student who has been charged with a violation may provide information to the CHB to support his/her position. Members of the CHB may question either the student or the faculty member or both and may ask for additional materials as they see fit to do so. In a closed session, the CHB will come to a conclusion about the validity of the charges.

6.3 If the student charged with a violation of the Academic Honor Code is found not responsible, the CHB prepares a written report of the case and sends it to the director of student conduct, who will maintain a confidential file of materials related to the case. No part of the file becomes part of the student's disciplinary record. The case is closed and no penalty may be imposed.

6.4 If a student is found responsible of violating the Academic Honor Code, the CHB will determine an appropriate penalty. Both the student and faculty member who submitted the violation may give evidence and make statements concerning the appropriate penalties to be imposed. The director of student conduct will supply the student's previous academic honor code disciplinary record (if any) to the CHB.

6.5 After hearing the evidence on the appropriate penalty, the CHB will determine the penalty, and prepare a written report to the student and the director of student conduct. The director of student conduct notifies the faculty member and the provost and vice chancellor for academic affairs of the contents of that report. If the CHB decides that a penalty of a grade of F in the course (or one less severe) is appropriate, the faculty member imposes that penalty and no other penalty. If a more severe penalty is deemed appropriate, the director of student conduct implements the penalty indicated in the report. The student will be notified by the director of student conduct within five (5) days of the CHB's determination of penalty.

7. CONDUCT APPEAL BOARD

7.1 If the CHB has found a student responsible of violating the Academic Honor Code, the student has the right to appeal that decision. If the student does not file a notice of appeal, the decision of the CHB will be final.

7.2 In order for a student to appeal a determination of the CHB in an Academic Honor Code violation, the student must contact the Office of Student Conduct to complete the "Request for Appellate Consideration" form. A student must submit the "Request for Appellate Consideration" form within five (5) calendar days to the director of student conduct. The director of student conduct will deliver the request as well as all related materials to the Conduct Appeal Board.

7.3 The composition of the Conduct Appeal Board and its powers are in Chapter IV., Rights and Responsibilities. For Academic Honor Code violations and their appeals, the provost and vice chancellor for academic affairs (or his or her designee) will represent the vice chancellor for student affairs.

7.3.1 All charges for alleged Academic Honor Code violations occurring one week prior to exams and going through exam week and during summer sessions will be heard by the administrative hearing officer. Appeals will be directed solely to the provost and vice chancellor for academic affairs or his or her designee.

8. WHAT TO EXPECT FROM FACULTY

8.1 Faculty members have been instructed that they should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. Students should be aware that some faculty members authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. All faculty members should refer students to the Academic Honor Code which is published in the UNCP Student Handbook. Further, faculty members have been advised to include the

following statement in all course syllabi:

8.1.a Student Academic Honor Code. Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the university. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

8.2 In general, faculty members should, and will, take preventive measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.

Undergraduate Admissions

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

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

Qualified applicants are admitted in the following categories:

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

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

Requests for general information, brochures, and application forms should be addressed to the Office of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable $55.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, Pembroke, NC 28372. Applicants are encouraged to submit their application online by going to the *apply now* link at http://www.uncp.edu. The office may be reached by phone at 910-521-6262. Students may contact the Office of Admissions through email at admissions@uncp.edu or visit the UNCP home page at www.uncp.edu. The fax number for the Office of Admissions is (910) 521- 6497.

North Carolina immunization law requires all students enrolling in more than four hours to submit a copy of their immunization records to their respective institutions. All documents must be completed online via the Student Health Patient Portal at: uncp.medicatconnect.com

New Freshmen

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

1. Submit completed application by one of the priority deadlines:

	Fall	Spring	Sum I	Sum II
First-Year Freshmen	May 1	Dec 1	May 1	May 1
Transfer Students	May 1	Dec 1	May 1	May 1
Visiting/Transient	May 1	Dec 1	May 1	May 1
Non-Degree/Enrichment	May 1	Dec 1	May 1	May 1
Non-Traditional/Second Degree	May 1	Dec 1	May 1	May 1
Licensure/Certification/Renewal	May 1	Dec 1	May 1	May 1

1. Submit a non-refundable $55 application fee with the application - this can be paid online at time of application.
2. Submit high school transcripts. These can be sent electronically to admissions@uncp.edu or sent via mail to: Office of Undergraduate Admissions, University of North Carolina at Pembroke, 1 University Drive, Pembroke, NC 28372.
3. We recommend that you complete a writing sample (graded paper, short answer, and submit with application for admission.)
4. We recommend that you submit recommendation(s) from a school counselor or core academic teacher. These should be sent directly to the Office of Undergraduate Admissions at UNCP.
5. Submit test scores SAT and/or ACT. (SAT code for SAT is #5534 and the ACT code is #3138). The phone number for the College Board is 866-756-7346. The phone number for ACT is 319-337-1270.
6. PLEASE NOTE IMPORTANT INFORMATION:
    1. If enrolled in dual enrollment course work, a community college transcript of that college work must be submitted.
    2. Students enrolled in an Early College Program must also submit community college transcripts.
    3. If you have taken Advanced Placement (AP), International Baccalaureate (IB) or any other rigorous coursework during high school, please make your admission counselor aware. With appropriate scores and documentation, credit, in many cases, can be awarded.
    4. Final official transcripts and test score information must be submitted and reviewed before matriculation.

Minimum Course Requirements (MCR) at the 16 University of North Carolina Campuses

The following courses will be required for admission, in addition to each UNC institution's specific requirements: In *English*, four course units emphasizing grammar, composition, and literature;

In *foreign language*, two consecutive units of language other than English (required of Dec. 2003 and later high school graduates);

In *mathematics*, four course units including algebra I, algebra II, geometry, and for December 2005 and later high school graduates, a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses and a course for which Integrated Mathematics 3 is a prerequisite. *An applicant who does not have the higher level mathematics course may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.*:

In *science*, three course units including:

at least one unit in a life or biological science (for example, biology),

at least one unit in a physical science (for example, physical science, chemistry and physics) and at least one laboratory course; and

In *social studies*, two course units including one unit in *U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.*

In addition, it is recommended that prospective students take one *foreign language course unit and one mathematics* course unit in the twelfth grade. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript. Admission to the University does not guarantee admission to individual programs; individual program admission requirements are described in specific academic sections.

Exception Procedures for Normal Admissions Requests:

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

Transfer Students

- Students must submit a completed application for admission.
- Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at institutions recognized by accepted institutional accreditors are evaluated in terms of courses offered and academic programs available at UNCP. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors.

- An official high school transcript is required if the student is under 21 and has not completed 24 transferable credit hours from a regionally accredited institution.
- A nonrefundable $55.00 application fee is required.
- The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student's cumulative quality point average at UNC Pembroke, except for honors designation upon graduation.

Transfer applicants who are under the age of 21 must meet the minimum course requirements outlined in the previous section (See Minimum Course Requirements-MCR). Students under the age of 21 are also required to meet freshman high school GPA and SAT/ACT requirements for admission (please contact the Office of Admissions for appropriate GPA and SAT/ACT requirements). If a student is only deficient in one area (either GPA *or* SAT/ACT), they may complete 12 transferable semester hours of general education from a regionally accredited institution with an overall GPA of 2.5. If a student is deficient in both areas (GPA *and* SAT/ACT) they must complete 24 transferable semester hours from a regionally accredited institution with an overall GPA of 2.0.

- Applicants 21 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.
- Applicants 21 years old or older applying as a transfer student, must meet a minimum 2.0 cumulative college GPA for all college courses as calculated by the UNC Pembroke Undergraduate Admissions Office.
- All transfer students entering UNC Pembroke must attend a transfer orientation session to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

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

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. A minimum of 25 percent of semester hours applied toward a bachelor's degree must be earned through regular enrollment in UNC Pembroke courses, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

UNC Pembroke is an active participant in the North Carolina Comprehensive Articulation Agreement (CAA), which governs the transfer of credits between N.C. community colleges and public universities in North Carolina. UNC Pembroke accepts all credit under the guidelines of the agreement for courses in which a grade of C or better is earned. A link to full details on the CAA may be found at https://www.uncp.edu/admissions/undergraduate-admissions/transfer-students/transferring-credits.

Re-Enrolling Students

Students who have interrupted their course of study for at least consecutive two semesters must apply for readmission through the Office of Undergraduate Admissions ($25 readmission fee). Students who are seeking readmission to UNC Pembroke after completing additional work at another regionally accredited institution must reapply through the Office of Undergraduate Admissions. Transcripts of any academic work completed in the interim at any other regionally accredited institution must be provided prior to approval for readmission, along with an application, and $25 application fee.

Special Readmission Policy

Any former UNCP student who was academically dismissed, suspended, or placed on academic probation at the end of his/her final semester and has not attended UNCP for a period of two (2) academic years may apply for readmission under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under "Academic Probation" in the Academic Policies section of the UNCP catalog and on the website of the Registrar. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmission under this policy one time. Once approved, the decision will not be reversed.

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

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

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

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

International Students

Applicants from non-English-speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo English Test are required. For students born in non-English-speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or IELTS. Each student must submit official verification of financial resources sufficient to cover educational expenses. Certified translations by a licensed or professional translator must accompany academic documents not written in English. For transfer students, the Admissions Office requires that all international college transcripts be evaluated by an accredited transcript evaluation agency.

The courses will need to be translated into the U.S. equivalencies. The international undergraduate admissions application and other information relevant to prospective international students may be accessed at https://www.uncp.edu/departments/global-engagement. It is preferred that all documents be sent to the Admissions Office six months prior to date of entry. All documents must be received and evaluated before a DS-2019 and I-20 can be issued.

Special Students

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, and Joint Enrolled. A $55 nonrefundable application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as special students. Such applicants must submit an application for admission, a $55 nonrefundable application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, $55 nonrefundable application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. (See Teacher Education Program.)

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admissions, a $55 nonrefundable application fee ($25 if applying for readmission), and a transcript reflecting the receipt of a bachelor's degree from a regionally accredited institution. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution at which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Students may retrieve the transient applicaton from the following site: https://bridge2brave.uncp.edu/. Transient students are not required to pay an application fee.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college-level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students

must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores, and class rank. Permission must be granted from the student's high school principal or guidance counselor and the Director of Admissions, prior to admission as a Joint Enrolled student. An application fee is not required.

Auditing

All persons, whether regularly enrolled in the University or seeking to take a course for enrichment, who desire to audit a course must complete an enrichment application at https://bridge2brave.uncp.edu, and secure the permission of the instructor and the Enrollment Office. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Enrollment Office with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU." Class participation by and requirements of auditors are at the discretion of the instructor. An application fee is not required.

Graduate Admissions

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

Degree Completion Program for Military Personnel

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

The University of North Carolina Pembroke is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System.

Servicemembers Opportunity Colleges Consortium: Servicemembers Opportunity Colleges (SOC), established in 1972, is a consortium of national higher education associations and more than 1,700 institutional members. SOC Consortium institutional members subscribe to principles and criteria to ensure that quality academic programs are available to military students, their family members, civilian employees of the Department of Defense (DoD) and Coast Guard, and veterans. A list of current SOC Consortium member institutions can be found on the SOC Web site at www.soc.aascu.org/.

SOC Degree Network System: The SOC Degree Network System (DNS) consists of a subset of SOC Consortium member institutions selected by the military Services to deliver specific Associate and Bachelor's degree programs to servicemembers and their families. Institutional members of the SOC DNS agree to special requirements and obligations that provide military students, their spouses and college-age children with opportunities to complete college degrees without suffering loss of academic credit due to changes of duty station.

SOC operates the 2- and 4-year Degree Network System for the Army (SOCAD), Navy (SOCNAV), Marine Corps (SOCMAR), and Coast Guard (SOCCOAST). Refer to the SOC Degree Network System-2 and -4 Handbooks to view Associate and Bachelor's degree programs, location offerings, and college information. An electronic version of the Handbook is posted on the SOC Web site, http://www.soc.aascu.org, on the SOCAD, SOCNAV, SOCMAR, and SOCCOAST home pages.

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

Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form and AARTS or SMART transcript must be submitted with the application in order to receive credit.

Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.

Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.

Credit may be earned through the College Level Examination Program (CLEP).

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

1. All transferable work completed in residence at accredited institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
2. Up to 24 semester hours of work completed through correspondence and/or extension courses from institutions recognized by accepted institutional accreditors (with no more than 12 semester hours by correspondence). Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered accepted institutional accreditors. Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

International Baccalaureate Course Equivalencies

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

IB Area	Level	IB Grade	UNCP Course Equiv.	Sem. Hrs.
Chemistry	HL	5+	CHM 1300, 1310, 1100, 1110	8
Computer Science	SL	5+	CSC 1550	3
Computer Science	HL	5+	CSC 1550, 2150	6
Cultural Anthro.	SL/HL	5+	SOC/AIS 1050	3
Economics	HL	5+	ECN 2020, 2030	6
Economics A1: Resource Mkt.	HL	5+	ECN 1000	3
History				
20th Century World	HL	5+	Elective Credit	3
Islamic History	HL	5+	Elective Credit	3

Language A1	HL	5+	ENG 1050, 2060	6
Geography	HL	5+	GGY 1010	3
Mathematical Studies:				
Pt. I core + Pt. II Opt. 7	SL	5+	MAT 1180	3
Pt. I core + Pt. II Opt. 8	SL	5+	MAT 2100	3
Pt. I core + Pt. II Opt. 9	SL	5+	MAT 2150	4
Mathematics	HL	5+	MAT 1090, 2210	8
Further Mathematics	SL	5+	MAT 2200	3
Music	SL	5+	MUS 1020	3
Music	HL	5+	MUS 1140, MUSL 1140	4
Physics	HL	5+	PHY 1500, 1510, 1560, 1570	8

College Level Examination Program

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

CLEP Examinations may be taken prior to or during the student's enrollment with the following exception: no CLEP examination credit will be accepted during the final 25 percent of a student's course work. Successful completion of each Examination earns three to twelve semester hours of credit and may exempt the student from certain General Education (as defined below) or major requirements. In some cases, only general elective credit will be awarded.

CLEP Examinations	**Min. Score**	**Sem. Hrs**	**UNCP Course Equivalent**	**Gen. Ed.**
Algebra, College	50	3	MAT 1070	yes
American Government	50	3	PLS 1010	yes
American Literature	50	3	ENG 2240	yes
Analyzing and Interpreting Literature	50	3	ENG 2030	yes
Biology	50	3	BIO 1000	yes
Calculus	50	4	MAT 2210	yes
Chemistry	50	6	CHM 1300/1310	yes

English Composition with Essay	50	3	ENG 1050	yes
English Literature	50	3	ENG 2470	yes
French	50	6	FRH 1310/1320	yes
French	62	12	FRH 1310/1320/2310/2320	yes
History of U.S. I, Early Colonizations to 1877	50	3	HST 1010	yes
History of U.S. II, 1865 to present	50	3	HST 1020	yes
Human Growth and Development	50	3	PSY 2050	no
Humanities	50	6	ART 2050 and MUS 1020	yes
German	50	6	GER 1310/1320	yes
German	63	12	GER 1310/1320/2310/2320	yes
Mathematics, College	50	3	MAT 1050	yes
Natural Sciences	50	6	BIO 1000 and PHS 1100	yes
Precalculus	50	4	MAT 1090	yes
Psychology, Introductory	50	3	PSY 1010	yes
Sociology, Introductory	50	3	SOC 1020	yes
Spanish	50	6	SPN 1310/1320	yes
Spanish	66	12	SPN 1310/1320/2310/2320	yes
Western Civilization I: Ancient Near East to 1648	50	3	elective	no
Western Civilization II: 1648 to Present	50	3	elective	no

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

phone: (800) 257-9558;

mail: CLEP, P.O. Box 6600, Princeton, NJ 08541-6600;

email: clep@info.collegeboard.org; or

Web: www.collegeboard.com/student/testing/clep/scores.html

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

Advanced Placement

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance

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

Subject	Req. Score	Hrs. Granted	Course Equivalent
Art: History	3	3	Art 2050
Art: Studio Art: Drawing	3	3	Art 1320
Biology	3	4	Biology 1000, BIOL 1000
Chemistry	3	4	Chemistry 1300, 1100
Computer Science AB	3	3	Computer Science 1550
English Language/Comp.	3	3	English 1050
English Literature/Comp.	3	3	English 1050
Environmental Science	3	3	Environmental Science 1100
French Language	3	3	French 2310
French Language	3	6	French 2310, 2320
French Literature	3	3	French 3210
French Literature	3	6	French 3210, 3220
Government and Politics	3	3	Political Science 1010
History: American	3	3	History 1010
History: European	3	3	Gen. University Elective
History: World	3	3	History 1140
Mathematics: Calculus AB	3	4	Mathematics 2210
Mathematics: Calculus BC	3	4	Mathematics 2220
Music: Theory	3	4	Music 1140, MUSL 1140
Physics: B	3	6	Physics 1500, 1510
Physics C: Mechanics	3	3	Physics 2000
Physics C: Elec. & Mag.	3	3	Physics 2010
Psychology	3	3	Psychology 1010

Spanish Language	3	3	Spanish 2310
Spanish Language	3	6	Spanish 2310, 2320
Spanish Literature	3	3	Spanish 3210
Spanish Literature	3	6	Spanish 3210, 3220
Statistics	3	3	Sociology/Social Work/Criminal Justice 3600 or Mathematics 2100

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

Part-time Students

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

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

Esther G. Maynor Honors College

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

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

College Opportunity Program (COP)

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

Students enter the College Opportunity Program (COP) based on recommendations from the Office of Undergraduate Admissions, and students enroll in courses designed to develop academic skills which will be necessary for their success at UNC Pembroke. In the Fall and Spring Semesters, the student is allowed to register for 15-17 hours of academic courses. In addition, students meet regularly with the COP advisors for academic counseling as well as participate in special programs throughout the academic year. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (COP) (made a "C" or higher in ENG 0104, UNV 1000, ENG 1050, and ENG 1060) then continue at the University as other regularly admitted students.

Student Finances

- Expenses
- Financial Aid
- Scholarships, Awards, Grants, Loans
- Student Employment, Veteran's Benefits
- Satisfactory Academic Progress (SAP) Policy for Financial Aid

Expenses

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

Tuition and Fees

Tuition and all fees are due and payable in full before the first day of classes or by billing due date for those students that have pre-registered for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of $25 will be levied on each returned check.

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

Schedule of Undergraduate Expenses: Regular Session

(Subject to change without notice.)

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.*	Total In-State	Total Out-of-State
12+	$500.00	$2,500.00	$1,244.88	$1,313.50	$3,058.38	$5,058.38
9-11	$375.00	$1,875.00	$933.66	$1,313.50	$2,622.16	$4,122.16
6-8	$250.00	$1,250.00	$622.44	$1,313.50	$2,185.94	$3,185.94
1-5	$125.00	$625.00	$311.22	0	$436.22	$936.22

*International Insurance: TBD

*Estimated Cost: Subject to Change

**Freshmen also required to have a meal plan and pay a First Year Initiative Fee of $75.00 and a Freshman Alcohol Education Class Fee of $32.00.

Room and Board Expenses

	Room Rate	Meal Plan Rate (Minimum*)	Total Semester (Minimum*)	Total Year (Minimum*)
Cypress				
Double	$2,625.00	$2,106.00	$4,731.00	$9,462.00
Single - Private	$3,090.00	$2,106.00	$5,196.00	$10,392.00
Private Double	$3,375.00	$2,106.00	$5,481.00	$10,962.00
Pine and Oak Hall				
Double	$2,625.00	$2,106.00	$4,731.00	$9,462.00
Single - Private	$3,090.00	$2,106.00	$5,196.00	$10,392.00
Private Double	$3,375.00	$2,106.00	$5,481.00	$10,962.00
Belk Hall				
Double	$2,470.00	$2,046.00	$4,516.00	$9,032.00
Single - Private	$3,275.00	$2,046.00	$5,321.00	$10,642.00
University Village Apartments				
Double	$2,730.00		$2,730.00	$5,460.00
Private Double	$3,530.00		$3,530.00	$7,060.00
Courtyard Apartments				
2 bdrm/2 bath (single bdrms)	$3,500.00		$3,500.00	$7,000.00
4 bdrm/2 bath (single bdrms)	$3,190.00		$3,190.00	$6,380.00

*Based on 10 meals per week; rates for other options are listed below.

Meal Plan Options*

*All freshmen are required to have a meal plan.

Meal Plan Rate	Meals Per Week	Semester Flex Money
$2,106.00	10	415.00
$2,221.00	12	375.00

$2,413.00	Unlimited 7 day	150.00
$2,288.00	Unlimited 7 day	0

Apartment Occupants or Commuters Only

Block Meal Plan Rate	**Meals Per Semester**	**Semester Flex Money**
$745.00	Declining balance meal plan	740.00
$753.00	50	300.00
$381.00	25	150.00

Detailed Explanation of Charges: Tuition, Fees, and Insurance

TUITION: FULL-TIME STUDENT (per semester)

North Carolina Residents - Undergraduates	**$500.00**
Out-of-State Residents - Undergraduates	**$2,500.00**

GENERAL FEES: FULL-TIME STUDENT (Per Semester)

Educational and Technology Fee	$264.46
Athletic Fee	$373.76
Health Services Fee	$95.00
Debt Service Fee	$120.00
Campus Security Fee	$15.00
Student Activity and SGA Fees: These fees are used to support various University programs such as Band and Chorus, Dramatics, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.	$340.42
Total Required Fees (per semester)	**$1,208.64**

Insurance

Students taking 6 or more credit hours will be charged $1,311.50 per semester for health insurance; the fee for international students is yet to be determined.

If you wish to waive this insurance, you must complete the waiver on-line at www.bcbsnc.com/student each Fall and Spring. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

Distance Education*: Regular Term

(including fees of $18.91)

In-State Undergraduate	**Out-of-State Undergraduate**

$52.70 per credit hour $187.83per credit hour

*Plus Flat $35.00 Distance Education Instructional Support Fee for students exclusively online or remote sites

Miscellaneous Fees

Application Fee	$55
International Graduate Application Fee	$60
This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges.	
Undergraduate Graduation Fee	$50
Graduate Graduation Fee	$90
This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee.	
Late Payment/Registration Fees	$25
Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee.	
Housing Deposit Fee (refundable)	$150
Vehicle Registration Fee:	
Commuter (Day)	$125
Commuter (night)	$70
Dormitory Resident	$115
Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15.	
Transcript Fee	
Mailed	$10
Faxed	$10
Walk-in	$10
Returned Check Charge	$25

Refund Regulations

(Subject to Change)

4. Tuition and Fees

4.1 Withdrawals

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

4.1.1 Fall and Spring Semesters

Through the first week of classes (five class days starting the first official day of classes for the university) tuition and required fees will be refunded at 100 percent

The second week of classes (six to ten consecutive class days) tuition and required fees will be refunded at 75 percent.

The third and fourth week of classes (eleven to twenty consecutive class days) tuition and required fees will be refunded at 50 percent.

The fifth and sixth week of classes (twenty-first to thirtieth consecutive class days) tuition and required fees will be refunded at 25 percent.

Beginning with the seventh week of classes (thirty-first consecutive class day) refunds will not be considered.

4.1.2 First and Second Summer Sessions and Non-Traditional Courses

Through the first week of classes (three class days starting the first official day of classes for the university) tuition and required Full Time Equivalent (FTEs) will be refunded 100 percent.

The second week of classes (four to eight consecutive class days) tuition and required FTEs will be refunded at 75 percent.

The third week of classes (nine to twelve consecutive class days) tuition and required FTEs will be refunded at 50 percent.

During third week of classes (thirteenth consecutive class day) refunds will not be considered.

4.2 UNCP begins counting calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with the Registrar's Office. Forms for withdrawal during the first (6) weeks of the semester, the first nine (9) calendar days of first and second summer sessions, and the first six (6) calendar days of intra sessions may be obtained from the Registrar's Office. After these times, forms may be obtained from the Office for Academic Affairs.

4.3 Reducing Hours. Students who officially drop from full-time to part-time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period. Refunds for withdrawing or reducing hours will be processed after the registration period. A refund will only be issued for reducing hours or withdrawing from/dropping a class while still attending other classes at the university if the reduction or the class drop/withdrawal is completed during the drop/add period.

4.4 Please allow two weeks for processing of any refund. A student receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the university. All refunds are subject to the above noted time limitations. Students who receive Title IV financial aid are subject to separate federal refund regulations governing such aid. A student receiving financial aid may not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. Changes in the number of hours a student is enrolled may have an effect on eligibility for aid, and may result in a student having to repay all or a portion of the aid. Generally, students withdrawing from the institution may owe a repayment of all or some portion of the financial aid received. Students who have specific questions should contact the Financial Aid Office for additional information.

5. Appeals

5.1 Tuition and Fees

5.1.1 Individuals wishing to appeal the percentage of refunds they are eligible to receive must initiate the request in writing to the Registrar's Office and are encouraged to include any and all documentation they believe to be relevant to the appeal. Appeals can be submitted in person or via email. All documents submitted for an appeal are retained for audit purposes by the Registrar or his/her designee, along with documentation of the appeal outcome. Changing your mind about college, poor academic performance, disciplinary withdrawal, or not receiving expected financial assistance are considered to be the result of personal choices and actions and will not be considered for a refund appeal after the above noted time limitations. Failure to comply with published deadlines or regulations is not a serious and compelling reason to seek a refund and will not be approved.

5.1.2. Students withdrawing after fifty percent of the semester or term has expired will not be considered for a refund, regardless of the reasons(s) necessitating the withdrawal.

5.1.3 Requests for refunds submitted later than one year after the end of the semester/term for which the refund request is made will not be considered, regardless of reason(s).

5.1.4 Refunds are generally not approved when withdrawal or reduction in course load is caused by the following:

5.1.4.a. Personal reason(s);

5.1.4.b. Ignorance of publicized rules and regulations;

5.1.4.c. Circumstances within the student's control; and

5.1.4.d. Failure of student to fulfill responsibilities.

5.1.5 Refund Consideration. In general, a refund of tuition and required fees due to a withdrawal or reduction in course load before fifty percent of the semester or term has expired is approved if the request was caused by any of the following circumstances.

5.1.5.1 Death of student;

5.1.5.2 Being called to active military duty or the reassignment to a new active duty station;

5.1.5.3 Documented serious medical reasons;

5.1.5.4 Death or serious illness of immediate family;

5.1.5.5 Verifiable circumstances completely beyond the student's control that result in extreme or unusual hardship to the student (i.e. Catastrophic calamity, natural or otherwise);

5.1.5.6 Substantive error on the part of the university.

5.1.6 Notification of Appeal Determination. Decisions will be final and will be communicated to the student in writing (or via email) and will be disseminated internally as necessary and externally upon written request and in accordance with federal and state guidance related to release of student data.

5.1.7 Retro-Withdrawals. In those instances where nonattendance is verified and a retro-withdrawal is granted, or in those instances where the associate vice chancellor for enrollment grants a retro-withdrawal, tuition and fee charges will be adjusted in accordance with the university's established refund processes.

6. Room Deposit

6.1 The University will refund all but $25 of the room deposit to incoming new students if written cancellation is received by July 31 preceding the fall semester and November 30 preceding the spring semester. The room deposit is non-refundable after these deadlines.

6.2 The $150 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 30 preceding the spring semester and by July 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

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

Residence Status for Tuition Purposes

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

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve 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 residentiary information.

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

Parent's Domicile

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

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, a dependent relative of a service member stationed in the state may be eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered, the student must submit a Military Waiver Form.

Grace Period

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

Minors

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

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

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost, but Regained Domicile

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

this provision only once.

Change of Status

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

Transfer Students

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

Financial Aid

The Office of Financial Aid is dedicated to helping students and parents obtain the financial aid necessary to pay for a college education at UNCP. The Financial Aid Office is located on the second floor of Lumbee Hall. This office coordinates a variety of State, Federal, private, and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan funds available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The Free Application for Federal Student Aid (FAFSA) should be completed each year, listing the University of North Carolina at Pembroke as the school of choice. The federal school code is 002954. The web address for the FAFSA is www.fafsa.ed.gov. The application should be submitted prior to our priority deadline of March 15 to allow time for processing so awards can be made before Fall Registration.

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

The information provided on the UNC Pembroke Office of Financial Aid web site explains the programs offered to assist with students' college expenses, details the eligibility requirements for these programs, and describes how to apply for them.

Scholarships, Awards, Grants, Loans

Scholarships and Awards

Scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of endowed

scholarships is available, some with specific restrictions.

For application information, students are encouraged to visit the on-line scholarship portal Brave ASSIST at http://www.uncp.edu/BraveASSIST.

Grants

Grants are provided by state and national agencies.

North Carolina Grants

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

Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grants

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

Vocational Rehabilitation Scholarships

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

Loans

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

Federal Perkins Loan

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

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

government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans with the U.S. Department of Education as the lender. Loan limits are based on need and grade level.

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

Undergraduate students must be enrolled for at least six (6) semester hours in order to be eligible for a Stafford Loan. Graduate students must be enrolled half time or at least 4.5 semester hours in order to be eligible for a Stafford Loan.

All students must submit the FAFSA form in order to be considered for a loan.

Student Employment, Veteran's Benefits

Student Employment

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

The student employment program consists of the Federal Work-Study Program, which is a federal assistance program. To participate in the program, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need. In addition, DIRECT DEPOSIT is required as a condition for all employment at UNCP.

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

All opportunities for on-campus student employment are listed with the University Career Center.

Veterans' Benefits

Veterans, Active Duty and Family Members

All Veteran and Military Educational Benefits are coordinated and submitted through the UNCP Academic and Military Outreach (AMO) Office. Contact the UNCP AMO office at 910.775.4438 or Veterans Affairs Regional Office at 800.827.1000 for information/application for educational benefits.

- Transfer students receiving VA benefits complete VA Form 22-1995 (Request for Change of Program or Place of Training).
- Disabled Veterans Chapter 31, Title 38, Vocational rehabilitation, will have their university fees paid directly to the university by the U.S. Government.
- Students under Chapters 30, 33, 35 and 1606 will pay fees at the time of registration and receive a monthly education and training allowance from the Department of Veterans Affairs.
- Active Duty, National Guard and Reserve service members may receive Tuition Assistance. Contact UNCP AMO or the North Carolina Army National Guard.

Vocational Rehabilitation

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

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30 and Chapter 32, must submit an application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, Winston-Salem, N.C. or the UNCP AMO, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 22-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Veterans eligible for the Post-9/11, Chapter 33, Title 38, must submit an application for their benefits prior to the time they plan to use their benefits. The Post-9/11 GI Bill provides financial support for education and housing to eligible service members and/or family members. A veteran must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Once the service member or family member is enrolled, he/she must attend classes regularly to continue receiving benefits and must notify the Veteran Certifying Official in the Office of Financial Aid of any changes in program or enrollment status.

NC National Guard, Chapter 106

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

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

Veteran Dependents

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

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

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

Transfer of Post-9/11 (Chapter 33) GI-Bill Benefits to Dependents (TEB) will assist a spouse and or child with educational

expenses. Upon approval, family members may apply to use transferred benefits with VA by completing VA Form 22-1990e. VA Form 22-1990e should only be completed and submitted to VA by the family member after DoD has approved the request for TEB. VA Form 22-1990e should not be used to apply for TEB.

Satisfactory Academic Progress (SAP) Policy for Financial Aid

General Information

The federal financial aid programs at UNCP are authorized under Title IV of the Higher Education Act of 1965, as amended. The Act states that a student must maintain satisfactory academic progress in the course of study s/he is pursuing, according to the standards and practices of the institution at which the student is in attendance. The federal Title IV programs include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Work Study, Federal Stafford Loans (subsidized and unsubsidized), Federal Perkins Loans and Federal PLUS loans. For purposes of consistency and equity among all students, UNCP applies the following standards to all students receiving federal Title IV aid and all students receiving any other financial aid, including institutionally and state funded sources.

All students (full time, part time, graduate and undergraduate) who wish to qualify for financial aid while attending UNCP must meet certain standards of Satisfactory Academic Progress (SAP). These standards include a minimum cumulative grade point average (GPA), a minimum credit hour completion rate and the completion of a degree or program of study within a maximum number of credit hours.

For purposes of determining satisfactory academic progress status and eligibility for financial aid, a student's academic record is evaluated at the end of each Spring semester and at the time s/he applies for financial aid. If a student has a break in enrollment or is suspended or dismissed, then his/her SAP will be reviewed upon the student's return to UNCP. This evaluation will include a student's entire academic record at UNCP and will compare the student's academic record to the standards of Satisfactory Academic Progress. These standards are applied to all semesters or terms during which the student was enrolled, regardless of whether the student received financial aid for those prior terms of enrollment.

Students who fail to meet one or more of the SAP standards at the time their progress is reviewed are not eligible for financial aid, including summer terms. The Office of Financial Aid will notify students of their failure to meet the standards of SAP. Each student is responsible for knowing his/her own status, whether or not s/he receives this notification. Students may view their SAP status via BraveWeb or by contacting the Office of Financial Aid.

Undergraduate Students

Minimum Cumulative Grade Point Average (GPA):

Undergraduate students' cumulative grade point average (GPA) must meet the University standards of a 2.0 for all attempted hours.

Graduate students must maintain the appropriate GPA as defined and monitored by the Graduate School.

Financial aid eligibility will be canceled immediately for any student who is academically suspended or academically dismissed. Students remain ineligible for financial aid during the dismissal or suspension period.

Minimum Credit Hour Completion Rate:

All students must earn a minimum of two-thirds or 67% of the credit hours that they have attempted including transfer hours. To determine a student's credit hour completion rate, divide the total earned credit hours by the total number of credit hours attempted at UNCP.

Example: The student below has earned 82 credit hours at UNCP and transferred in 62 earned hours for a total of 144 earned credit hours. This student has attempted 109 hours at UNCP and transferred in 62 attempted hours for a total of 171 attempted credit hours. Divide 144 (earned credit hours) by 171 (attempted credit hours). This student's credit hour completion rate is 84%.

	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
UNCP	109	82	82	90	202.90	2.254
Transfer	62	62	62	0	0	.000
Degree	171	144	144	90	202.90	2.254

To earn hours at UNCP, a student must receive a grade of A, B, C, D, or P including + or -. All other grades including F, I, W, AU or NR do not earn hours. If a student withdraws from a class after the drop/add period, those credit hours for which the student earns a grade of W are counted as attempted but not earned hours. Therefore, withdrawing from classes after the drop/add period will negatively affect the student's ability to satisfy the minimum percentage completion rate requirement.

If a student repeats a course, both the original and the repeated courses will count toward the attempted and earned credit hours. Courses for which a student earns a grade of incomplete (I) are counted as attempted but not earned credit hours. If a student receives a grade in place of an incomplete after his/her academic progress has been evaluated, it is the responsibility of the student to notify the Office of Financial Aid.

Completion of a Degree or Program of Study within a Maximum Time Frame:

Each student has a maximum time frame during which s/he can receive financial aid. To remain eligible for financial aid at UNCP, undergraduate and graduate students must complete their degree program requirements within 150 percent of the published length of their degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received, or whether or not the coursework was successfully completed.

As an example, if an undergraduate degree program requires 120 semester credit hours to complete, then a student is eligible for financial aid during the first 180 attempted credit hours. (120 x 150% = 180 maximum attempted credit hours for financial aid eligibility).

A student's academic load is determined at the end of the drop/add period each semester. If a student reduces his/her course load below the minimum, the Office of Financial Aid must be notified and some aid funds may have to be repaid. The student is responsible for notifying the OFA if a reduction occurs or is contemplated.

Undergraduate Second Degree Students

A student working toward a second or subsequent baccalaureate degree is expected to make the same satisfactory progress and enroll for the same minimum course load when receiving financial aid as that stated above. These students will normally be eligible for loans only, and eligibility will be limited to no more than two additional academic years. All attempted hours at UNCP, as well as transfer hours are counted toward the maximum attempted hours for all students. The number of hours is not reset based on completion of a prior Undergraduate degree.

Graduate Students

All graduate students must earn a minimum of two-thirds or 67% of the credit hours that they have attempted, including transfer hours, in order to be considered as making satisfactory academic progress for financial aid purposes, regardless of whether the hours attempted are at the undergraduate or graduate level.

Graduate students must complete their degree within the 150% maximum time frame. Students admitted to the Graduate School on a provisional basis will receive financial aid for one academic year only. Provisional admits must be fully accepted/admitted to the Graduate School in order to be eligible for financial aid beyond their first academic year.

To be considered full-time, students must enroll for at least nine (9) graduate hours each semester. Academic load is determined at the end of the drop/add period each semester. If hours are dropped below these levels, the student must notify the Office of Financial Aid, and some funds may have to be repaid.

Withdrawing From Classes

If a student withdraws from a semester in which he/she is receiving financial aid, the student may be required to repay some or all of the financial aid received for the term. The amount to be repaid depends on the date of withdrawal. Federal regulations state that a student earns financial aid by remaining in class for at least 61% of the semester in which aid is being received. If a student withdraws prior to that time, the Financial Aid Office will determine the amount to be returned after performing a federal calculation at the point of withdrawal. Students may owe a balance to the University in these cases. Specific information regarding the University's refund for not completing the entire semester may be obtained from the Student Accounts Office.

Incompletes

For a discussion of how incomplete grades and audited courses are figured in the quality points averages, please see the University Catalog under Academic Procedures and Policies. Withdrawals and incompletes are considered attempted but not earned hours. Audited courses are not considered as attempted nor earned credits. Financial aid is not awarded for audited courses.

Repeated Coursework

If a student repeats a course, both the original course and the repeated course will count toward attempted and earned credit hours. Both attempts will also count in the GPA calculation in accordance with the University's Repetition of Coursework policy. Students should be aware that financial aid may not cover all repeated courses.

Most financial aid programs will cover only one repeat of a previously passed course. Students considering repeating a previously passed course are strongly encouraged to consult with the Office of Financial Aid regarding repeated coursework.

Unofficial Withdrawals/Receiving All F's in a Semester

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course of a semester, UNCP must assume, for financial aid purposes, that the student has unofficially withdrawn. Professors are required to report a last day of attendance for any non-passing grade. The OFA will use this last day of attendance to determine a student's unofficial withdrawal date. Students who are unofficially withdrawn will be required to pay financial aid back based on the federal calculation, using the last day of attendance as the withdrawal date. Students may owe a balance to the University in these cases.

Dropping Classes

If a student withdraws from a class after the census date and receives a "W," no financial aid will need to be paid back. However, if a student has a class completely removed from his/ her transcript, some financial aid may need to be paid back. Students may owe a balance to the University in these cases.

Teacher Certification Students

If a student is taking at least six hours per semester toward a teacher certification, according to federal regulations, a Document of Intent Form must be obtained from the Education Department stating that the student is pursuing a certification in order to qualify for federal student loans.

Special Admitted Graduate Students

If a student has been granted a "special admit" status through the Graduate School and is taking at least three hours per

semester, according to federal regulations, a letter from the Dean of the Graduate School must be obtained stating that the student has been conditionally admitted to the program. These classes must be pre- requisites in the student's major in order for him/her to qualify for federal student loans.

Regaining Eligibility for Financial Aid

Students who have failed to meet one or more of the SAP requirements are not eligible for financial aid. However, financial aid eligibility may be regained if:

- The student raises his/her cumulative GPA to the minimum standard as defined in this Satisfactory Academic Progress Policy requirements through hours earned at UNCP within the student's program of study (without financial aid);
- And/or , the student's credit hour completion rate has been brought up to the standard as defined in this Satisfactory Academic Progress Policy requirements by successfully completing coursework within the program of study at UNCP (without financial aid).

Appeals Process

Students who do not meet satisfactory academic standards will be subject to a strict monitoring policy and appeals process with the intention of moving the students toward academic progress and graduation. Student grades will be reviewed at the completion of the spring semester to determine eligibility for the following academic year unless the student has a break in enrollment or is suspended/ dismissed, then SAP will be reviewed at that time.

The monitoring policy and appeals process is as follows:

Financial Aid Probation - If a student does not meet satisfactory academic progress, s/he will be denied his/her financial aid. The student will be allowed to appeal this decision by submitting an appeal which mustinclude an attached academic plan that, if followed, will ensure that the student is able to meet this SAP policy by a specific point in time. A staff member from the Center for Student Success division will meet with the student to complete the *Financial Aid Academic Progress Improvement Plan* that outlines how tutoring or other support services provided by the University will be used to help assure academic improvement in the future, and will report on the student's compliance with the plan at the end of the probationary semester(s). Appeals must include a detailed description of the extenuating circumstances that occurred during the time frame in which the student failed to meet this policy. The appeal must also include all necessary documentation to support the existence of the circumstances described and evidence that the circumstances have been resolved. The appeal must include the *Financial Aid Academic Progress Improvement Plan* as a written plan for academic success in the coming academic term(s). Events/circumstances that merit an appeal include, but are not limited to:

- Personal or family emergency
- Death or extended illness of an immediate family member which results in greater family responsibilities for the student
- Unanticipated, serious medical difficulty (excluding chronic conditions - students are responsible for properly balancing school work with known chronic conditions)
- Serious psychological difficulty

The appeals and all attached documentation will be reviewed by a committee. If a student's appeal is approved, s/he is subject to the probation requirements as follows:

1. No earned grades below a C (including a C-)
2. No withdrawals (grades of W)
3. No incompletes (grades of I)

Students seeking to reestablish eligibility for financial aid by submitting an appeal remain ineligible for financial aid or deferment of payment until the appeals process is complete and a decision has been determined by the Committee. Students should be prepared to pay tuition, fees and other educational expenses until s/he has been approved to receive financial aid.

If a student's appeal is not approved, that student will not be eligible for financial aid. A student whose appeal has been denied cannot appeal again unless there are material changes in his/her academic record. Material changes to an academic record can include, but are not limited to, processing grade replacements, clearing an incomplete, successfully attending another institution and transferring the credit back to UNCP, or attending a semester at UNCP at the student's own expenses and meeting all three of the SAP standards.

Financial Aid Suspension - If a student's financial aid appeal was approved and that student does not meet the probation requirements (as shown by grades or by a negative report from the Center for Student Success staff), that student will automatically lose their financial aid for one academic year. One academic year is defined as two consecutive semesters fall/spring or spring/fall. A student whose financial aid is suspended for a spring/fall period will not be eligible for financial aid during summer sessions occurring between the spring/fall semesters. If a student fails to meet SAP, a new Financial Aid Academic Improvement Plan may be developed.

Student Affairs

- Student Affairs Departments
- Student Life
- Student Services
- Student Rights and Responsibilities

The Division of Student Affairs consists of 13 departments, each of which is responsible for providing a variety of student support services, involvement opportunities, educational programs and facilities.

Each department is designed to integrate students into the university experience and to promote total student development. Specifically, student affairs practitioners work to foster intellectual, social, cultural, emotional, leadership, civic and personal development within a safe, inclusive and diverse community.

Staff members are dedicated to facilitating student access and sustaining a rich learning environment in a community of care and mutual respect that leads to student success.

The departments within Student Affairs are:

- Campus Engagement and Leadership
- Campus Recreation
- CARE Team
- Career Center
- Community and Civic Engagement
- Counseling and Psychological Services
- Environmental Health and Safety
- Housing and Residence Life
- Police and Public Safety
- Student Conduct
- Student Health Services
- Student Inclusion and Diversity
- University Center and Programs

Student Affairs Departments

The Division of Student Affairs consists of 13 departments, each of which is responsible for providing a variety of student support services, involvement opportunities, educational programs and facilities. Each department offers services that serve residential, commuter and online students.

Each department is designed to integrate students into the university experience and to promote total student development. Specifically, student affairs practitioners work to foster intellectual, social, cultural, emotional, leadership, civic and personal development within a safe, inclusive and diverse community.

Staff members are dedicated to facilitating student access and sustaining a rich learning environment in a community of care and mutual respect that leads to student success.

The departments are as follows:

Campus Engagement and Leadership

Campus Engagement and Leadership (CEL), located in the University Center, is a major component of the Division of Student Affairs, serving the campus community and beyond. In particular, the office is responsible for engaging students with appropriately designed opportunities to develop their leadership capacity, cultivating peer-to-peer connections that foster a sense of belonging and institutional affinity, providing an opportunity for membership in organizations committed to values-based leadership and involving students in the planning and implementation of curricular and extra-curricular activities. CEL supports four main areas for direct involvement within the campus community: campus programming, fraternity and sorority life, leadership education and student organization development.

Campus Programming: In concert with the Pembroke Activities Council (PAC), CEL produces over 50 programs and experiences annually. Additionally, CEL is responsible for large-scale events and programs such as Welcome Week, Homecoming, Festival at Old Main and travel programs (Charlotte Hornets, Carolina Hurricanes, Fayetteville Marksmen and more).

Fraternity and Sorority Life: With over 20 Greek-lettered organizations and 6 councils-including All Greek Council, Diversified Greek Council, Hok Nosai, Interfraternity Council, National Pan-Hellenic Council and National Panhellenic Conferenc-fraternity and sorority life provides an opportunity for lifetime membership in a fraternity or sorority committed to values-based leadership. The cornerstones of fraternity and sorority life are academic excellence, leadership, community service and philanthropy, and brotherhood and sisterhood. The fraternity and sorority community is committed to creating a holistic experience, believing that through our values we can exceed expectations.

Leadership Education: CEL holds that leadership is a process and not a position, so the office provides experiences for students to practice leadership in a values-based, relational and collaborative process where people in a supportive community work to create positive change. Programs offered include, but are not limited to, peer mentor programs and training, Leadership Living Learning Community, the Distinguished Speaker Series and leadership certificate programs.

Student Organization Development: Campus Engagement and Leadership supports 110+ student organizations that cover a wide variety of interests and opportunities including fraternity and sorority life, club sports, honorary organizations, co-curricular and service groups, religious organizations, social organizations and more. Student Government Association is also a key component of CEL as it serves as the governance body for all UNC Pembroke students. The mission of SGA is to champion the voice of the student body and ensure the rights of all students are upheld.

Campus Recreation

Campus Recreation believes leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, Campus Recreation provides a broad and diversified program of recreational activities for the university's students, faculty and staff. Patrons have the opportunity to participate in over a dozen intramural activities, multiple club sports, group fitness classes and activities, and outdoor adventure trips associated with the Adventureships Program co-sponsored by Campus Engagement and Leadership. Campus Recreation also provides access to non-organized avenues of recreation through the use of the Campbell Wellness Center, Aquatics Center, Auxiliary Gym and Disc Golf Course. Through the many programs of the department, the goal is to provide patrons with the opportunity to develop lifetime recreational skills, gain an appreciation for healthy choices and develop positive social interactions that lead to lifelong relationships.

CARE Team

Cultivating a safe and supportive campus environment is the responsibility of all university employees. The CARE Team was created to formalize the university's existing processes and facilitate communication, collaboration and coordination of concerns related to student wellness and behavior. The CARE Team and affiliated CARE referral process provide a centralized resource for bringing concerns about students to the attention of the people on campus and/or in the community who can best assist that student.

The CARE Team meets weekly to consult and determine optimal support strategies for students who may be experiencing personal challenges and coordinate an appropriate response action plan. Central to the CARE Team process is coordinating campus communication and information sharing to detect patterns of behavior that in isolation may seem insignificant, but

when viewed holistically, may indicate a more critical concern.

The UNC Pembroke CARE Team seeks to:

- Identify, assess and support students who display concerning behavior
- Initiate appropriate measures to support the student and campus community
- Coordinate activities with other departments/programs to support students
- Educate and empower the campus community to recognize, report, manage and effectively address concerning, problematic, disruptive, threatening, and/or harmful behaviors
- Provide consultation, support, recommendations and intervention assistance to campus members to help students and manage situations or behaviors, preferably before they repeat, escalate or become threatening or acts of harm to self or others
- Collect, assess and track reports and information about student behaviors to identify and respond to patterns of behavior or trends, including gaps in service(s) and support for students

The CARE Team seeks to connect students to the department(s) that will provide the best resource(s). CARE referrals are reviewed during normal business hours by people who are trained to assess and act. The CARE Team case manager conducts an initial assessment on every CARE referral. In many cases, the outcome of the initial assessment is simply to offer support and resources to either the individual who reports the concern, the student of concern or both. Each situation is different and requires an individualized approach. CARE case managers help students cope with complex situations using creativity, compassion and culturally sensitive approaches. One way a case manager may help students is by helping identify barriers to academic and personal success, providing information about appropriate resources and services and collaborating to create a personalized plan of action based upon stated needs and goals. Case managers empower students to reach their academic potential and maximize positive outcomes. The CARE Team is located in the UC Annex, Room 217A. For more information, visit uncp.edu/CARE, call 910.775.4180 or email care.team@uncp.edu. Office hours are 8 a.m.-5 p.m., Monday-Friday.

Career Center

The Career Center is located in the Chavis University Center, Room 220. The Center assists students and alumni with preparation for professional careers, the graduate and professional school application process, and internship and job search needs. Career counselors help students decide on a major; assess interests, values and skills; explore career options; develop internship and job search strategies; research graduate and professional schools; and market their qualifications through resume, cover letter and personal statement writing and interview skills practice. The Career Center coordinates the on-campus student employment program through Handshake for students seeking on-campus jobs.

The Center's website provides 24/7 resources including How-to Guides, What Can I Do with This Major?, and Handshake used by employers to post positions and for students to post their resumes, view internship and job listings, and network with recruiters. Workshops are offered throughout the year on a wide range of career planning and professional development topics. The Career Center develops partnerships with recruiters from business, industry, government, health care, public education and graduate schools to increase the quality of internship, job and graduate school opportunities. Events are scheduled annually including career panels, etiquette dinners, networking and career fairs to help students and alumni connect with recruiters and apply for internship, job and graduate school opportunities.

For more information, view the Career Center's website at uncp.edu/career, call 910.521.6270 or email career@uncp.edu. Office hours are 8 a.m.-5 p.m., Monday-Friday. For career counseling services, schedule an appointment on Handshake or drop in Monday-Friday from 2-4 p.m. and on Wednesdays from 10 a.m.-4 p.m.

Office for Community and Civic Engagement

The Office for Community and Civic Engagement (CCE) is located in Jacobs Hall, Suite K. The CCE office provides opportunities for students to develop their knowledge and understanding of community and civic responsibility through educational programs, co-curricular service opportunities and academic service-learning. The CCE staff advises students on volunteerism, community service, social justice, civic engagement and responsible citizenship.

CCE provides an experiential learning approach to student development and active, responsible citizenship. The core curriculum provides education, awareness and service opportunities for students to become actively engaged in social justice issues and civic responsibility. CCE builds and maintains partnerships with community agencies to provide students with these opportunities. In addition, the office hosts days of service, monthly service opportunities and alternative break trips, and works with the Division of Academic Affairs to develop academic service-learning opportunities. Service-learning is a teaching and learning strategy that enriches academic and life-long learning by engaging students in meaningful service to the community while gaining valuable knowledge and skills that integrate with course objectives. Students enrolled in service-learning courses are provided with opportunities to apply the concepts, skills and information learned in the classroom to real world problems in the community.

Students may document their participation in civic development education and service opportunities via UNCP Serve, an online volunteer management system, to create a service transcript.

Counseling and Psychological Services

The University of North Carolina at Pembroke believes that education includes the development of the whole person. At UNCP, the mission of Counseling and Psychological Services (CAPS) is to provide clinical mental health services to support the well-being and academic success of students and contribute to a healthy campus climate. These services help students to achieve their educational goals, learn the process of problem solving, increase and enhance their capacity for satisfying interpersonal relationships, and make full use of their potential for continued growth beyond their educational experience.

CAPS offers: confidential individual and group counseling; educational workshops; psychiatric evaluations and medication monitoring; clinical assessments; and advocacy for interpersonal/sexual assault violence. Licensed professionals provide counseling services for UNCP students without cost. Typical concerns addressed are stress, depression, anxiety, family concerns, substance use issues and self-esteem. Services are typically provided through walk-in and by appointment; when a crisis occurs, urgent care needs can be addressed immediately.

Environmental Health and Safety

The Office of Environmental Health and Safety (EH&S) is dedicated to reducing injuries and incidents, reducing the environmental impact of the campus and achieving regulatory compliance within all campus departments. It strives to achieve this by providing high quality and informative training, comprehensive fire and life safety workplace evaluations, emergency response, guidance on proper hazardous materials and hazardous waste management, and promulgating applicable regulatory guidance across campus.

The EH&S office provides many direct services to faculty, staff and students and offers an array of training courses and related services. Contact the office at safety@uncp.edu or by phone at 910.521.6792 or 910.775.4772.

Accident Reporting: Please report all incidents (no matter how small) involving faculty, staff, students, contractors or visitors to accidentreporting@uncp.edu. Fillable forms used to report incidents can be found at https://www.uncp.edu/campus-life/environmental-health-and-safety/accident-reporting.

LiveSafe Mobile App: All faculty, staff and students are highly encouraged to download the LiveSafe Mobile App for their iPhone or Android device. This **free** app allows the campus community to contact Police and Public Safety directly (or anonymously) to report crime or safety issues on campus. It also allows the user to be notified of events on campus that may pose a danger to the campus community. Please visit visit https://www.uncp.edu/campus-life/environmental-health-and-safety/livesafe-mobile-app for information and instructions on how to download the LiveSafe App.

Housing and Residence Life

Housing and Residence Life is an integral part of the educational program at UNCP. Campus housing is considered to be more than merely a place to sleep-it is "home" for many students. Its mission is to provide reasonably priced living communities that are safe, attractive, sustainable and well-maintained. Its communities complement, support and encourage student development and academic success through purposeful programs and services. Well-trained, upper-class students are employed as resident advisors within the residence halls and are available to provide information, assist with the transition to

on-campus living and assist with developing community.

Campus housing is located within walking distance of all campus facilities including classrooms, library, dining hall, University Center, bookstore, post office and recreational facilities. A wide selection of campus recreation facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

A Housing Agreement/Application must be completed by all students entering UNCP who request to live on campus. An application can be obtained from the website at www.uncp.edu/housing. This application and your enrollment deposit must be on file before a room assignment can be considered. All students moving into campus housing must have paid room and board fees before keys can be issued to rooms. Neither returning students nor new students will be guaranteed a specific roommate, a specific room\ or a specific assignment.

First-year freshmen students are required to live on campus for their initial academic year.

Housing is also available during both terms of the summer session.

Police and Public Safety

Police and Public Safety is a full-service law enforcement agency. UNC Pembroke officers are trained professionals, certified by the North Carolina Justice and Standards Commission. These officers are vested with all powers of arrest within the university community and all property owned or leased by UNC Pembroke and that portion of any public road or highway passing through campus or adjoining the campus. The Police and Public Safety Department has mutual aid agreements with all municipal departments within Robeson County including the Sheriff's Department and NC Highway Patrol. Police and Public Safety also maintains mutual aid agreements with all 17 universities within the UNC System.

Motorist Assistance: Students, faculty, staff and/or visitors on campus who find themselves in need of emergency vehicle service should call the University Police Department (910.521.6235) for assistance or contact the police via emergency call boxes located on campus. Emergency supplies such as air tanks, jump boxes, gas cans and devices for unlocking automobile doors are available.

Campus Escort Service: The University Police provide an escort service aimed at pedestrian safety on campus. To obtain an escort, a student should dial 910.521.6235.

Emergency Call Boxes: The University Police communications system allows the campus population the ability to contact officers directly 24 hours a day via telephone at 910.521.6235 or via Emergency Call Boxes. There are fifty-four (54) additional Emergency Call Boxes located at various sites on campus and within residence halls. These call boxes are easily identifiable by the "Emergency" markings, and outdoor boxes have blue strobe lights mounted on top. To use these devices, a caller must press the call button, and the device connects directly to the University Police. Police dispatchers are available to dispatch officers to calls for service 24 hours a day, 7 days a week.

There are multiple avenues available for the university community to report a crime or request services.

Phone: 910.521.6235

In Person: Police and Public Safety is located in the Auxiliary Services building on Faculty Row behind the UNCP bookstore, directly across from the Oak Hall residence hall.

E-mail: police@uncp.edu

Anonymous and Confidential Online Form: https://www.uncp.edu/campus-life/police-and-public-safety/safety-information/report-crime

Student Conduct

Student Conduct's mission is to administer a developmental and educational campus student discipline program that encourages accountability, critical reflection and active decision making.

Through programming, advisement and interaction, Student Conduct seeks to increase awareness of university expectations of student behavior, encourage civility and promote self-responsibility.

Student Conduct believes in promoting an environment which encourages students to make positive and impactful choices for their personal and professional lives and continuously strives to provide a comprehensive student discipline program that encourages all students to develop into productive members of society.

The Office of Student Conduct is located in Suite 207 in the University Center Annex. Office hours are Monday - Friday from 8 a.m. to 5 p.m. For more information, contact the office by phone at 910.521.6851.

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Student Health Services

Student Health Services is staffed Monday 8 a.m. - Friday 5 p.m. during the academic year. Available medical services include primary medicine, routine gynecologic examinations and contraceptive health education, confidential HIV testing, allergy injections, laboratory services, nursing services, minor injury treatment and health education programs. A nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. The Student Health Fee covers access to health professionals, health education programs and events. The Student Health Fee will also help cover co-payments and deductibles due for primary care services. Student Health Services will bill students' insurance plans for services rendered. A current, validated student ID card and insurance card are required for all visits. All registered students taking six (6) or more credit hours are required to purchase the student injury and sickness insurance plan, with the following exceptions: distance education students and students who submit evidence of equivalent coverage satisfactory to the policyholder may waive coverage.

Medical History and Immunizations: N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of the first day of class will be withdrawn from classes. The university has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history, which includes the required immunization documentation, should be submitted online as part of the admission requirement prior to registration. This information must be completed by the student at the following patient portal: https://uncp.medicatconnect.com. This law applies to all students except the following: students residing off campus and registering for any combination of:

1. Off-campus courses
2. Evening courses
3. Weekend courses
4. No more than four traditional day credit hours in on-campus courses.

Office of Student Inclusion and Diversity

Inclusion and a sense of belonging is a critical component of student success. The Office of Student Inclusion and Diversity (OSID) is committed to working with all campus constituencies to develop interculturally competent students and celebrate diversity in an inclusive campus community where differences are embraced as strengths and all persons are valued. OSID employs collaborative, innovative, data-driven and student-centered programming to foster awareness, equity, mutual respect and social justice in relation to, and at intersections of: race, age, ethnicity, sex, gender identity and expression, sexual orientation, ability, faith, religion, national origin, citizenship, social and economic class, ideology and other identities present in the institution's diverse community. As a result of this commitment to intercultural engagement, students will be better prepared to engage in and contribute to a diverse and interdependent global society.

OSID's space features a student lounge, study areas, a audio/visual equipment,, comfortable seating and a conference room.

The spaces are open to the campus community Monday-Friday, 8 a.m.-5 p.m. To inquire about reserving the spaces, please contact OSID at 910.521.6508, osid@uncp.edu, on social media @InclusiveUNCP or visit OSID in Room 124 of Old Main.

University Center and Programs

University Center and Programs includes the James B. Chavis University Center, the University Center Annex and Pine Cottage. University Center and Programs is committed to facilitating the educational process by providing gathering spaces, programs, activities services, and facilities where students, faculty, staff, alumni and guests can build community, create culture and develop character.

The James B. Chavis University Center is the hub of campus activities and houses offices for the Career Center; Campus Engagement and Leadership, which includes Fraternity and Sorority Life; the Student Government Association; and the Pembroke Activities Council. Service areas within the University Center include a computer lab, an Information Station, the Hawks Nest game room, the Dining Hall, Chick-fil-A, student lounges, four conference rooms and a meditation room.

The University Center Annex is the main programming venue on campus and includes three conference rooms and a multi-purpose assembly room with two dressing rooms and a catering kitchen. The Annex houses the Division of Student Affairs and the office for Student Conduct.

Pine Cottage, which opened in 2013, is a two-story facility with outdoor space located in a six-acre sanctuary on the northwest side of campus. The building and grounds serve multiple purposes as a campus garden, disc golf course, conference site and more.

Student Life

The UNCP community encourages participation in a variety of campus clubs, organizations, governance and other activities. Most departments have clubs for their majors. With over 110 student organizations on campus, there are plenty of opportunities for students to get involved. The websites of all recognized student organizations are available at www.uncp.edu/leadership or on BraveConnect.

Student Government Association

The mission of the Student Government Association (SGA) is to champion the concerns of the student body and to ensure that the rights of the students are upheld.

All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and is advised by the Office of Campus Engagement and Leadership staff. Officers of the Student Government are elected by the student body each spring (and fall for freshman and at-large positions) according to the constitution and bylaws of the organization. Although discipline is the legal responsibility of the administration, the principle of student government is fully supported by the administration and faculty.

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of SGA. The senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The vice president of the Student Government Association acts as standing senate president and officiates at senate meetings.

Pembroke Activities Council (PAC)

The Pembroke Activities Council (PAC) is the student programming organization on campus. PAC works cooperatively with the Office of Engagement and Leadership to provide entertainment, activities and special events such as comedians, singers,

bands, movies and other special events. The purpose of the Pembroke Activities Council (PAC) is to plan, organize and carry out programs based on the social needs of the campus.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of an honor society that represents their interests, involvement, and/or majors. These honor societies are nationally recognized and are active within the UNCP community.

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the university, which complement the academic programs. Students can engage in clubs and organizations, internships, on-campus employment, service and other co-curricular activities focused on helping students develop intellectual, social, cultural, emotional, leadership and civic competencies within a diverse and inclusive community. Students can engage in these experiences through a variety of offices designed to support student development.

Religious Organizations

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

Cultural Programs

There are many opportunities for cultural enrichment at UNC Pembroke.

The Office of Student Inclusion and Diversity (OSID) collaborates with student organizations, campus departments and programs to promote intercultural awareness and highlight the diversity of the UNC Pembroke community. Events are held throughout the year, particularly during awareness periods such as American Indian Heritage Month (November), Asian and Asian Pacific Heritage Month (May), Black History Month (February), Caribbean Heritage Month (April), Hispanic Heritage Month (September-October), Irish American Heritage Month (March), LGBTQ+ Awareness Month (October), Trans Awareness Week (November) and Women's History Month (March). A sample of the annual events include Night of All Nations, which showcases UNC Pembroke's diversity, Social Justice Symposium, Dr. Martin Luther King Jr. Week, Honoring Native Foodways, Chinese New Year and the BraveNation Powwow and Gathering. OSID also hosts the Brave Dialogue Series, which features conversations around issues of diversity, equity, inclusion and social justice, and education and training such as Safe Zone Education, which promotes awareness of the LGBTQ+ community. For more information, visit uncp.edu/osid.

Campus Engagement and Leadership presents numerous cultural events including the Distinguished Speaker Series which has hosted Spike Lee, Wes Studi, Micheal Eric Dyson, Dianne Guerrero and more. The office also sponsors a number of trips including UNCP in DC during which students visit the National Museum of African American History and Culture, National Museum of the Native American more.

The University Theatre produces two mainstage plays each year, plus numerous studio theatre productions.

The Department of Music provides a significant number of programs throughout the academic year including the Moore Hall Recital Series, a UNCP Ensemble Series, as well as student and faculty recitals. The Moore Hall Series involves three to four programs each semester featuring solo artists, chamber groups, instrumental and vocal jazz ensembles, and even small operatic/musical theatre productions. These performing artists are known throughout the state, region, and beyond. The

Ensemble Series involves an array of varied performances by the Concert Choir, Pembroke Chamber Singers, University Band, University Jazz Choir, University Jazz Ensemble, UNCP Orchestra, Guitar Ensemble, etc. These ensembles are open to all students regardless of major.

Student Publications

The Office of Academic Affairs provides administrative oversight for the major student publications including the newspaper, yearbook, and literary magazine. The Office of Student Affairs oversees the student handbook.

The *Indianhead*, published annually at the end of the spring semester, is the student-published yearbook of The University of North Carolina at Pembroke. Its staff strives to provide an accurate account of the year's activities and events associated with all aspects of student life at UNCP.

The Pine Needle is a bi-weekly student-published campus newspaper at UNCP. It records the weekly activities associated with the student body and the greater University community. Through its news, sports coverage, etc., the staff keeps the university community well-informed of what is happening at The University of North Carolina at Pembroke and also covers issues of regional and national concern.

The Aurochs is the annual student-published literary magazine of The University of North Carolina at Pembroke. It features original poetry, fiction, creative nonfiction, photography, and artwork created and submitted by UNCP students.

The **Student Handbook** is an annual online publication from the Student Affairs Office designed to familiarize the student body with the purpose of the university, the rules and regulations that govern the student body, and, in general, answer the many questions that students have.

Student Services

Intercollegiate Athletics

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Seven men's sports and nine women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, football, indoor and outdoor track and field, and wrestling while women's sports include basketball, softball, volleyball, cross country, indoor and outdoor track and field, golf, soccer, and swimming and diving. In addition to varsity sports, the Athletics Department also provides support to the Spirit Squad (cheer and dance).

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the university and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "changing lives through education," an experience which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

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

The Peach Belt Conference begins its twenty-sixth year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conducts championships in fifteen sports. As a conference, the Peach Belt has been very successful at the national level with thirty-sixNational Championships. UNC Pembroke has been

very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the university's programs have seen success at the conference level and have advanced to compete at the national level.

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

UNCP Dining Service

The UNCP Dining Hall is an all you care to eat facility that provides a variety of restaurant quality dishes seven days a week. The Dining Hall stations include Deli, Entrée, Exhibition Cooking, Grill, Hibachi, Mindful, Pizza, Salad Bar, Soup, and Vegetarian, as well as an extensive dessert and beverage variety. Campus restaurants include Brave's Place Subs, Café 641 at Livermore Library, Chick-fil-A, Einstein Bros. Bagels, Papa John's Pizza, and Starbucks. In addition, the dining hall grill reopens Monday through Thursday 9:00 p.m. to 11:00 p.m. for Hawk's Burgers delicious selections.

Students residing in a residence hall are required to purchase a residential meal plan from the selections below. All students are initially placed on the 12 Meal Plan but may select another plan from move-in day to the add/drop day for classes each semester.

Unlimited 7: Unlimited meal swipes available to use seven (7) days a week in the dining hall.

Unlimited 7 + $150 Flex Dollars: Unlimited meal swipes available to use in the dining hall, plus an additional $150 flex dollars to use throughout the semester.

12 Meals: 12 meal swipes per week into the dining hall, plus an additional $375 flex dollars to use per semester.

10 Meals: 10 meal swipes per week into the dining hall, plus an additional $415 flex dollars to use per semester.

Students living in on-campus apartments may purchase one of the above plans or may select a commuter meal plan. Only freshmen residing in on campus apartments are required to have a commuter meal plan. Unused meals expire at the end of each semester. Unused flex dollars roll-over from the fall to spring semester and expire at the end of the academic year. Unused Dining Dollars never expire until a student withdraws or graduates from the university.

50 Meals: 50 meal swipes plus $300 flex dollars per semester.

25 Meals: 25 meal swipes plus $150 flex dollars per semester.

$745 Dining Dollar Plan: $745 in Dining Dollars which provide a 10% discount in all dining locations except Chick-fil-A. This is only available for sign-up from move-in day to the add/drop day for classes each semester.

Guest passes are additional meal swipes that are included in all meal plans. Guest passes can be used by the student themselves or for a guest. Five guest passes are allowed each semester, but do not roll over from semester to semester.

Meal exchange allows use of a meal swipe at campus retail locations. This is available once per meal period at Braves Place (lunch 11:00 a.m.-4:30 p.m. and dinner 4:30 p.m.-8:00 p.m.) and once per week at other retail locations including Café 641, Chick-fil-A, Einstein Bros. Bagels, Papa John's Pizza, and Starbucks.

Flex dollars offer additional dining variety by allowing food purchases in any campus dining venue.

All meal plans are valid seven days a week in accordance with the university dining calendar. A valid UNCP Braves card is required to be presented at each meal. Braves cards are nontransferable and can only be presented by the owner. If a customer misplaces or loses his/her meal card, a temporary replacement or permanent new card can be obtained from the Braves Card office located in the Auxiliary Services Building.

Parking and Vehicle Registration

UNC Pembroke offers parking for current students, faculty, staff and visitors. Each motor vehicle, including two-wheeled

vehicles, driven or parked on campus by students, faculty or staff must be registered with the Traffic Office and must display a valid parking permit. Fees are established annually, and appropriate notification is provided.

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

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

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

All parking fines are due to be paid within three (3) days of the issuance date, unless they are appealed within those three days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within three (3) days. Information regarding the Traffic Appeal Board is contained in the Traffic Rules and Regulations Handbook.

Reserved Parking: The University of North Carolina at Pembroke has set aside reserved parking spaces located throughout campus for which faculty/staff only may apply when submitting a faculty/staff permit application. These reserved spaces are issued on a yearly basis (August 31 until August 31 of the following year) and are issued on a first request, first issued basis. The permits can be purchased at a cost of $405.00. **Any vehicle not properly registered for reserved parking areas will be subject to towing.**

Traffic Violations: Violations of traffic laws on the campus of the university (excluding parking violations) are violations of the motor vehicle laws of the State of North Carolina. All moving violations are processed through the state court system. After a citation has been issued, the matter is in the court system and cannot be resolved at the university. Conviction for a violation of the traffic law while operating a vehicle on the campus has the same effect on the driver's license as a conviction for the same offense on the public highway. The speed limit on campus is 20 mph on all public streets and 10 mph in parking areas and is enforced.

Traffic Appeals Board: The Traffic Appeals Board is appointed each year by the chancellor. The board consists of two students, one faculty member and one staff member. The Board has the authority to review violations to determine whether or not a violation has been properly established. The Board has the authority to void or reduce any citation when a violation of the campus traffic regulations is not shown but does not act as a substitution for public authority when it applies.

The Traffic Office can be reached weekdays at 910.521.6795, or contact the University Police at 910.521.6235.

Student Rights and Responsibilities

Student Rights and Responsibilities

1.1 Students attend The University of North Carolina at Pembroke as a voluntary act and accept substantial benefits which the State of North Carolina provides. In taking such action, and accepting the benefits which accrue, students must accept the rules and regulations that have been developed pursuant to law.

1.2 Upon enrollment, a student receives no sanctuary from obedience to law. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. In addition to the federal, state and local laws that pertain to all citizens, a student must accept the institutional rules and regulations necessary to accomplish the purposes for which the institution was established. The student does not, however, lose constitutional or legal rights by an act of voluntary enrollment. The University of North Carolina Policy Manual (700.4.1) specifically refers to the important right of a fair hearing and due process. Federal and state statutes and court cases have established certain student rights which are not to be infringed upon, except in situations which are themselves outlined in law and court procedures. Among these are:

1.2.a No student may be denied access to university facilities or programs on the basis of race, color, national origin, religion, sex, age, sexual orientation, disability or because of the individual's honorable service in the armed services of the United States.

1.2.b No student may be denied the protection of the First Amendment of the Constitution of the United States and Article I of the Constitution of the State of North Carolina, which refer to freedom of speech, freedom of religion, freedom of the press and freedom to assemble peacefully.

1.2.c No student may be denied the continuance of his/her education for disciplinary reasons without being afforded the right to due process.

1.2.d The Office of Student Conduct follows the expectations as outlined under REG 01.20.01 Procedure for Formatting, Adopting and Publishing Policies and Regulations in updating or completing changes to policies and regulations. View online at https://www.uncp.edu/pr/reg-012001-procedure-formatting-adopting-and-publishing-policies-and-regulations.

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2. Additional Rights Recognized by UNCP

2.1 The right to read and study free from undue interference in one's room. (Unreasonable noise and other distractions inhibit the exercise of this right.)

2.2 The right to sleep, the right to one's personal belongings, the right to free access to one's room and suite facilities during the period that the residence halls are open, the right to a clean environment in which to live. (Optimum physical conditions are essential, as they support, reinforce and provide positive conditions in which to learn and live.)

2.3 The right to redress of grievances. If the academic and residence hall communities are to function in the most educationally profitable manner, the right to initiate actions and referrals for impartial and fair adjudication of grievances is held paramount. In exercising this right, the student further holds the right to be free from fear or intimidation, physical and/or emotional harm, and without imposition of sanctions apart from the due process.

2.4 The right to personal privacy. All persons should have freedom from interference with their personal activities and should be able to maintain privacy for other than academic reasons.

2.5 The right to host guests. All students should have the opportunity to maintain personal contacts and friendships with other persons to fulfill their needs for socialization. Guests are to respect the above stated rights of the host's roommates and of other residents.

Code of Conduct

See Code of Conduct

Responsibility to Report Criminal Violations and/or Dispositions

During a student's period of enrollment at The University of North Carolina at Pembroke, should the student be subject to any criminal charge and/or any disposition of a criminal charge, on or off campus, the student must within two (2) business days notify the Office of Student Conduct in writing regarding the nature of the charge/offense and the disposition of the charge if applicable. The student does not have to notify the Office of Student Conduct regarding traffic-related

misdemeanors unless the traffic-related misdemeanor involves alcohol or drugs (e.g., students are not required to report a speeding ticket, but they are required to report a Driving Under the Influence (DUI) ticket or Driving While Intoxicated (DWI) ticket). The student's failure to do so will be grounds to deny or withdraw the student's admission, or to dismiss the student after enrollment.

All students must notify the Office of the Registrar in writing within two (2) business days of any criminal charge, any disposition of a criminal charge, on or off campus, or any school, college or university disciplinary action against the student, or any type of military discharge other than a honorable discharge that occurs at any time after the student is accepted at The University of North Carolina at Pembroke (this includes incidents that occur on or off campus and incidents during summer months and other breaks). Failure to do so will be grounds to deny or withdraw the student's admission, or to dismiss the student after enrollment.

University Student Conduct System

Subject to any policies or regulations of the Board of Governors or of the Board of Trustees, it shall be the duty of the chancellor to exercise full authority in the regulation of student affairs and in matters of student discipline in the institution. In the discharge of this duty, delegation of such authority may be made by the chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such a manner and to such extent as may by the Chancellor be deemed necessary and expedient. In the discharge of the chancellor's duty with respect to the matters of student discipline, it shall be the duty of the Chancellor to secure to every student the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against the student, and the right to such advice and assistance in the individual's defense as may be allowable under the regulations of the university approved by the chancellor. In those instances where the denial of any of these rights is alleged, it shall be the duty of the president of the University of North Carolina system to review the proceedings.

Every student shall be bound by the Honor Code and the university Code of Conduct. The Honor Code shall prohibit academic dishonesty. The Code of Conduct shall prohibit actions and behaviors that are clearly inconsistent with the university's expectation for membership in this community. Visit the university Code of Conduct website and also the Office of Student Conduct website. All adjudicatory power of the student body shall be vested in a system of hearing boards with recognition that ultimate responsibility must conform with the by-laws of the university as established by the Board of Trustees.

Student Discipline Records

The university maintains for every student who has received any discipline sanctions a written discipline record. The file shall include the nature of the offense, the penalty assessed and any other pertinent information.

Office of Student Conduct discipline files are housed in the Division of Student Affairs for eight (8) years and are then forwarded to the Registrar's Office unless the sanction is suspension or expulsion. Suspension and expulsion files are kept in the Division of Student Affairs indefinitely. Students suspended or expelled for disciplinary infractions will be entered into the suspension/expulsion database at the University of North Carolina system and will be available to all UNC campuses.

Academic Honor Code violations resulting in conviction will be kept in the Division of Student Affairs for ten (10) years. Pertinent information involving these cases will be transferred to the Registrar's Office immediately after verdict.

Student discipline records are confidential in accordance with federal and state laws. The contents of the student's discipline record may not be revealed to anyone not associated with campus discipline except upon written request of the student or a court-ordered subpoena.

The University of North Carolina at Pembroke Drug and Alcohol Policy

see The University of North Carolina at Pembroke Drug and Alcohol Policy

College of Arts and Sciences

Interim Dean: Richard Gay

Interim Associate Dean: Ashley Batts Allen

The College of Arts and Sciences is composed of 14 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Students interested in any of these programs should consult the department descriptions in this section of the catalog.

Master's degrees, including the Master of Public Administration with concentrations in Public Management, Criminal Justice, Emergency Management, and Health Administration, and the Master of Arts in Art Education, English Education, Mathematics Education, Science Education, and Social Studies Education, are available through the Graduate School. Students interested in any of these programs should consult The Graduate School section of the catalog.

Health Professions Programs

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

Pre-Health Curricula and Degree Programs that Lead to the Health Professions

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

Preprofessional Curricula in Medicine

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

Departments of Biology and Chemistry and Physics.

Department of American Indian Studies

Chair: Mary Ann Jacobs

Faculty: Jane Haladay, Jesse Peters, Michael Spivey, Jay Hansford C. Vest

The University of North Carolina at Pembroke was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body. Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

Major

American Indian Studies, B.A.

Freshman Seminar: 1 Sem. Hrs.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements

Major Core Courses: 15 Sem. Hrs.

- AIS 1010. Introduction to American Indian Studies (3 credits)
- AIS 1100. History of the American Indian to 1865 (3 credits) or
- HST 1100. History of the American Indian to 1865 (3 credits)

- AIS 1110. History of the American Indian since 1865 (3 credits) or
- HST 1110. History of the American Indian since 1865 (3 credits)
- AIS 2200. Native American Literature (3 credits) or
- ENG 2200. Native American Literature (3 credits)
- AIS 3600. History and Culture of the Lumbee (3 credits)

Track (15 hours): 15 Sem. Hrs.

Complete 5 courses in one of the focus areas below:

15 credit hours taken across the focus area and AIS electives must be courses taught at the 3000 or 4000 level.

Peoples and Histories Focus:

- AIS 2130. American Indian Religious Traditions (3 credits) or
- REL 2130. American Indian Religious Traditions (3 credits)
- AIS 2170. North American Indian Art (3 credits) or
- ART 2170. North American Indian Art (3 credits)
- AIS 3240. Indians of Latin America (3 credits) or
- HST 3850. Indians of Latin America (3 credits)
- AIS 3260. Indians of the Southeast (3 credits) or
- HST 3260. Indians of the Southeast (3 credits)
- AIS 3950. Archaeology in North Carolina (3 credits)
- AIS 4020. Federal Policy and the American Indian (3 credits)
- AIS 4230. Indigenous Women (3 credits) or
- HST 4230. Indigenous Women (3 credits)
- AIS 4640. Colonial Encounters in the Eastern Woodlands (3 credits)
- AIS 4660. Indian Slavery in Colonial North America (3 credits)

Social and Cultural Issues Focus:

- AIS 1050. Introduction to Cultural Anthropology (3 credits) or
- SOC 1050. Introduction to Cultural Anthropology (3 credits)
- AIS 2010. American Indian Cultures (3 credits)
- AIS 2310. Race, Culture, and the Lumbee Experience (3 credits) or
- EDN 2310. Race, Culture, and the Lumbee Experience (3 credits)
- AIS 3880. Native American Populations (3 credits) or
- SOC 3880. Native American Populations (3 credits) or
- SWK 3880. Native American Populations (3 credits)
- AIS 4050. Contemporary Issues of American Indians (3 credits)
- AIS 4600. American Indian Health (3 credits)

Stories and Literatures Focus:

- AIS 2410. Environmental Literature (3 credits) or

- ENG 2410. Environmental Literature (3 credits)
- AIS 3400. American Indians and Film (3 credits)
- AIS 3440. The Native American Novel (3 credits) or
- ENG 3440. The Native American Novel (3 credits)
- AIS 3470. Native American Poetry (3 credits) or
- ENG 3470. Native American Poetry (3 credits)
- AIS 4150. Amerindian Oral Traditions (3 credits) or
- REL 4150. Amerindian Oral Traditions (3 credits)
- AIS 4500. Seminar in Native American Literature (3 credits) or
- ENG 4500. Seminar in American Indian Literature (3 credits)

General Focus:

Choose five courses with at least one course from each focus area.

AIS electives: 9 Sem Hrs.

Complete 3 of the following courses:

- AIS 2390. American Indian Education (3 credits)
- AIS 4520. Meso-America Before European Contact (3 credits)
- AIS 4990. Independent Study in American Indian Studies (3 credits)
- AISS 2xxx. Special Topics in American Indian Studies (1-3 credits) to
- AISS 4xxx. Special Topics in American Indian Studies (1-3 credits)
- any AIS course not from the focus area chosen for the track

University Electives: 36 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

American Indian Studies Minor

Requirements for a Minor in American Indian Studies

Choose one:

- AIS 1100. History of the American Indian to 1865 (3 credits)
- AIS 1110. History of the American Indian since 1865 (3 credits)
- HST 1100. History of the American Indian to 1865 (3 credits)
- HST 1110. History of the American Indian since 1865 (3 credits)

18 additional semester hours of AIS courses

- 18 additional semester hours of AIS courses or their cross-listed equivalents

Total: 21 Sem. Hrs.

Academic Concentration

American Indian Studies Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of American Indian Studies offers an Academic Concentration of 24 hours. Please see the Department Chairperson for details about this concentration. This Academic Concentration is available to other students, regardless of major.

Courses: American Indian Studies

AIS 1010. Introduction to American Indian Studies (3 credits)

An introduction to the study of American Indian history and culture. It will examine the issues and forces, past and present, affecting the lives of American Indian peoples.

AIS 1050. Introduction to Cultural Anthropology (3 credits)

Crosslisted: (SOC 1050)
A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures.

AIS 1100. History of the American Indian to 1865 (3 credits)

Crosslisted: (HST 1100)
A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture.

AIS 1110. History of the American Indian since 1865 (3 credits)

Crosslisted: (HST 1110)
A survey of North American Indian history since 1865, with emphasis on intertribal and Euro American relationships, prominent personages, political and economic developments, and adaptation to White culture.

AIS 2010. American Indian Cultures (3 credits)

An introductory survey of American Indian cultural traditions through the study of film, art, oral and written literature, music, and religion.

AIS 2130. American Indian Religious Traditions (3 credits)

Crosslisted: (REL 2130)

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such it is a survey of the religious traditions and practices of American Indians.

AIS 2170. North American Indian Art (3 credits)

Crosslisted: (ART 2170)
A survey of indigenous painting, sculpture, and architecture in North American Indians, from about 3000 BCE to the present. Major developments in the visual arts and their cultural contexts will be examined.

AIS 2200. Native American Literature (3 credits)

Crosslisted: (ENG 2200)
A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. PREREQ: "C" grade or better in ENG 1050.

AIS 2310. Race, Culture, and the Lumbee Experience (3 credits)

Crosslisted: (EDN 2310)
This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination.

AIS 2390. American Indian Education (3 credits)

A study of the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary federal, state, and tribal programs.

AIS 2410. Environmental Literature (3 credits)

Crosslisted: (ENG 2410)
Survey of Indigenous and multinational environmental literature and its relationship to race, class, gender, sexuality, and/or dis/ability, attentive to local human and ecological communities. Variety of authors and genres. PREREQ: "C" grade or better in ENG 1050.

AIS 3240. Indians of Latin America (3 credits)

Crosslisted: (HST 3850)
A study of the history, culture, and contemporary achievement of the Indians residing south of the Rio Grande.

AIS 3260. Indians of the Southeast (3 credits)

Crosslisted: (HST 3260)
A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America.

AIS 3400. American Indians and Film (3 credits)

This course will study a number of films which either focus on or incorporate the American Indian into their stories. Emphasis will be placed on analyzing the image portrayed and the historical perspective presented.

AIS 3440. The Native American Novel (3 credits)

Crosslisted: (ENG 3440)
A critical study of the Native American novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. PREREQ: ENG 3040 or permission of instructor.

AIS 3470. Native American Poetry (3 credits)

Crosslisted: (ENG 3470)
A critical study of Native American poetry and poetics, with emphasis on social, political, cultural, and Native national histories. Particular attention will be paid to the techniques of these authors with a focus on the relationship between oral traditions and contemporary poetry. PREREQ: AIS 1010 or AIS 2200/ENG 2200, ENG 3040, or permission of instructor.

AIS 3600. History and Culture of the Lumbee (3 credits)

A study of the history and culture of the Lumbee Indians, the largest tribal group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people as well as artistic and literary accomplishments.

AIS 3880. Native American Populations (3 credits)

Crosslisted: (SWK 3880/SOC 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are viewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. PREREQ: SWK 2000 is recommended.

AIS 3950. Archaeology in North Carolina (3 credits)

This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian prehistory; theoretical and practical issues which face the archaeologist; etc.

AIS 4020. Federal Policy and the American Indian (3 credits)

A study of federal Indian policy from the Colonial period to the present. PREREQ: Permission of the instructor.

AIS 4040. Field Methods in Archaeology (3 credits)

In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping.

AIS 4050. Contemporary Issues of American Indians (3 credits)

This seminar-style course examines the principal issues of concern to American Indians in the twentieth century. Both national and local in scope, topics include: politics; economics; treaty relationships with federal and state governments; education;

alcohol and substance abuse; the environment; cultural identity and survival; relation with non-Indians; religious freedom; land and water rights; tribal sovereignty; and other contemporary issues as they arise.

AIS 4150. Amerindian Oral Traditions (3 credits)

Crosslisted: (REL 4150)
An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories.

AIS 4230. Indigenous Women (3 credits)

Crosslisted: (HST 4230)
An interdisciplinary study of the historical and contemporary experiences of Indigenous women, focusing on but not limited to Native women in North America. Course will examine Native women's community roles and cultural practices prior to and since colonization and will privilege Native women's perspectives in course texts.

AIS 4500. Seminar in Native American Literature (3 credits)

Crosslisted: (ENG 4500)
A study of selected American Indian literature topics.

AIS 4520. Meso-America Before European Contact (3 credits)

To acquaint the advanced student with the diversity of the Meso-American Indian cultures as they existed in Central America prior to the arrival of Europeans, using historical, literary and archaeological materials to disclose their advanced cultural developments, to examine critically some of the romantic myths and negative stereotypes surrounding the Meso-American Indians, and to better understand our own 21st Century views of Meso-American Indian cultures.

AIS 4600. American Indian Health (3 credits)

This course examines nutritional, cultural, demographic, and socio-economic aspects of health of American Indians from prehistoric times into the present; these will be evaluated with a view to lessons for modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. PREREQ: Junior standing or permission of the instructor.

AIS 4640. Colonial Encounters in the Eastern Woodlands (3 credits)

Crosslisted: HST 4640
This course explores the history of Native societies in the geographic cultural area of the Eastern Woodlands. The experiences of Native peoples as they encountered, traded, warred, treated, and lived with Euro-American colonists will be reconstructed paying particular attention to Native worldviews and Native vantage points. Rather than follow the dominate narrative that travels west with colonial movement in Eastern Woodlands, we will analyze interactions "facing east."

AIS 4650. Indian Residential and Boarding School Narratives (3 credits)

Crosslisted: (HST 4650)
An in-depth study of the Canadian Indian residential school and American Indian boarding school experience, focusing on autobiographical narratives by Indigenous authors who experienced life in these schools. Course incorporates a range of authors, perspectives, and genres to contextualize colonial institutional polices aimed at "civilizing" Indian "savagery," and forms of Indigenous resistance, accommodation, healing, and cultural survival. PREREQ: AIS 1010, AIS 1100/HST 1100 or

HST 1110, AIS 2200/ENG 2200 or ENG 3440, or permission of instructor.

AIS 4660. Indian Slavery in Colonial North America (3 credits)

Crosslisted: HST 4660
This course explores the history of Indian slavery in North America. We will focus on how European ideas of bondage merged with preexisting Native practices of captivity, how the enslavement of Native peoples formed colonial economic systems, and how Indian slavery was utilized to forge alliances and/or punish enemies. We will also analyze the impact that Indian slavery had on Native societies.

AIS 4990. Independent Study in American Indian Studies (3 credits)

Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. PREREQ: Consent of instructor.

AISS 2xxx. Special Topics in American Indian Studies (1-3 credits)

Selected topics in American Indian studies.

AISS 4xxx. Special Topics in American Indian Studies (1-3 credits)

Investigations into selected topics in American Indian studies through the reading of significant books, discussions, and supplementary reports. PREREQ: Permission of the instructor.

Department of Art

Chair: Carla Rokes

Faculty: Joseph Begnaud[6], Jessica Dupuis, Robert Epps[1], Richard Gay[2], John Antoine Labadie[4], Naomi Lifschitz-Grant[5], Brandon Sanderson, Adam Walls

[1]Martha Beach Endowed Chair in Art

[2]Associate Dean, College of Arts and Sciences

[3]Art Education Graduate Director

[4]Media Integration Studies Minor Coordinator

[5]Art Education Undergraduate Coordinator

[6]A.D. Gallery Director

The mission of the Art Department is two fold: 1) contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and 2) specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community. The Department strives to provide a learning environment which nurtures not only the artistic spirit but also the professionalism of the prospective art teacher as well. The studio and art history programs lead to study at the graduate level or employment. The Art Education program leads to teacher licensure in grades K-12.

Students must complete a sophomore portfolio review designed to demonstrate competencies in foundations; therefore, all foundation courses should be completed by December of the sophomore year.

Before graduating from either program, seniors are required to present acceptable exhibitions of work from their areas of concentration and undergo a critique of that exhibition by faculty.

Major

Art, Art Education Licensure (K-12) Track, B.A.

Coordinator: Naomi Lifschitz-Grant

Location: Department of Art

Program Description

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

The Art Education program is one of 12 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Art Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Programs Goals and Objectives

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

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

Requirements for a Bachelor of Arts in Art, Art Education Licensure (K-12) Track

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)

- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Foundations: 9 Sem. Hrs.

- ART 1010. Elements of Design (3 credits)
- ART 1320. Introduction to Drawing (3 credits)
- ART 1020. Three-Dimensional Design (3 credits) or
- ART 1050. Introduction to Sculpture (3 credits)

Studio Core: 12 Sem. Hrs.

- ART 1110. Ceramics: Introduction to Hand Building (3 credits)
- ART 1330. Introduction to Painting (3 credits)
- ART 1400. Introduction to Printmaking (3 credits)
- ART 1500. Introduction to Digital Arts (3 credits) *

Primary Studio Area: 9 Sem. Hrs.

Art History: 9 Sem. Hrs.

- ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
- ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)
- ART 4330. Contemporary Art (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 21 Sem. Hrs.

- ART 3050. Art Education Methods in Grades K-6 (3 credits)
- ART 3080. Art Education Field Experiences for Grade K-12 (3 credits)
- ART 3090. Art Education Secondary Methods (3 credits)
- ART 4000. Art Education Internship Seminar (3 credits)
- ART 4490. Internship in Art Education (9 credits)

Electives: 3 Sem. Hrs.

Total: 120 Sem. Hrs.

Art, Studio Art Track, B.A.

Bachelor of Arts in Art: Studio Art Track

The program of study in Studio Art provides opportunities for broad artistic and intellectual development of the University body, and nurtures and supports the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community, and strives to provide a learning environment which develops the artistic spirit and professionalism. The studio-oriented program leads to study at the graduate level or professional employment.

Students must complete a foundation portfolio review designed to demonstrate competencies in foundations; therefore, all foundation courses should be completed by December of the sophomore year. Before graduating from the studio track, seniors are required to present acceptable exhibitions of work from their areas of concentration and undergo a critique of that exhibition by faculty.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Foundations: 9 Sem. Hrs.

- ART 1010. Elements of Design (3 credits)
- ART 1020. Three-Dimensional Design (3 credits)
- ART 1320. Introduction to Drawing (3 credits)

Studio Core: 18 Sem. Hrs.

- ART 1050. Introduction to Sculpture (3 credits)
- ART 1110. Ceramics: Introduction to Hand Building (3 credits)
- ART 1330. Introduction to Painting (3 credits)
- ART 1400. Introduction to Printmaking (3 credits)

- ART 1500. Introduction to Digital Arts (3 credits)
- ART 2150. Figure Drawing (3 credits)

Primary Studio Area: 9 Sem. Hrs.

Choose 9 semester hours beyond the studio core from one of the following areas: Ceramics, Digital Arts, Drawing, Painting, Printmaking, or Sculpture.

- ART 2320. Intermediate Drawing (3 credits)
- ART 2330. Intermediate Painting (3 credits)
- ART 2350. Intermediate Sculpture (3 credits)
- ART 2400. Intermediate Printmaking (3 credits)
- ART 2410. Intermediate Ceramics (3 credits)
- ART 2500. Intermediate Digital Arts (3 credits)
- ART 3000. Advanced Digital Arts I (3 credits)
- ART 3150. Advanced Sculpture I (3 credits)
- ART 3200. Advanced Drawing I (3 credits)
- ART 3310. Advanced Painting I (3 credits)
- ART 3410. Advanced Ceramics I (3 credits)
- ART 3500. Advanced Printmaking I (3 credits)
- ART 4140. Advanced Sculpture II (3 credits)
- ART 4150. Advanced Sculpture III (3 credits)
- ART 4340. Advanced Painting II (3 credits)
- ART 4350. Advanced Painting III (3 credits)
- ART 4400. Advanced Ceramics II (3 credits)
- ART 4410. Advanced Ceramics III (3 credits)
- ART 4620. Advanced Digital Arts II (3 credits)
- ART 4630. Advanced Digital Arts III (3 credits)
- ART 4690. Advanced Drawing II (3 credits)
- ART 4700. Advanced Drawing III (3 credits)
- ART 4750. Drawing into New Forms (3 credits)
- ART 4810. Advanced Printmaking II (3 credits)
- ART 4820. Advanced Printmaking III (3 credits)

Intermediate Studio Elective: 3 Sem. Hrs.

Choose one of the following that is NOT repeated from the Primary Studio Area:

- ART 2320. Intermediate Drawing (3 credits)
- ART 2330. Intermediate Painting (3 credits)
- ART 2350. Intermediate Sculpture (3 credits)
- ART 2400. Intermediate Printmaking (3 credits)
- ART 2410. Intermediate Ceramics (3 credits)
- ART 2500. Intermediate Digital Arts (3 credits)

Art History Core: 9 Sem. Hrs.

- ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
- ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)
- ART 4330. Contemporary Art (3 credits)

Art History Electives: 6 Sem. Hrs.

Choose 6 semester hours of advanced art history beyond the Art History Core.

- ART 2170. North American Indian Art (3 credits)
- ART 3700. Ancient Greek Art (3 credits)
- ART 3710. Ancient Roman Art (3 credits)
- ART 3730. Italian Renaissance Art (3 credits)
- ART 3750. Art of the United States (3 credits)
- ART 4320. 20th-Century Art (3 credits)
- ARTS 3xxx. Special Topics (3 credits)
- ARTS 4xxx. Special Topics (3 credits)

Professional Art Practices: 3 Sem. Hrs.

- ART 4031. Professional Art Practices (3 credits)

Electives: 18 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

Art History Minor

Requirements for a Minor in Art History

The Art History minor allows students to augment any major with courses that analyze the history, theory, and criticism of world visual culture. Eighteen semester hours are required.

Required Courses: 6 Sem. Hrs.

- ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
- ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)

Plus twelve hours of electives: 12 Sem. Hrs.

Plus twelve hours of electives* (taken after prerequisites if applicable):

- ART 2170. North American Indian Art (3 credits)
- ART 3700. Ancient Greek Art (3 credits)

- ART 3710. Ancient Roman Art (3 credits)
- ART 3730. Italian Renaissance Art (3 credits)
- ART 3750. Art of the United States (3 credits)
- ART 4320. 20th-Century Art (3 credits)
- ART 4330. Contemporary Art (3 credits)
- ARTS 3xxx. Special Topics (3 credits)
- ARTS 4xxx. Special Topics (3 credits)
- PHI 4230. Philosophy of Art and Beauty (3 credits)

Total: 18 Sem. Hrs.

*ART 2050 does not fulfill this requirement

Media Integration Studies Minor

Requirements for a Minor in Media Integration Studies

Media Integration Studies (MIS) is an opportunity for interdisciplinary study in digital studios within two academic departments: Art and Music.

Required Courses: 12 Sem. Hrs.

- ART 1450. Digital Arts Appreciation (3 credits)
- ART 3800. Introduction to Media Integration (3 credits)
- ART 4580. Intermediate Media Integration (3 credits)
- ART 4800. Advanced Media Integration (3 credits)

Electives: 6 Sem. Hrs.

Choose 2 courses from

- ART 1500. Introduction to Digital Arts (3 credits)
- ART 2400. Intermediate Printmaking (3 credits)
- ART 2500. Intermediate Digital Arts (3 credits)
- ART 3000. Advanced Digital Arts I (3 credits)
- ART 3500. Advanced Printmaking I (3 credits)
- ART 4750. Drawing into New Forms (3 credits)
- MUS 3580. Audio Production (3 credits)
- MUS 3670. Studio Techniques (3 credits)

Total: 18 Sem. Hrs.

Studio Art Minor

Requirements for a Minor in Studio Art

The Minor in Studio Art is designed to offer a fundamental background in visual art production for the non-Art major. Eighteen semester hours are required.

Required Courses: 9 Sem. Hrs.

- ART 1010. Elements of Design (3 credits)
- ART 1050. Introduction to Sculpture (3 credits)
- ART 1320. Introduction to Drawing (3 credits)

Plus nine hours of studio electives: 9 Sem. Hrs.

Plus nine hours of studio electives* (taken after prerequisites if applicable)

Total: 18 Sem. Hrs.

*ART 1450, ART 2050, and art history courses do not fulfill this requirement.

Academic Concentration

Art Academic Concentration

Requirements for an Academic Concentration in Art

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Art Department offers an Academic Concentration of 21 hours. This Academic Concentration is available to other students, regardless of major.

Required Twelve Semester Hour Core: 12 Sem. Hrs.

- ART 1010. Elements of Design (3 credits)
- ART 1020. Three-Dimensional Design (3 credits)
- ART 1320. Introduction to Drawing (3 credits)
- ART 3050. Art Education Methods in Grades K-6 (3 credits)

Required Three Credit Global Perspective in Art: 3 Sem. Hrs.

Choose one course from the following:

- ART 2050. Art Appreciation (3 credits)
- ART 2080. Survey of Art I: Ancient through Medieval (3 credits)
- ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)
- ART 3090. Art Education Secondary Methods (3 credits)

Studio Electives: 3 Sem. Hrs.

Choose one other course from the following:

- ART 1050. Introduction to Sculpture (3 credits)
- ART 1110. Ceramics: Introduction to Hand Building (3 credits)
- ART 1330. Introduction to Painting (3 credits)
- ART 1400. Introduction to Printmaking (3 credits)
- ART 1500. Introduction to Digital Arts (3 credits)
- ART 2150. Figure Drawing (3 credits)

Total: 18 Sem. Hrs.

Courses: Art

ART 1010. Elements of Design (3 credits)

An introduction to two-dimensional design concepts, theory, and techniques through the study and application of the elements and principles of composition.

ART 1020. Three-Dimensional Design (3 credits)

A study and application of design principles in creative three-dimensional projects in mass and space using various materials.

ART 1050. Introduction to Sculpture (3 credits)

An introduction to basic additive and subtractive sculptural techniques and procedures, including problems in casting, carving, and assemblage. Studio projects will emphasize craftsmanship, critical thinking, and conceptual development as tools for visual expression. ART 1020 Three-Dimensional Design recommended before taking this course.

ART 1110. Ceramics: Introduction to Hand Building (3 credits)

An introduction to the basic ceramic building techniques, including coil, slab, and pinch techniques. Students will be presented with contemporary and historical practices in the medium of clay. Basic glaze application and firing processes will be introduced. Class projects will focus on craftsmanship and beginning building techniques as well as critical thinking.

ART 1120. Ceramics: Introduction to the Wheel (3 credits)

Introduction to wheel throwing will cover the basic techniques for working on the pottery wheel. Students will be presented with contemporary and historical practices associated with the potter's wheel. Basic glaze application, firing processes, and clay mixing will be introduced. Class projects will focus on craftsmanship and throwing techniques to gain proficiency on the wheel.

ART 1320. Introduction to Drawing (3 credits)

A course designed to acquaint the student with the basic principles of media and terminology of drawing.

ART 1330. Introduction to Painting (3 credits)

An introduction to the basics of water-base/oil paint to emphasize color, structure, and composition. Conceptual approaches and direct observation using still lifes and landscapes will result in individual and group critiques. Related work by earlier artists will be studied. PREREQ: ART 1010, ART 1320 or permission of instructor.

ART 1400. Introduction to Printmaking (3 credits)

An introduction to basic printmaking techniques and procedures, including problems in relief, lithography, and intaglio. The course will survey the historical and contemporary trends in printmaking. Studio projects will emphasize craftsmanship, critical thinking, and conceptual development as tools for visual expression. PREREQ: ART 1010 and ART 1320 or permission of instructor.

ART 1450. Digital Arts Appreciation (3 credits)

A course for non-art majors that offers an opportunity for introductory study and activity in various contemporary means of visual communication and design thinking practiced through digital means. Students will find both computers and working creatively with computers and related technologies co-equal foci of this course.

ART 1500. Introduction to Digital Arts (3 credits)

This course is an introduction to digital arts and is required of all students majoring in Art . As such, this course has been constructed as an overview of, and a structured opportunity for, basic study in computer-based possibilities in the visual arts. PREREQ: ART 1010 (for majors) or ART 1450 (for nonmajors) or permission of instructor.

ART 2050. Art Appreciation (3 credits)

A course for non-art majors to establish an understanding of art and culture. This course will provide an overview of historically significant artworks and art movements and also include studio projects to facilitate a broad comprehension of artistic production.

ART 2080. Survey of Art I: Ancient through Medieval (3 credits)

An overview of painting, sculpture, architecture, and related visual arts of major world cultures from prehistoric times to around 1400 A.D., including European, American, Asian, African, and Islamic art. Major artistic developments and their cultural contexts will be emphasized.

ART 2090. Survey of Art II: Renaissance through Contemporary (3 credits)

An overview of painting, sculpture, architecture, and related visual arts of major world cultures from the Renaissance to the present, including European, American, Asian, African, and Islamic art. Major artistic developments and their cultural contexts will be emphasized.

ART 2150. Figure Drawing (3 credits)

A course to introduce the student to the figure as an art form. Various techniques will be explored. PREREQ: ART 1320 or permission of instructor.

ART 2170. North American Indian Art (3 credits)

Crosslisted: (AIS 2170)

A survey of indigenous painting, sculpture, and architecture in North American Indians from about 3000 BCE to the present. Major developments in the visual arts and their cultural contexts will be examined.

ART 2320. Intermediate Drawing (3 credits)

Intermediate study in drawing as complete art form. Further exploration of drawing techniques using drawing assignments and student developed conceptually focused projects which may include experimental approaches. PREREQ: ART 1320.

ART 2330. Intermediate Painting (3 credits)

This course builds on the conceptual and perceptual base of Introduction to Painting. Approaches of 20th-century artistic styles, techniques, and media will be studied. Figure and Abstract painting will result in group and individual critiques. PREREQ: ART 1330 or permission of instructor.

ART 2350. Intermediate Sculpture (3 credits)

Intermediate study in sculptural techniques and procedures involving sculptural media. Studio projects will also incorporate media from the introduction course to create mixed media sculptural forms. The course will include moderate problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. PREREQ: ART 1020, ART 1050.

ART 2400. Intermediate Printmaking (3 credits)

Intermediate study in printmaking, including general research in historical and contemporary methods and conceptual approaches. Studio projects will present traditional printmaking techniques while simultaneously introducing digital, photographic, kinetic, mixed media, or volumetric processes as appropriate. The course will include moderate problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. PREREQ: ART 1400.

ART 2410. Intermediate Ceramics (3 credits)

Intermediate study of ceramics will focus on hand building or wheel throwing. Students will build upon the skills developed in the beginning-level course. Students will be introduced to basic glaze formulation and mixing of glazes for class and personal use. Intermediate-level projects will focus on students' understanding of ceramic materials as well as introduction to conceptual aspects of ceramic art. PREREQ: ART 1110 or ART 1120 or permission of instructor.

ART 2500. Intermediate Digital Arts (3 credits)

This course focuses on the history, tools, and practices of layout, illustration, typography, and general graphic design accomplished for the purposes of advertising and visual communication. PREREQ: ART 1500 or permission of instructor.

ART 3000. Advanced Digital Arts I (3 credits)

This course is an opportunity for further inquiry into the digital arts in general and more specifically current technologies involving the study and practice of still and sequenced imagery acquisition, manipulation, and output through the use of digital cameras and digital video cameras. PREREQ: ART 1500, ART 2500.

ART 3050. Art Education Methods in Grades K-6 (3 credits)

This course focuses on the creative abilities of the elementary school child. The course will explore the graphic abilities of the child, the philosophy of sequential learning, and various production techniques and processes appropriate for elementary school. In addition to creating and executing production lesson plans, students will learn to discuss exemplary works of art with the elementary student.

ART 3080. Art Education Field Experiences for Grade K-12 (3 credits)

Purposes, methods, materials, and evaluation procedures in visual arts education in grades K-12. The students will develop curricula, unit plans, and lesson plans that respond to the unique features of the learning environment. This course also provides art education majors with early field experiences, teaching art in a variety of educational settings. Direct observations in the public schools will aid in preparation of teaching plans, techniques and materials. PREREQ: ART 3050, ART 3090, Admission to Teacher Education Program, or permission of instructor.

ART 3090. Art Education Secondary Methods (3 credits)

Through experiences in this course, students will gain insight into different cultures and their visual arts and crafts, history, methods, processes, techniques, and other consideration germane to teaching art in contemporary secondary classrooms. The course will explore various processes and techniques appropriate for different styles of learning, and techniques of classroom maintenance and management in classrooms grade 6-12.

ART 3150. Advanced Sculpture I (3 credits)

Moderate to advanced study in sculptural techniques and procedures involving sculptural media in a continuation of the development of skills in material from previous sculpture courses. Instruction in traditional and contemporary techniques will be accompanied by the introduction of projects involving stylistic and thematic development, exhibition of artwork, and participation in the sculpture community. The course will include moderate to advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. PREREQ: ART 2350.

ART 3200. Advanced Drawing I (3 credits)

Advanced study in drawing as a complete art form. Special attention will be given to the further development of conceptual approaches and contemporary trends in drawing. The student will develop and explore personal self-generated project ideas in whatever drawing format that is considered appropriate for the project. PREREQ: ART 2320.

ART 3310. Advanced Painting I (3 credits)

This course develops advanced painting skills and encourages individual stylistic and conceptual development, while also studying the work of contemporary artists. Studio projects will emphasize sustained media exploration resulting in a series of works. Students participate in group and individual critiques. PREREQ: ART 2330 or permission of instructor.

ART 3410. Advanced Ceramics I (3 credits)

Moderate to advanced study of ceramics will introduce students to projects that require conceptual planning and research. Students may choose to focus on either hand building or wheel throwing. Practices from the ceramic industry will be explored and utilized as tools for art making. Students begin to address their personal stylistic approach to ceramic art. Advanced students will begin to control a larger part of the processes and material associated with their projects. Technical proficiency will be emphasized. PREREQ: ART 2410 or permission of instructor.

ART 3500. Advanced Printmaking I (3 credits)

Moderate to advanced study in printmaking, including specific study of historical and contemporary methods and conceptual approaches. Instruction in traditional and contemporary techniques will be accompanied by the introduction of projects involving stylistic and thematic development, exhibition of artwork, and participation in the printmaking community. The course will include moderate to advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. PREREQ: ART 2400.

ART 3700. Ancient Greek Art (3 credits)

An overview of art and archaeology related to the ancient history and culture of the Greeks. Emphasis placed on Greek painting, sculpture, ceramics, and architecture from 3000 to 150 BCE. Major artistic developments and their cultural contexts will be examined.

ART 3710. Ancient Roman Art (3 credits)

An overview of art and archaeology related to the ancient history and culture of the Romans. Emphasis placed on Roman painting, sculpture, and architecture from 500 BCE to 330 CE. Major artistic developments and their cultural contexts will be examined.

ART 3730. Italian Renaissance Art (3 credits)

Italian art of the fifteenth and sixteenth centuries with an emphasis on individual artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. Major artistic developments in the visual arts and their cultural contexts will be examined.

ART 3750. Art of the United States (3 credits)

A survey of U.S. painting, architecture, and sculpture from Colonial times to the present. Major developments and their cultural contexts will be examined.

ART 3800. Introduction to Media Integration (3 credits)

Crosslisted: (MUS 3800)
Media Integration is a cooperative, cross-listed course taught by the faculty from the Art and Music departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment.

ART 4000. Art Education Internship Seminar (3 credits)

Art Education Students participate in a continuous dialogue with their classmates and the instructor about the internship experience. The dialogue consists of the sharing of experiences in the context of the student internship, curricular concerns, lesson planning, assessment, classroom management, and reflections on problems, concerns and successes that occur in the classroom. Students will analyze their own teaching practices and develop a portfolio of their student internship experiences, thereby learning to be reflective practitioners. This course is intended to prepare students to enter into the teacher job market. PREREQ: ART 3050, ART 3080, ART 3090

ART 4031. Professional Art Practices (3 credits)

Preparation and presentation of professional material, with special attention to portfolios, resumes, and artist statements. Students will cover a broad range of concerns essential to the art major, including senior exhibition, contemporary theory,

continued study in graduate school, and careers in the professional art world. PREREQ: Completion of all core courses, to be taken the semester before the senior exhibition.

ART 4140. Advanced Sculpture II (3 credits)

Advanced study in sculpture, including individually-directed study of sculptural methods. Technical and conceptual instruction will be targeted to individual stylistic and thematic development, exhibition, and professional interaction. The course will include advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. PREREQ: ART 3150.

ART 4150. Advanced Sculpture III (3 credits)

Advanced study in sculpture, including specialized study of an individually-defined set of related topics. Technical and conceptual instruction will be targeted to the direction of this research and development of a defined style and sound research methods. Preparation of a digital portfolio and exhibition will be an integral part of the course. PREREQ: ART 4140.

ART 4320. 20th-Century Art (3 credits)

A survey of painting, sculpture, and architecture in the 20th century, with special emphasis on major movements and associated aesthetic and intellectual theory, from Fauvism, Expressionism, Cubism, Futurism, Dada, and Surrealism to Abstract Expressionism, Minimalism, Assemblage, Pop and Feminist Art, Happenings, Conceptualism, Body and Environmental Art, Performance, Installation, Video, and Digital Art, and more. Major artistic developments and their cultural contexts will be examined.

ART 4330. Contemporary Art (3 credits)

An in-depth study of art in the 21st century and related theory. The full range of new media and cutting edge technology utilized by artists will be examined, as well as individual artists who have been instrumental in their development. Major artistic developments and their cultural contexts will be examined.

ART 4340. Advanced Painting II (3 credits)

This course gives continued development of creative painting methods applied to the individual's unique painting experience. Exploration of artists and influences that support the students' individual work. The student will be expected to produce and conceptually support a body of paintings. Students participate in group and individual critiques. PREREQ: ART 3310 or permission of instructor.

ART 4350. Advanced Painting III (3 credits)

This course is designed to promote an inter-disciplinary painting experience or an in-depth study of a particular painting approach. Develop a unique style, skills, and techniques through the exploration of new materials or concepts that enhance creative expression. Further research into contemporary painting and its relationship to other art disciplines will be included. PREREQ: ART 4340 or permission of instructor.

ART 4400. Advanced Ceramics II (3 credits)

In addition to class projects in advanced ceramics, students will begin individual directed study of contemporary ceramics. Building upon skills, students will focus their research towards hand building or wheel throwing. Technical and conceptual instruction will be directed to students' individual stylistic and thematic development, as well as exhibition and professional

direction. Portfolio preparation and development will be an integral aspect of this course. PREREQ: ART 3410 or permission of instructor.

ART 4410. Advanced Ceramics III (3 credits)

Students will continue to develop a personal style of work in clay, and will direct their research towards hand building or wheel throwing. Technical and conceptual instruction will encourage individual stylistic and thematic development as well as exhibition experience. Portfolio preparation and development will be an integral aspect of this course. Students will be required to complete a portfolio and artist's statement. Students will be required to develop work that addresses their own personal ideas of clay as a medium of contemporary art. PREREQ: ART 4400 or permission of instructor.

ART 4490. Internship in Art Education (9 credits)

Provides continuous full-time internship experiences in an off-campus public school in art education. Pass/Fail grading. PREREQ: Admission to the Professional Semester.

ART 4580. Intermediate Media Integration (3 credits)

Crosslisted: (MUS 4580)
This course is an opportunity for further interdisciplinary study in new media. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. PREREQ: ART 3800/MUS 3800 or permission of instructor.

ART 4620. Advanced Digital Arts II (3 credits)

This course emphasizes more advanced study in digital arts in general and more specifically in the current technologies of color management, scanning, and medium- and large-format printing. PREREQ: ART 3000.

ART 4630. Advanced Digital Arts III (3 credits)

This course is an opportunity for individually focused inquiry into digital arts and related domains of study in the digital arts. Emphasis is placed on the development of a personal aesthetic, the planning and completion of a body of original works, and the development and completion of a digital portfolio and related materials. Moreover, students are prepared to enter juried competitions at the regional and national levels. PREREQ: ART 4620.

ART 4690. Advanced Drawing II (3 credits)

A course designed to provide advanced study in drawing processes devoted to developing skills, techniques, conceptual approach, and exploration of new materials. Further research into contemporary drawing and its relationship to other art disciplines will be included. PREREQ: ART 1320, ART 2320, ART 3200.

ART 4700. Advanced Drawing III (3 credits)

Advanced study in mixed media drawing processes and further study in traditional drawing methods. This course is devoted to developing skills, techniques, and conceptual approach. Further research into contemporary drawing will be included. PREREQ: ART 1320, ART 2320, ART 3200, ART 4690.

ART 4750. Drawing into New Forms (3 credits)

A course designed to promote an inter-disciplinary drawing experience by developing skills and techniques in the exploration of new materials and to enhance the student's creative expression in drawing. Further research into contemporary drawing and its relationship to other art disciplines will be included. PREREQ: ART 1320, ART 2320

ART 4800. Advanced Media Integration (3 credits)

Crosslisted: (MUS 4800)
This course is an opportunity for advanced interdisciplinary study in new media. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission-teaching, research, and service-and have the potential to serve as professional examples for student portfolios. PREREQ: ART 4580/MUS 4580 or permission of instructor.

ART 4810. Advanced Printmaking II (3 credits)

Advanced study in printmaking, including individually-directed study of historical or contemporary topics. Technical and conceptual instruction will be targeted to individual stylistic and thematic development, exhibition, and professional interaction. The course will include advanced problems in the use of research, craftsmanship, critical thinking, and conceptual development in the context of visual problem-solving. Instruction in digital and physical portfolio preparation will be an integral part of the course. PREREQ: ART 3500.

ART 4820. Advanced Printmaking III (3 credits)

Advanced study in printmaking, including specialized study of an individually-defined set of related topics. Technical and conceptual instruction will be targeted to the direction of this research and development of a defined style and sound research methods. Preparation of a digital and physical portfolio will be an integral part of the course. PREREQ: ART 4810.

ART 4990. Independent Study in Art (1-3 credits)

Directed reading, research, and/or problem solving under the guidance of the instructor. This course is designed to fulfill individual needs of majors in areas of advanced study. Repeatable up to 9 semester hours. PREREQ: Introductory course in chosen area and approval of Department Chair.

ARTS 1xxx. Special Topics in Art History (3 credits)

Study of a specific genre or topic in Art History: its characteristics and significance as both a cultural product and a form of artistic expression. Title and topic will vary from year to year.

ARTS 2xxx. Special Topics (3 credits)

Study of a special topic in studio art, art history, or art education. This course is meant to enhance our typical curriculum of study. May be repeated for credit with change of topic. Title and theme will vary each time it is offered

ARTS 3xxx. Special Topics (3 credits)

Advanced study of a specific topic in studio art, art history, or art education. This course is meant to enhance our typical

curriculum of study. May be repeated for credit with change of topic. Title and theme will vary each time it is offered.

ARTS 4xxx. Special Topics (3 credits)

Advanced study of a specific topic in studio art, art history, or art education. This course is meant to enhance our typical curriculum of study. May be repeated for credit with change of topic. Title and theme will vary each time it is offered.

Department of Biology

Chair: Velinda Woriax

Faculty: Tim Anderson, Mary Ash[3], Ben A. Bahr[6], Kaitlin Campbell, Courtney Carroll, Chrisha Dolan, Rita Hagevik[5], Leon S. Jernigan, Jr.[1,2], Lisa Kelly, Harold D. Maxwell, David W. Morse, Brandi Norman, Maria Pereira[4], Robert E. Poage, Amber Rock, John Roe, Bryan Sales, Conner L. Sandefur, Maria S. (Marisol) Santisteban, Marilu Santos, Katherine Thorington, Crystal Walline, Joseph White, Erika Young, Mary (Meg) Zets

[1]Assistant Chair
[2]Environmental Science Coordinator
[3]Science Education Undergraduate Coordinator
[4]Biotechnology Program Director
[5]Science Education Graduate Director
[6]William C. Friday Distinguished Professor of Molecular Biology and Biochemistry

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers programs leading to the Bachelor of Science degree in Biology with indicated track, the Bachelor of Science degree in Environmental Science, the Bachelor of Science degree in Science Education. and the Bachelor of Science degree in Biotechnology (in conjunction with the Department of Chemistry and Physics). Students should consult the department head for details of each program.

Course offerings in the interdisciplinary Bachelor of Science Degree program in Science Education are offered through the Biology Department.

Biology (with tracks in **Botany, Zoology, Molecular Biology,** or **Environmental Biology** possible)
Biology - Biomedical Emphasis
Biology - Pre-Physical Therapy/Pre-Occupational Therapy
Biotechnology
Environmental Science (with track in **Sustainable Agriculture** available)
Science Education (with concentrations in Biology 9-12, Chemistry 9-12, Earth Science 9-12 Physics 9-12, or Middle Grades Science 6-9)

Science Education Major

Coordinator: Mary C. Ash

Several interdisciplinary programs prepare science educators to teach middle school (6-9) or high school (9-12) science. See below for descriptions of the programs of study for the B.S. in Science Education (6-9) and the B.S. in Science Education (9-12).

Major

Biology, Botany Track, B.S.

Core of Required Courses

(for all degree programs in Biology)

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Biology Courses: 24 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Chemistry Requirements: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Mathematics Requirements: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)

- MAT 2100. Introduction to Statistics (3 credits)

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Biology Track (see below): 11-12 Sem. Hrs.

Botany Track: 11-12 Sem. Hrs.

Three of the following:

- BIO 3050. Introductory Mycology (3 credits)
- BIO 3400. Plant Systematics (4 credits)
- BIO 3540. Plant Physiology (4 credits)
- ENV 2200. Field Botany (4 credits)
- ENV 2400. Field Microbiology (4 credits)
- BIO 2010. Techniques in Horticulture (4 credits)

Core Total*: 86-87 Sem. Hrs.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Electives: 33-34 Sem. Hrs.

Total: 120 Sem. Hrs.

Biology, Environmental Biology Track, B.S.

Core of Required Courses

(for all degree programs in Biology)

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)

- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Biology Courses: 24 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Chemistry Requirements: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Mathematics Requirements: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)

- MAT 2100. Introduction to Statistics (3 credits)

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Biology Track (see below): 11-12 Sem. Hrs.

Environmental Biology Track: 11-12 Sem. Hrs.

Three or four of the following:

- BIO 2500. Ornithology (4 credits)
- BIO 3010. Entomology (4 credits)
- BIO 3050. Introductory Mycology (3 credits)
- BIO 3400. Plant Systematics (4 credits)
- BIO 3420. Pollution Ecology (3 credits)
- BIO 4100. Marine Biology (3 credits)

- BIO 4320. Conservation Biology (4 credits)
- ENV 2200. Field Botany (4 credits)
- ENV 2300. Field Zoology (4 credits)
- ENV 2400. Field Microbiology (4 credits)
- ENV 3100. Freshwater Ecosystems and Watershed Management (4 credits)

Core Total*: 86-87 Sem. Hrs.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Electives: 33-34 Sem. Hrs.

Total: 120 Sem. Hrs.

Biology, Molecular Biology Track, B.S.

Core of Required Courses

(for all degree programs in Biology)

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Biology Courses: 24 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)

- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Chemistry Requirements: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Mathematics Requirements: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)

- MAT 2100. Introduction to Statistics (3 credits)

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Biology Track (see below): 11-12 Sem. Hrs.

Molecular Biology Track: 11-12 Sem. Hrs.

Three of the following:

- BIO 3150. Microbiology (4 credits)
- BIO 3540. Plant Physiology (4 credits)
- BIO 3810. Immunology (3 credits)
- BIO 4130. Molecular Biology (4 credits)
- BIO 4610. Animal Physiology (4 credits)
- BTEC 3220. Biotechnology I (4 credits)
- BTEC 3230. Biotechnology II (4 credits)

Core Total*: 86-87 Sem. Hrs.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Electives: 33-34 Sem. Hrs.

Total: 120 Sem. Hrs.

Biology, No Track, B.S.

Core of Required Courses

(for all degree programs in Biology)

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Biology Courses: 24 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Chemistry Requirements: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Mathematics Requirements: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) or

- MAT 1090. Precalculus (4 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Biology Track (see below): 11-12 Sem. Hrs.

No Track: 11-12 Sem. Hrs.

- choose any 2000- or above-level courses with the BIO, ENV, or BTEC prefix

Core Total*: 86-87 Sem. Hrs.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Electives: 33-34 Sem. Hrs.

Total: 120 Sem. Hrs.

Biology, Zoology Track, B.S.

Core of Required Courses

(for all degree programs in Biology)

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)

- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Biology Courses: 24 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Chemistry Requirements: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Mathematics Requirements: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)

- MAT 2100. Introduction to Statistics (3 credits)

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Biology Track (see below): 11-12 Sem. Hrs.

Zoology Track: 11-12 Sem. Hrs.

Three of the following:

- BIO 2040. Vertebrate Zoology (3 credits)
- BIO 2050. Animal Behavior (3 credits)
- BIO 2500. Ornithology (4 credits)
- BIO 3010. Entomology (4 credits)
- BIO 3100. Invertebrate Zoology (4 credits)
- BIO 3190. Animal Parasitology (4 credits)
- BIO 4100. Marine Biology (3 credits)
- BIO 4610. Animal Physiology (4 credits)
- BIO 2300. Field Zoology (4 credits) or

- ENV 2300. Field Zoology (4 credits)

Core Total*: 86-87 Sem. Hrs.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. Additional requirements apply to specific programs.

Electives: 33-34 Sem. Hrs.

Total: 120 Sem. Hrs.

Biology: Agricultural Science Emphasis

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Biology and Environmental Science Requirements: 41 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 1040. Introduction to Animal Science (3 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 4010. Agriculture Internship (3 credits)
- ENV 2450. Principles of Sustainable Agriculture (4 credits)
- ENV 3200. Soils and Hydrology (4 credits)
- ENV 3250. Plant Cropping and Weed Management (3 credits)

- ENV 4200. Pest Management (4 credits)

Mathematics Requirements: 6-7 Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
  or
- MAT 1090. Precalculus (4 credits)
  and
- MAT 2100. Introduction to Statistics (3 credits)

Chemistry Requirements: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Agriculture Electives: 12 Sem. Hrs.

Choose any 12 hours from the list below.

- BIO 2010. Techniques in Horticulture (4 credits)
- BIO 2410. Principles of Animal Nutrition (3 credits)
- BIO 2420. Beekeeping (3 credits)
- BIO 3010. Entomology (4 credits)
- BIO 3020. Greenhouse Management (4 credits)
- BIO 3050. Introductory Mycology (3 credits)
- BIO 3190. Animal Parasitology (4 credits)
- BIO 3420. Pollution Ecology (3 credits)
- BIO 3540. Plant Physiology (4 credits)
- BIO 4320. Conservation Biology (4 credits)
- BIO 4510. Small Farming Systems (4 credits)
- BTEC 4300. Principles of Medical Biotechnology (3 credits)
- ECN 3080. Environmental Economics (3 credits)
- ENV 3100. Freshwater Ecosystems and Watershed Management (4 credits)
- ENV 4100. Environmental Laws and Regulations (3 credits)
- GGY 2700. Introduction to Geographic Information Science (4 credits)
- GGY 4040. Remote Sensing (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- GLY 2620. Environmental Geology (3 credits)
- SOC 2090. Social Problems in Modern Society (3 credits)

General Electives: 19-20 Sem. Hrs.

Recommend completing the 3 courses listed below for Entrepreneurship as 9 of the free elective credits.

- ENTR 2000. Innovation (3 credits)

- ENTR 2100. Growth and Sustainability (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)

Total: 120 Sem. Hrs.

Biology: Biomedical Emphasis, B.S.

Freshman Seminar and General Education: 45(33) Sem. Hrs.*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Biology: 36 Sem. Hrs.

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1000. Principles of Biology (3 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 2110. Anatomy and Physiology I (4 credits)
- BIO 2120. Anatomy and Physiology II (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3150. Microbiology (4 credits)
- BIO 3710. Cell Biology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 4610. Animal Physiology (4 credits)

Choose one from the following: 3-4 Sem. Hrs.

- BIO 3190. Animal Parasitology (4 credits)
- BIO 3200. Developmental Biology (3 credits)

- BIO 3750. Neurobiology (4 credits)
- BIO 3810. Immunology (3 credits)
- BTEC 4300. Principles of Medical Biotechnology (3 credits)

Chemistry: 20 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)

Mathematics: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2150. Calculus with Applications (4 credits)

Electives: 9-10 Sem. Hrs.

Total: 120 Sem. Hrs.

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements.

Biology: Pre-Physical Therapy Emphasis, B.S.

Freshman Seminar and General Education: 45 (32) Sem. Hrs.

- UNV 1000. Freshman Seminar (1 credit) : 1 Sem. Hr.
  General Education: 44 Sem. Hrs.
  See General Education Program for available options in each category.
- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)

Fine Art
Literature
History
Philosophy and Religion
Social Sciences
Natural Sciences
Mathematics
Physical Education
General Education Electives

Major Specific General Education Courses Required

- PSY 1010. Introductory Psychology (3 credits)
- SOC 1020. Introduction to Sociology (3 credits) or
- SOC 1050. Introduction to Cultural Anthropology (3 credits)

Mathematics: 10 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Chemistry: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Physics: 8 Sem.Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)

Biology: 28 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1020. General Zoology (4 credits)
- BIO 2110. Anatomy and Physiology I (4 credits)
- BIO 2120. Anatomy and Physiology II (4 credits)
- BIO 3040. Principles of Ecology (4 credits)

- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Biology Writing in the Discipline: 3 Sem.Hrs.

- BIO 4700. Reading and Writing in the Natural Sciences (3 credits) or another WD course

Pre-Physical Therapy Electives: 8-9 Sem. Hrs.

Choose one of the following:

- EXPH 4100. Biomechanics (3 credits)

or

- EXPH 4120. Exercise Physiology (3 credits) (recommended)

Choose one of the following:

- PSY 2050. Childhood and Adolescence (3 credits)

or

- PSY 2200. Behavior Modification (3 credits)

or

- PSY 2250. Health Psychology: Wellness and Health (3 credits)

or

- PSY 3050. Psychology of Adult Development and Aging (3 credits)

or

- PSY 3600. Abnormal Psychology (3 credits)

or

- PSY 4010. Biopsychology (3 credits)
- NUR 2010. Medical Terminology for Professional Nursing (3 credits) (recommended as third elective)

Biology Electives: 6-8 Sem. Hrs. - Choose 2 courses

- BIO 3150. Microbiology (4 credits)
- BIO 3810. Immunology (3 credits)
- BIO 4130. Molecular Biology (4 credits)
- BIO 4610. Animal Physiology (4 credits)

University Electives: 13-16 Sem. Hrs.

Total Hours: 120 Sem. Hrs.

Biology:Biotechnology Emphasis, B.S.

Freshman Seminar and General Education: 45 (32) Sem. Hrs.

- UNV 1000. Freshman Seminar (1 credit) : 1 Sem. Hr.

General Education: 44 Sem. Hrs.
See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)

Fine Art
Literature
History
Philosophy and Religion
Social Sciences
Natural Sciences
Mathematics
Physical Education
General Education Electives

Biology: 28 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3150. Microbiology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Biotechnology: 8-10 Sem. Hrs.

- BTEC 3220. Biotechnology I (4 credits)
- BTEC 4900. Internship/Co-op (3 credits)
- BTEC 3510. Bioprocessing (3 credits)

Chemistry: 8 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Biology Writing in the Discipline: 3 Sem. Hrs.

- BIO 4700. Reading and Writing in the Natural Sciences (3 credits) or another WD course

Biotechnology Emphasis Electives: 12-16 Sem. Hrs.

Pick any 4

- BIO 3200. Developmental Biology (3 credits)
- BIO 3810. Immunology (3 credits)
- BIO 4130. Molecular Biology (4 credits)

- BTEC 4300. Principles of Medical Biotechnology (3 credits)
- BTES 4xxx. Special Topics in Biotechnology (3 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)
- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)

Mathematics: 6-7 Sem. Hrs.

Pick any 2

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)
- MAT 2100. Introduction to Statistics (3 credits) or
- MAT 2150. Calculus with Applications (4 credits)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

University Electives: 16-23 Sem. Hrs.

Guided Electives for a minor in Business Administration: 18 Sem. Hrs.

- ACC 1020. Accounting for Non-Business Majors (3 credits) or
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- ECN 1000. Economics of Social Issues (3 credits)
- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits) or
- FIN 3100. Business Finance (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Total: 120 Sem. Hrs.

Environmental Science, B.S.

General Education*: 44(32) Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Courses:

Biology: 14 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits) *
  All biology or environmental science majors must earn a C or better in BIO 1000 before taking any course that requires this one as a prerequisite.
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3420. Pollution Ecology (3 credits) (WE)
- BIO 4320. Conservation Biology (4 credits) (WE)

Environmental Science: 19 Sem. Hrs.

- ENV 2200. Field Botany (4 credits)
- ENV 2300. Field Zoology (4 credits)
- ENV 3100. Freshwater Ecosystems and Watershed Management (4 credits)
- ENV 3200. Soils and Hydrology (4 credits)
- ENV 4900. Internship (3 credits)

Chemistry: 8 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits) *
- CHM 1310. General Chemistry II (3 credits)

Geology: 9-10 Sem. Hrs.

- Any 3 of the following courses:

- GLY 1150. Earth Science (3 credits)
- GGY 2500. Introduction to Cartography (3 credits)
- GGY 2700. Introduction to Geographic Information Science (4 credits)
- GLY 2260. Oceanography (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- GLY 2620. Environmental Geology (3 credits)
- GGY 4040. Remote Sensing (3 credits)

Math: 6 Sem. Hrs.

- MAT 1070. College Algebra (3 credits) * or
- MAT 1090. Precalculus (4 credits) *
- MAT 2100. Introduction to Statistics (3 credits)

Biology/Environmental Science degree electives**: 9-12 Sem. Hrs.

- ENV 2400. Field Microbiology (4 credits)
- ENV 4100. Environmental Laws and Regulations (3 credits)
- BIO 2500. Ornithology (4 credits)
- BIO 3010. Entomology (4 credits)
- BIO 3400. Plant Systematics (4 credits)
- BIO 4100. Marine Biology (3 credits)
- BIO 4220. Evolution (3 credits)
- BIO 4310. Biometrics (4 credits)

**Sustainable Agriculture Track (11 Sem. Hrs.)

- ENV 2450. Principles of Sustainable Agriculture (4 credits)
- ENV 3250. Plant Cropping and Weed Management (3 credits)
- ENV 4200. Pest Management (4 credits)

**These courses are required instead of the Environmental Science degree electives.

Electives: 15-19 Sem. Hrs.

Total: 120 Sem. Hrs.

*Courses marked with an asterisk are General Education courses, and their hours are counted as General Education hours.

Science Education, Biology (9-12) Concentration, B.S.

Bachelor of Science in Science Education (9-12, 6-9)

Coordinator: Mary Ash

Location: Department of Biology

Program Description

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Science Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Freshman Seminar and General Education: 45(33) Sem. Hrs.*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Courses

12 hours of General Education can count toward major requirements as long as students select according to the list below.

- BIO 1000. Principles of Biology (3 credits)
- MAT 1070. College Algebra (3 credits)
- MAT 1090. Precalculus (4 credits)
- CHM 1300. General Chemistry I (3 credits)
- GLY 1150. Earth Science (3 credits)
- PHY 1500. College Physics I (3 credits)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)

Biology (9-12) Concentration: 57 Sem. Hrs.

Biology

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 3040. Principles of Ecology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)
- BIO 4220. Evolution (3 credits)

Select one (min. of 3 hours):

- BIO 4310. Biometrics (4 credits)
- BIO 4990. Research in Biology (1-3 credits per semester)
- BIOS 3xxx. Special Topics in Biology (1-4 credits)

Math

- MAT 1070. College Algebra (3 credits) or
- MAT 1090. Precalculus (4 credits)

Chemistry

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Geology

- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)
- GLY 1250. Earth History (3 credits)
- GLYL 1250. Earth History Laboratory (1 credit)

Physics

- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 18 Sem. Hrs.

- SCE 3000. Early Experiences for Prospective Science Teachers (1 credit)
- SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (2 credits)
- SCE 4000. Teaching Science in the Secondary School (3 credits)
- SCE 4490. Internship in Science in Middle/Secondary Schools (9 credits)
- SCE 4750. Professional Seminar in Middle/Secondary Science (3 credits)

Total: 120 Sem. Hrs.

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education

courses is strongly recommended.

Science Education, Chemistry (9-12) Concentration, B.S.

Bachelor of Science in Science Education (9-12, 6-9)

Coordinator: Mary Ash

Location: Department of Biology

Program Description

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Science Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;

9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Freshman Seminar and General Education: 45(33) Sem. Hrs.*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Courses

12 hours of General Education can count toward major requirements as long as students select according to the list below.

- CHM 1300. General Chemistry I (3 credits)
- MAT 2210. Calculus I (4 credits)
- BIO 1000. Principles of Biology (3 credits)
- GLY 1150. Earth Science (3 credits)
- PHY 1500. College Physics I (3 credits)

Chemistry (9-12) Concentration: 57 Sem. Hrs.

Chemistry

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)

- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 3110. Biochemistry (3 credits)
- CHM 3980. Chemical Literature (2 credits)

Math

- MAT 2210. Calculus I (4 credits)

Biology

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits) or
- BIO 1020. General Zoology (4 credits)

Geology

- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)
- GLY 1250. Earth History (3 credits)
- GLYL 1250. Earth History Laboratory (1 credit)

Physics

- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 18 Sem. Hrs.

- SCE 3000. Early Experiences for Prospective Science Teachers (1 credit)
- SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (2 credits)
- SCE 4000. Teaching Science in the Secondary School (3 credits)
- SCE 4490. Internship in Science in Middle/Secondary Schools (9 credits)
- SCE 4750. Professional Seminar in Middle/Secondary Science (3 credits)

Total: 120 Sem. Hrs.

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

Science Education, Earth Science (9-12) Concentration, B.S.

Bachelor of Science in Science Education (9-12, 6-9)

Coordinator: Mary Ash

Location: Department of Biology

Program Description

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Science Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;

7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Freshman Seminar and General Education: 45(33) Sem. Hrs.*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Courses

12 hours of General Education can count toward major requirements as long as students select according to the list below.

- MAT 1090. Precalculus (4 credits)
  and three of the following:
- BIO 1000. Principles of Biology (3 credits)
- CHM 1300. General Chemistry I (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- PHS 1560. Astronomy (3 credits)
- PHY 1500. College Physics I (3 credits)

Earth Science (9-12) Concentration: 57 Sem. Hrs.

Geology

- GLY 1000. Physical Geology (3 credits)

- GLYL 1000. Physical Geology Laboratory (1 credit)
  or
- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)
  and all of the following:
- GLY 1250. Earth History (3 credits)
- GLYL 1250. Earth History Laboratory (1 credit)
- GLY 2260. Oceanography (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- GLY 2620. Environmental Geology (3 credits)
- GLY 3250. Paleontology (3 credits)

Math

- MAT 1090. Precalculus (4 credits)

Biology

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits) or
- BIO 1020. General Zoology (4 credits)

Chemistry

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Physics

- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)

Physical Science

- PHS 1560. Astronomy (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)

- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 18 Sem. Hrs.

- SCE 3000. Early Experiences for Prospective Science Teachers (1 credit)
- SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (2 credits)
- SCE 4000. Teaching Science in the Secondary School (3 credits)
- SCE 4490. Internship in Science in Middle/Secondary Schools (9 credits)
- SCE 4750. Professional Seminar in Middle/Secondary Science (3 credits)

Total: 120 Sem. Hrs.

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

Science Education, Middle Grades Science (6-9) Concentration, B.S.

Bachelor of Science in Science Education (9-12, 6-9)

Coordinator: Mary Ash

Location: Department of Biology

Program Description

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Science Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;
2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Freshman Seminar and General Education: 45(33) Sem. Hrs.*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Courses

12 hours of General Education can count toward major requirements as long as students select according to the list below.

- MAT 1070. College Algebra (3 credits)
  one of the following:
- BIO 1000. Principles of Biology (3 credits)
- BIO 1030. Basic Human Biology (3 credits)

- ENV 1100. Environmental Science (3 credits)

and two of the following:

- CHM 1300. General Chemistry I (3 credits)
- GLY 1150. Earth Science (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- PHS 1560. Astronomy (3 credits)
- PHY 1500. College Physics I (3 credits)

Middle Grades Science (6-9) Concentration: 57 Sem. Hrs.

Math

- MAT 1070. College Algebra (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)

Biology

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits)
- BIO 1030. Basic Human Biology (3 credits)
- BIO 3040. Principles of Ecology (4 credits)

Chemistry

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Environmental Science

- ENV 1100. Environmental Science (3 credits)

Geology

- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)
- GLY 1250. Earth History (3 credits)
- GLYL 1250. Earth History Laboratory (1 credit)
- GLY 2460. Weather and Climate (3 credits)
- GLY 3250. Paleontology (3 credits)

Physics

- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)

Physical Science

- PHS 1560. Astronomy (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 18 Sem. Hrs.

- SCE 3000. Early Experiences for Prospective Science Teachers (1 credit)
- SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (2 credits)
- SCE 3500. The Teaching of Science in the Middle Grades (6-9) (3 credits)
- SCE 4490. Internship in Science in Middle/Secondary Schools (9 credits)
- SCE 4750. Professional Seminar in Middle/Secondary Science (3 credits)

Total: 120 Sem. Hrs.

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

Science Education, Physics (9-12) Concentration, B.S.

Bachelor of Science in Science Education (9-12, 6-9)

Coordinator: Mary Ash

Location: Department of Biology

Program Description

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are

subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Science Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

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2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Freshman Seminar and General Education: 45(33) Sem. Hrs.*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)

- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Courses

12 hours of General Education can count toward major requirements as long as students select according to the list below.

- MAT 2210. Calculus I (4 credits)
  and three of the following:
- BIO 1000. Principles of Biology (3 credits)
- CHM 1300. General Chemistry I (3 credits)
- GLY 1150. Earth Science (3 credits)
- MAT 2220. Calculus II (4 credits)
- PHS 1560. Astronomy (3 credits)

Physics (9-12) Concentration: 57 Sem. Hrs.

1 hour is an elective

Physics

- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)
- PHY 2180. Optics (3 credits)
- PHY 2560. Modern Physics (4 credits)
- PHY 3000. Classical Mechanics (3 credits)
- PHY 3260. Heat and Temperature (3 credits)
- PHY 4200. Advanced Laboratory I (3 credits)

Math

- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

Biology

- BIO 1000. Principles of Biology (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1010. General Botany (4 credits) or
- BIO 1020. General Zoology (4 credits)

Chemistry

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1310. General Chemistry II (3 credits)
- CHM 1110. General Chemistry Laboratory II (1 credit)

Geology

- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)

Physical Science

- PHS 1560. Astronomy (3 credits)
- PHS 1570. Astronomy Laboratory (1 credit)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 18 Sem. Hrs.

- SCE 3000. Early Experiences for Prospective Science Teachers (1 credit)
- SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (2 credits)
- SCE 4000. Teaching Science in the Secondary School (3 credits)
- SCE 4490. Internship in Science in Middle/Secondary Schools (9 credits)
- SCE 4750. Professional Seminar in Middle/Secondary Science (3 credits)

Total: 120 Sem. Hrs.

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

Minor

Biology Minor

Requirements for a Minor in Biology:

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1000. Principles of Biology (3 credits)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- and any BIO or ENV courses above the 1000 level to bring the total to 18-20 total hours

Total: 18-20 Sem. Hrs.

Sustainable Agriculture Minor

Requirements for a Minor in Sustainable Agriculture:

Core Courses: 14 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- ENV 2450. Principles of Sustainable Agriculture (4 credits)
- ENV 3250. Plant Cropping and Weed Management (3 credits)
- ENV 4200. Pest Management (4 credits)

Elective Courses (select two): 6-8 Sem. Hrs.

- BIO 1010. General Botany (4 credits) (not BIO majors)
- BIO 3010. Entomology (4 credits)

- BIO 3040. Principles of Ecology (4 credits) or
- ENV 1100. Environmental Science (3 credits) (not BIO majors)

- BIO 3050. Introductory Mycology (3 credits)
- BIO 3420. Pollution Ecology (3 credits)
- ENV 4100. Environmental Laws and Regulations (3 credits)
- GLY 2620. Environmental Geology (3 credits) (prereq GLY 1000 or 1150)

Total: 20-22 Sem. Hrs.

Academic Concentration

Biology Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Biology Department offers an Academic Concentration of 26 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Biology:

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- BIO 1000. Principles of Biology (3 credits)
- BIO 1010. General Botany (4 credits)
- BIO 1020. General Zoology (4 credits)
- BIO 1030. Basic Human Biology (3 credits)
- and one additional **approved** upper-level biology course with a laboratory
- ENV 1100. Environmental Science (3 credits)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)

Total: 26 Sem. Hrs.

Courses: Biology

BIO 1000. Principles of Biology (3 credits)

This course is intended for biology majors and is required for the degree. This course is an introduction to modern and classical biology concepts. It introduces basic cellular function, genetics, evolution, and ecology. Lecture.

BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)

Introductory laboratory experiments in which basic principles of biology will be investigated. Laboratory. PREREQ: Enrollment in or credit for BIO 1000.

BIO 1010. General Botany (4 credits)

Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better

BIO 1020. General Zoology (4 credits)

Introductory coverage of the animal kingdom with emphasis on vertebrate systems, classification & survey of the animal phyla, and coverage of cellular respiration. Laboratory time will be spent on histology, anatomy, and a survey of phyla. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better

BIO 1030. Basic Human Biology (3 credits)

An elementary study of the human body in health and disease. This course relates fundamental knowledge about human anatomy and physiology to current issues. Questions such as how do birth control pills work? and what causes cancer? will be explored. Does not fulfill a BIO major elective and does not count in the calculation of the major GPA. Lecture.

BIO 1040. Introduction to Animal Science (3 credits)

A comprehensive overview of the anatomy and physiology of animals and the care and use of animals that live in close association with humans, including food animals, companion animals, and zoo animals. Animal management, production, breeding, genetics, nutrition, and human interactions with animals from a social and economic perspective will be discussed. Three hours lecture.

BIO 1060. Exploring Life's Diversity (3 credits)

A survey of the Kingdoms of living organisms to include an introduction to the theory of evolution and evidence for evolution, and an introduction to the fundamental principles of ecology. This course is designed to meet the natural science, general education requirement for students not majoring in biology. Does not fulfill a BIO major elective and does not count in the calculation of the major GPA. Lecture.

BIO 2010. Techniques in Horticulture (4 credits)

Students will receive a survey of the basic biology of plants (anatomy, morphology, physiology, and life cycle), environmental sciences, (water, light, temperature, soil, atmosphere, nutrient elements) and biotic factors (pests) that impact the growth, development, productivity, and aesthetic value of horticultural crops (fruits, vegetables, and ornamental crops). All plant related topics are grounded first in fundamental scientific basics and progress through the exploration of scientific impacts in horticulture. The course involves lectures, labs, writing, and discussion. Lecture and laboratory.

BIO 2040. Vertebrate Zoology (3 credits)

The biology of several classes of vertebrate animals, both living and extinct, with emphasis on their diversity, evolution, morphology, physiology, and behavior. Lecture. PREREQ: BIO 1000 with a C or better, BIO 1020.

BIO 2050. Animal Behavior (3 credits)

A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Lecture. PREREQ: BIO 1000 with a C or better , BIO 1020.

BIO 2110. Anatomy and Physiology I (4 credits)

A course covering the structure and function of certain organ systems of the human body. This is the first of a two-semester sequence in human anatomy and physiology. Topics to be covered include: an introduction to anatomy and physiology, the language of anatomy, homeostasis, histology and the integumentary, skeletal, muscular and nervous systems. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better

BIO 2120. Anatomy and Physiology II (4 credits)

A course covering the structure and function of certain organ systems of the human body. The second in a two-semester sequence of courses in human anatomy and physiology. Systems covered include the circulatory, immune, lymphatic, respiratory, digestive, excretory, and reproductive systems. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better. BIO 2110 is recommended but not required.

BIO 2200. Field Botany (4 credits)

An introduction to the theory and practice of field botany, with emphasis placed on higher plants. Topics covered will include basic taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and a general treatment of the plant communities of North Carolina. Lecture and Laboratory.

BIO 2300. Field Zoology (4 credits)

An introduction to the theory and practice of field zoology, with emphasis on vertebrates. Topics covered will include basic identification and taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and mathematical modeling. Lecture and Laboratory.

BIO 2400. Field Microbiology (4 credits)

This course is an introduction to the microbial diversity of ecosystems. It includes field collection, identification, and digital imaging of live samples. Emphasis will be placed on organisms that are important in ecosystem function and include those that serve as indicators of water quality or environmental health. Protists will be emphasized. Lecture and Field Laboratory.

BIO 2410. Principles of Animal Nutrition (3 credits)

This course focuses on digestive anatomy of various species and the classes of nutrients including their digestion, use, and sources. Nutrient requirements and feeding standards for various classes of livestock for reproduction, lactation, growth, work, and maintenance are included as well as companion animals, exotics, and aquatics. Feed requirements, feed laws, feed additives, and labeling requirements are also discussed. Attention will also be given to characteristics of common feedstuffs and to formulating rations and nutritional programs for animal enterprise. Lecture. PREREQ: BIO 1000 with a C or better. Recommended prerequisites: CHM 1300, CHM 1100, CHM 1310, CHM 1110

BIO 2420. Beekeeping (3 credits)

This course is designed to provide practical knowledge and field experience for anyone Interested in keeping honeybees. Honeybee biology and behavior, pollinator conservation, hive care and maintenance, pathogens and parasites, queen rearing, and honey production will be discussed in this course. No prior beekeeping experience is required. Three hours lecture/field experience. PREREQ: BIO 1000 with a C or better.

BIO 2500. Ornithology (4 credits)

This course is designed to familiarize students with the major groupings of birds, basics of flight, adaptations, behavior, and birding "hot spots" in North Carolina. Emphasis will be placed on field identification techniques and habitat associations. Lecture and Laboratory.

BIO 3010. Entomology (4 credits)

An introduction to the study of insects which emphasizes the classification, morphology, physiology, ecology, behavior, and importance of insects. Approximately one week will be devoted to spiders. A small collection with identification is required. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better.

BIO 3020. Greenhouse Management (4 credits)

Covers structural and mechanical aspects of the greenhouse environment. Compares greenhouse systems with regard to styles, frames, covers, benches, mechanical controls, lighting, irrigation, and fertilization. Focuses on management practices in production greenhouses. Covers irrigation and fertilization practices that result in high quality plant material. Considers regulation of light and temperature to achieve desired plant growth. Emphasizes growth regulation, production scheduling, and shipping and handling. Examines the wholesale and retail nursery industry in North Carolina. Lecture and Lab. PREREQ: BIO 1000 with a C or better, MAT 1070

BIO 3025. Natural History of Costa Rica (3 credits)

An introduction to different ecosystems within Costa Rica. Students participate in field trips and excursions to study first-hand the biological complexities of the tropics. Students will experience cultural aspects of Costa Rica, discuss Costa Rica's conservation ethic and the impact of humans on the environment. Offered in the summer of odd numbered years; students spend two full weeks in Costa Rica.

BIO 3040. Principles of Ecology (4 credits)

An analysis of the interactions of organisms with each other and the physical environment. Ecological process is examined at individual, community, and ecosystem levels. The basic kinds of ecosystems are surveyed. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better.

BIO 3050. Introductory Mycology (3 credits)

An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Special emphasis will be given to those that are animal or plant pathogens. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 1010.

BIO 3100. Invertebrate Zoology (4 credits)

A survey of the major invertebrate phyla emphasizing classification, morphology, natural history, evolution, and behavior. At least one Saturday coastal field trip is required. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 1020.

BIO 3150. Microbiology (4 credits)

The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to bacteria. Microbial diseases, immunity and the role of microorganisms in human affairs are also emphasized. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better.

BIO 3180. Principles of Genetics (4 credits)

An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. PREREQ: BIO 1000 with a C or better and MAT 1070 or MAT 1090.

BIO 3190. Animal Parasitology (4 credits)

An introduction to the biology of parasites emphasizing classification, morphology, life history, pathology, treatment, ecology and evolution. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 1020.

BIO 3200. Developmental Biology (3 credits)

A course on the classical, genetic, and molecular analysis of embryonic development with lab. Its purpose is to offer a blend of classical and modem topics, which are organized in three parts: 1. The natural sequence of developmental stages from gametogenesis and fertilization to histogenesis; 2. The differential gene expression; and 3. a series of core topics including pattern formation, sex determination, hormonal control, and growth. Examples are picked as they serve best to illustrate the general points to be made. Mammals or other vertebrates will be preferred whenever possible because we have a natural interest in their development.

BIO 3400. Plant Systematics (4 credits)

An introduction to systematic botany and plant community ecology. The course emphasizes identification of the local flora as well as the recognition and characteristics of plant communities found in North Carolina. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better and BIO 1010 or ENV 2200.

BIO 3420. Pollution Ecology (3 credits)

An introduction to the sources, nature, transformations, and distribution of pollutants within biological and ecological systems, with emphasis on how those systems are affected. Emphasis will be placed on those aspects of chemistry, physiology, and ecology most useful for practitioners in the field of environmental science. Content will draw on general and specific pollution sources and events. Lecture. PREREQ: CHM 1300 recommended.

BIO 3540. Plant Physiology (4 credits)

A study of the physiological activities in plants such as water relations, metabolism, plant growth hormones, as well as growth, development, and environmental adaptations. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 1010.

BIO 3700. Science Communication and Research Methods (1 credit)

A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Lecture. PREREQ: BIO 1000 with a C or better, Consent of Instructor.

BIO 3710. Cell Biology (4 credits)

A study of cellular ultrastructure, molecular organization, and physiology. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, CHM 1300, CHM 1310. Recommended: CHM 2500, CHM 2510.

BIO 3750. Neurobiology (4 credits)

This course covers the fundamentals of neurobiology, the cellular basis of nervous system function, the characteristics and functions of neurons, and the various ways signals are relayed within the nervous system. We examine how neurons receive, integrate and transmit information and how groups of neurons produce both simple and complex behaviors. The cellular and molecular basis of sensory and motor systems, plasticity, development and learning will be analyzed, with emphasis on the relationship of cellular and physiological processes to human behavior. The laboratory/discussion section will include dissection of preserved brains, basic laboratory techniques in neuroscience, and analysis and discussion of relevant portions of the recent scientific literature. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 1020.

BIO 3810. Immunology (3 credits)

The biology and molecular events underlying the immune response and its relationship to the activities and strategies of foreign invaders (both infectious and non-infectious). Applied immunology including biotechnology and diagnostic tools is also presented. Lecture. PREREQ: BIO 1000 with a C or better, CHM 1310.

BIO 4010. Agriculture Internship (3 credits)

A course designed to give students an opportunity to obtain first-hand experience working with an agricultural entity (farm, agro-business, farmers markets, etc.) This course is graded as Pass/Fail. PREREQ: Departmental approval.

BIO 4100. Marine Biology (3 credits)

A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef, mangrove, and other marine communities, ocean currents, and physical and geological factors. The course includes two weeks of on-campus study followed by one week of field work at the Bermuda Institute of Oceanic Sciences (BIOS). There are additional costs involved in the Bermuda trip. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better.

BIO 4130. Molecular Biology (4 credits)

A laboratory-oriented course intended to introduce students to both basic and advanced concepts of molecular biology. Students will be introduced to the theory and practical uses of instrumentation and procedures currently used to analyze nucleic acids and proteins including, but not limited to, gene cloning, macromolecule isolation, PCR, electrophoresis, and hybridization/blotting techniques. Other advanced topics introduced in lecture and/or lab may include microarrays, DNA sequencing, RNAi, cell culture, and bioinformatics. PREREQ: BIO-OLD 3180 .

BIO 4140. Biogeography (3 credits)

The principles of biogeography will be discussed in light of current understanding of geology, geography and evolutionary biology. Biogeographic processes are examined at individual, community and ecosystem levels. The effects of a changing earth on species distribution and extinction will be assessed. Causes of modern and historical distributions of taxa will be examined. Lecture. PREREQ: BIO 1000 with a C or better.

BIO 4220. Evolution (3 credits)

An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, selection, competition, and origin of species are considered. Lecture. PREREQ: BIO 1000 with a C or better.

BIO 4310. Biometrics (4 credits)

This course covers the nature of the scientific method, hypothesis formulation, experimental protocols, and hypothesis testing. An emphasis is placed on the concepts of experimental design in biological systems, and on current methods of standard data analysis. During the semester, students will design a research project, collect data, analyze this data in an appropriate way, and write a research paper that conforms to standards of current biological journals. The course is recommended for students planning a research career in biology. Student understanding of basic statistics and familiarity with microcomputer data bases and word processing programs are assumed. Lecture. PREREQ: BIO 1000 with a C or better.

BIO 4320. Conservation Biology (4 credits)

The science of conserving the Earth's biodiversity. This course will examine mankind's impact on species, populations, and habitats. The role of government and the private sector in conservation will be discussed. Emphasis will be placed on defining the problems and identifying scientific solutions, based on ecological principles and case studies. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 1010 or ENV 2200, BIO 1020 or ENV 2300.

BIO 4510. Small Farming Systems (4 credits)

Students will learn the agricultural production systems associated with small farms, including crop production and livestock management. The course will address animal and plant crop integration strategies integral to the success of small farms including; crop rotation, pest management, and soil regenerative techniques. The course requires the synthesis of a small farm management plan with regard to product identification, marketing, livestock integration, and crop production. Lecture and laboratory. PREREQ: BIO 1000 with a C or better, MAT 1070

BIO 4610. Animal Physiology (4 credits)

Physiological principles study as they occur throughout the animal kingdom with special emphasis on mammals. A detailed study of the mechanisms involved in the maintenance of the homeostatic condition. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better, BIO 2110, and BIO 2120 required; CHN 2500, CHM 2510, and BIO 3710 recommended.

BIO 4700. Reading and Writing in the Natural Sciences (3 credits)

This course will utilize science books, essays, and journal articles intended for various audiences to provide practice in reading and thinking critically about the connections among various disciplines of science. The skill of writing will be addressed as a process with a chance for multiple drafts and peer review. This course is intended for senior majors in the Natural Sciences. Does not fulfill a BIO elective.

BIO 4950. Biology Seminar (1 credit per semester, repeatable up to 4 credits)

A seminar series in which current biology research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. A maximum of 4 credit hours can count towards biology electives. Lecture. (repeatable up to 4 credits) PREREQ: BIO 1000 with a C or better, or Consent of Instructor.

BIO 4990. Research in Biology (1-3 credits per semester)

The course is designed to provide the students with an experience in conducting scientific research in an area of biological interest. The purpose of the course it to learn how to design and conduct a scientific study, to collect, analyze, and interpret data, and to communicate research findings. Students should discuss research projects and course expectations with mentoring faculty members and obtain their permission for course enrollment prior to registration. Faculty reserve the right to allow or disallow student registration depending on project feasibility, faculty workload, or student potential. Students can register for a limit of 12 credits within a degree plan. A maximum of 4 credit hours can count towards biology electives. (repeatable up to 12 credits) PREREQ: Consent of mentoring faculty member.

BIOS 3xxx. Special Topics in Biology (1-4 credits)

A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward licensure. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. Lecture. PREREQ: BIO 1000 with a C or better.

Biotechnology

BTEC 3220. Biotechnology I (4 credits)

A laboratory-oriented course with lecture and laboratory components. Its purpose is to familiarize students with DNA science techniques in biotechnology and with scientific write-up of laboratory reports and to encourage their interest in graduate research and careers in this area. The course is open to Biology and Chemistry majors and is especially recommended to students that want to gain laboratory experience and dexterity before taking other higher level required courses. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better.

BTEC 3230. Biotechnology II (4 credits)

A laboratory-oriented course to familiarize students with more advanced techniques in biotechnology, molecular genetics, and cell biology. The lecture portion of the course will cover concepts on which the techniques are based along with current and future applications. Students will gain experience with tissue and cell cultures, will learn techniques not covered in other required biology courses, and will become familiar with scientific write-up of laboratory reports. Lecture and Laboratory. PREREQ: BTEC 3220.

BTEC 3510. Bioprocessing (3 credits)

A laboratory intensive course designed to train students in selected aspects of fermentation for the production of biochemicals and macromolecules. Students will learn theory and practical application for important techniques in projects related to fermentation and bioconversion. PREREQ: BIO 3150 or BIO 3710 and CHM 3110.

BTEC 3610. Bioseparations Technology (3 credits)

A laboratory intensive course designed to train students in selected aspects of the separation and downstream processing of biomolecules. The specific objectives include the application of: (1) product recovery methods, (2) product purification technology to biomanufacturing. The technologies will be explored in view of bench scale, pilot and commercial scale processes. PREREQ: CHM 2510.

BTEC 4300. Principles of Medical Biotechnology (3 credits)

A broad overview of methods, strategies, and applications used in medical biotechnology with emphasis on therapeutic concepts including discovery of target molecules, disease models, and testing of pharmaceutical agents. Will also cover analytical methods as applied to experimental design, drug safety, and the analysis of data. FDA drug regulation, product development, and patient procedures will also be covered. Lecture. PREREQ: BIO 1000 with a C or better and CHM 1310.

BTEC 4900. Internship/Co-op (3 credits)

A course designed to give students first-hand experience working with a biotechnology host organization. Internships are arranged on an individual basis and must involve supervision by both the host organization's staff and the Biotechnology Program Director or Coordinator. Three hours of academic credit will be awarded for a minimum of 320 contact hours (8 weeks at 40 hours per week) of work with the host organization. Pass/Fail grading. PREREQ: Consent of the Biotechnology Program Director or Coordinator.

BTES 4xxx. Special Topics in Biotechnology (3 credits)

A course designed to offer special and advanced topics in Biotechnology. PREREQ: Consent of the instructor. Title and topic will vary from year to year

Environmental Science

ENV 1100. Environmental Science (3 credits)

A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the environment, and techniques and policies by which resources could be intelligently managed. Does not fulfill a BIO major elective and does not count in the calculation of the major GPA. Lecture.

ENV 2200. Field Botany (4 credits)

An introduction to the theory and practice of field botany, with emphasis placed on higher plants. Topics covered will include basic taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and a general treatment of the plant communities of North Carolina. Lecture and Laboratory.

ENV 2300. Field Zoology (4 credits)

An introduction to the theory and practice of field zoology, with emphasis on vertebrates. Topics covered will include basic identification and taxonomy, collection of field data, monitoring of the physical environment, census/sampling techniques, physiological and population ecology, and mathematical modeling. Lecture and Laboratory.

ENV 2400. Field Microbiology (4 credits)

This course is an introduction to the microbial diversity of ecosystems. It includes field collection, identification, and digital imaging of live samples. Emphasis will be placed on organisms that are important in ecosystem function and include those that serve as indicators of water quality or environmental health. Protists will be emphasized. Lecture and Field Laboratory. PREREQ: BIO 1000 with a C or better

ENV 2450. Principles of Sustainable Agriculture (4 credits)

This course will explore the characteristics of a sustainable food system. It will discuss the challenges of balancing food production with preservation of ecological resources and promoting integrated livable communities. Case studies will be used to analyze integrated farming systems that illustrate multiple concepts of sustainable agriculture. The associated lab will include visits to local farms, food distribution centers, and films. PREREQ: BIO 1000 with a C or better or permission of instructor.

ENV 3100. Freshwater Ecosystems and Watershed Management (4 credits)

An introduction to the ecology of ponds, lakes, streams, and rivers. Topics covered include plant and animal communities, abiotic factors affecting these communities, water chemistry, sampling/monitoring techniques, and management strategies for aquatic ecosystems and adjacent watersheds. Lecture and Laboratory. PREREQ: BIO 3040

ENV 3200. Soils and Hydrology (4 credits)

An overview of soil physical properties, chemical properties, and hydrology. Topics covered include the formation, structure, and description of soils, soil water and the hydrologic cycle, and the modeling of soil systems. Lecture and Laboratory.

ENV 3250. Plant Cropping and Weed Management (3 credits)

This course will explore the differences between crops and cropping, cropping seasons, plant growth and development, and principles of sustainable weed management for croplands. It will define and discuss the different agronomic/field crops and the concepts of multiple cropping and intercropping as a sustainable method to maintain nutrient levels in the soil while increasing crop yield. Concurrently, it will emphasize sustainable cropping systems that prevent weed problems, rather than using quick-fix approaches. Alternatives to conventional tillage systems, including allelopathy, intercropping, crop rotations, and a weed-free cropping design. PREREQ: BIO 1000 with a C or better OR permission of instructor

ENV 4100. Environmental Laws and Regulations (3 credits)

An overview of major federal and state environmental legislation. Topics covered will include agriculture, air and water pollution, hazardous waste, wetlands, endangered species, multiple use management, the governmental agencies responsible for administering/enforcing these laws, and private environmental organizations that affect policy decisions. Lecture.

ENV 4200. Pest Management (4 credits)

A practical course in the biology, recognition, and management of common insect, fungal, and other pests of crops and livestock. Emphasis will be on how to reduce disease pressure through knowledge of pest life cycles and preventative measures. Management strategies will focus on sustainable practices, integrated pest management, and biocontrol. PREREQ: BIO 1000 with a C or better or permission of instructor.

ENV 4900. Internship (3 credits)

A course designed to give students an opportunity to obtain first-hand experience working with an environmental agency. This course is graded as Pass/Fail. PREREQ: Departmental approval.

Science Education

SCE 3000. Early Experiences for Prospective Science Teachers (1 credit)

An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area.

SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (2 credits)

An introduction to the role of the laboratory in science teaching including research on laboratory use in K-12 schools, safety and liability issues, inquiry-based activities, and the planning and evaluation of laboratory lessons. A minimum of 16 clock hours of directed field experiences in actual classroom settings and 16 clock hours of seminar class instruction. PREREQ: SCE 3000 and at least 16 semester hours of science credits.

SCE 3500. The Teaching of Science in the Middle Grades (6-9) (3 credits)

Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. PREREQ: SCE 3000.

SCE 4000. Teaching Science in the Secondary School (3 credits)

Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. PREREQ: SCE 3000, SCE 3010.

SCE 4490. Internship in Science in Middle/Secondary Schools (9 credits)

Provides continuous full-time teaching experiences in an off-campus public school setting. Pass/Fail grading. PREREQ: SCE 4000.

SCE 4750. Professional Seminar in Middle/Secondary Science (3 credits)

A seminar designed to parallel the full semester student teaching experience (SCE 4490). Emphasis will be placed on the appropriate application of methods of teaching and assessment in a clinical setting. Topics will include the proper use of instructional materials, classroom management, participation in the reflective teaching process, professionalism, and required Teacher Education assessments. PREREQ: Admission to Professional Semester.

Department of Chemistry and Physics

Chair: Sivanadane Mandjiny

Faculty: Jose J. D'Arruda[1], Ben A. Bahr[2], William D. Brandon[3], Rebecca Bullard-Dillard, Thomas A. Dooling[4], Paul A. Flowers, Leonard D. Holmes, Benjamin J. Killian, Mark McClure, Quinton Rice, Felicia Scott, Steven Singletary, Rachel B. Smith, Meredith L. Storms, Roland Stout, Cornelia Tirla, Sailaja Vallabha

[1]Pembroke Professor
[2]William C. Friday Distinguished Professor of Molecular Biology and Biochemistry

[3]Pre-Engineering/'3+2' Program Coordinator
[4]Physics Coordinator

The Chemistry and Physics Department offers a Bachelor of Science degree in Chemistry, a Bachelor of Science degree in Applied Physics, and a Bachelor of Science degree in Biotechnology (in conjunction with the Department of Biology).. The Chemistry program is approved by the American Chemical Society and offers specializations within the B.S. degree program in the following areas: (1) Professional, (2) Environmental, (3) Biotechnology, (4) Pre-Health Professions, (5) Pre-Pharmacy, and (6) Forensic Chemistry. Students completing these programs have been successful at entering professional schools, gaining employment in government and industry, and pursuing graduate studies in chemistry.

The Chemistry and Physics Department also offers a pre-engineering program. This two-year program prepares students for entry into an engineering program at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

The Department cooperates with the Biology Department in offering required chemistry and physics courses for the B.S. in Science Education.

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Chemistry and Physics Department offers an Academic Concentration in Physics.

Major

Applied Physics, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)

- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements

Physics: 32 Sem. Hrs.

- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)
- PHY 2180. Optics (3 credits)
- PHY 2560. Modern Physics (4 credits)
- PHY 3000. Classical Mechanics (3 credits)
- PHY 3200. Electricity and Magnetism (3 credits)
- PHY 3260. Heat and Temperature (3 credits)
- PHY 3560. Modern Electronics (3 credits)
- PHY 4200. Advanced Laboratory I (3 credits)
- PHY 4990. Independent Study (1-3 credits)

Chemistry: 8 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)

Computer Science: 3 Sem. Hrs.

- CSC 2050. Introduction to Programming-C/C++ (3 credits)

Math: 18 Sem. Hrs.

- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3310. Calculus III (4 credits)
- MAT 3320. Differential Equations (3 credits)

Electives: 24 Sem. Hrs.

(total elective hours dependent on distribution of General Education courses)

Total: 120 Sem. Hrs.

Chemistry, Analytical, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)
  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

Analytical (CANL)

Biology: 1 Sem. Hrs.

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)

Chemistry: 14 Sem. Hrs.

- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)
- CHM 4270. Instrumental Analysis (4 credits)

and six hours of

- CHM 3990. Research in Chemistry (1-3 credits) *
- CHM 4800. Internship in Chemistry (1-4 credits) * and/or
- CHM 4990. Independent Study in Chemistry (1-3 credits) *

Physics: 15 Sem. Hrs.

- PHY 2180. Optics (3 credits)
- PHY 2210. Hardware and Software Concepts (3 credits)
- PHY 3560. Modern Electronics (3 credits)
- PHY 4200. Advanced Laboratory I (3 credits) *
- PHY 4210. Advanced Laboratory II (3 credits) *

Electives (any area): 2(4) Sem. Hrs.

Note:

*must include department chair and academic advisor-approved analytical chemistry focus

Total: 120 Sem. Hrs.

Chemistry, Biotechnology, B.S.

The biotechnology track is designed primarily for students who wish to work in research and development at biotechnology companies. However, this track also provides training for work as a laboratory technician in university or medical research labs, or for graduate school in biochemistry, molecular and cellular biology. Since Biotechnology companies strongly encourage undergraduates to acquire research experience our Department offers a variety opportunities for undergraduate research.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)

- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)
  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 34(36) Sem. Hrs.

Biotechnology (CTEC)

Biology: 4 Sem. Hrs.

- BIO 3150. Microbiology (4 credits)

Biotechnology: 6 Sem. Hrs.

- BTEC 3510. Bioprocessing (3 credits)
- BTEC 4300. Principles of Medical Biotechnology (3 credits)

Chemistry: 10 Sem. Hrs.

- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)
- CHM 3210. Biochemistry II (3 credits)
- CHM 3240. DNA Analysis Laboratory (1 credit)
- CHM 3990. Research in Chemistry (1-3 credits)

Electives: 14(16) Sem. Hrs.

- BTEC 3220. Biotechnology I (4 credits)
- BTEC 3610. Bioseparations Technology (3 credits)
- BIO 3710. Cell Biology (4 credits)
- CHM 4270. Instrumental Analysis (4 credits)

Total: 122 Sem. Hrs.

*Twelve hours of General Education courses are listed separately above as specific core requirements.

Chemistry, Environmental, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)
  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

Environmental (CENV)

Chemistry: 12 Sem. Hrs.

- CHM 2300. Basic Environmental Chemistry (4 credits)
- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)
- CHM 4270. Instrumental Analysis (4 credits)

Environmental Science: 3 Sem. Hrs.

- ENV 1100. Environmental Science (3 credits)

Geology: 6 Sem. Hrs.

- GLY 1150. Earth Science (3 credits)
- GLY 2620. Environmental Geology (3 credits)

Geology Laboratory: 1 Sem. Hrs.

- GLYL 1150. Earth Science Laboratory (1 credit)

Electives: 10(12) Sem. Hrs.

Removed 2 hours of electives

Total: 120 Sem. Hrs.

Chemistry, Forensic, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)

  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

Forensic (CFOR)

Biology Laboratory: 1 Sem. Hrs.

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)

Chemistry: 16 Sem. Hrs.

- CHM 3110. Biochemistry (3 credits)

- CHM 3120. Experimental Methods in Biochemistry (1 credit)
- CHM 3210. Biochemistry II (3 credits)
- CHM 3240. DNA Analysis Laboratory (1 credit)
- CHM 4200. Forensic Chemistry (4 credits)
- CHM 4270. Instrumental Analysis (4 credits)

Criminal Justice: 12 Sem. Hrs.

- CRJ 2000. Introduction to Criminal Justice (3 credits)
- CRJ 2100. Police in Society (3 credits)
- CRJ 3000. Criminal Law (3 credits)
- CRJ 3150. Criminal Investigation (3 credits)

Electives (any area): 3(5) Sem. Hrs.

Removed 2 hours of electives

Total: 120 Sem. Hrs.

Chemistry, General, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)

  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

General (CHM)

- CHM 4270. Instrumental Analysis (4 credits)

Electives (any area): 28(30) Sem. Hrs.

Removed 2 hours of electives.

Total: 120 Sem. Hrs.

Chemistry, Pre-Health Professions, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)
  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

Pre-Health Professions (CMED)

Chemistry: 4 Sem. Hrs.

- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)

Biology: 24 Sem. Hrs.

- BIO 1020. General Zoology (4 credits)
- BIO 2110. Anatomy and Physiology I (4 credits)
- BIO 2120. Anatomy and Physiology II (4 credits)
- BIO 3150. Microbiology (4 credits)
- BIO 3180. Principles of Genetics (4 credits)
- BIO 3710. Cell Biology (4 credits)

Biology Laboratory: 1 Sem. Hrs.

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)

Electives: 3(5) Sem. Hrs.

Total: 120 Sem. Hrs.

Chemistry, Pre-Pharmacy, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)

- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)
  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

Pre-Pharmacy (PHMC)

Biology: 4 Sem. Hrs.

One of these:

- BIO 2110. Anatomy and Physiology I (4 credits)
- BIO 2120. Anatomy and Physiology II (4 credits)
- BIO 3150. Microbiology (4 credits)

Biology Laboratory: 1 Sem. Hrs.

- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)

Chemistry: 4 Sem. Hrs.

- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)

First year curriculum in approved Pharm. D. program: 23 Sem. Hrs.

Removed 3 hours from Pharm D Program

Electives (any area): 0 (1) Sem. Hrs.

Total: 120 Sem. Hrs.

Chemistry, Professional, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Core Major Requirements*

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Chemistry: 30 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)
- CHM 2260. Elementary Inorganic Chemistry (4 credits)
- CHM 2270. Analytical Chemistry (4 credits)
- CHM 2500. Organic Chemistry I (3 credits)
- CHM 2520. Organic Chemistry Laboratory I (1 credit)
- CHM 2510. Organic Chemistry II (3 credits)
- CHM 2530. Organic Chemistry Laboratory II (1 credit)
- CHM 3980. Chemical Literature (2 credits)
- CHM 4100. Physical Chemistry I (4 credits)

Physics: 8 Sem. Hrs.

- PHY 1500. College Physics I (3 credits)
- PHY 1510. College Physics II (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1570. College Physics Lab II (1 credit)
  or
- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Math: 14(12) Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits) (or equivalent MAT 1090)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

B.S. in Chemistry Track Option Course Requirements: 32 (34) Sem. Hrs.

Professional (CHEM)

Chemistry: 20 Sem. Hrs.

- CHM 3110. Biochemistry (3 credits)
- CHM 3120. Experimental Methods in Biochemistry (1 credit)
- CHM 3990. Research in Chemistry (1-3 credits) (4 credits)
- CHM 4110. Physical Chemistry II (4 credits)
- CHM 4260. Advanced Inorganic Chemistry (4 credits)
- CHM 4270. Instrumental Analysis (4 credits)

Physics

(the 2000-level sequence noted in the core requirements is required for this track)

Electives (any area): 12 (14) Sem. Hrs.

Removed 2 hours of electives

Total: 120 Sem. Hrs.

Dual Degree (3+2) Program at UNCP and NCSU

In this Dual Degree program, also known as a 3+2, students complete the requirements for a bachelor's degree in Applied Physics at the University of North Carolina Pembroke followed by a bachelor's degree in engineering at North Carolina State University. Students who enter this program may choose to major in Mechanical Engineering or Electrical Engineering at

NCSU.

The program consists of three years at UNCP and two years at the NCSU engineering school. Students who wish to enter the program should have completed a minimum mathematics level of pre-calculus before entering UNCP, since Calculus 1 and Calculus 2 must be taken in the freshman year. By the end of the junior year at UNCP, the student must have completed all of the General Education and Major Requirements for UNCP's Bachelor of Science in Applied Physics (see program requirements listed earlier in this catalog). The cooperative program is very intensive, and it will be necessary for the student to take certain required courses during the summer or at the NCSU engineering school. Both degrees (Bachelor of Science in Applied Physics and Bachelor of Science in Engineering) are awarded at the end of the five-year period. The Department of Chemistry and Physics has designed a three-year schedule of study. The student must follow this schedule exactly to retain membership in the cooperative engineering program at UNCP and to guarantee admission to the NCSU engineering school. The student must also maintain a 2.5 cumulative grade point average and a 3.0 grade point average in mathematics and science courses.

At the beginning of the spring semester of the junior year, the student must submit to the program coordinator, Dr. Jose D'Arruda, an application for admission to NCSU engineering school. Official transcripts must also be forwarded at this time. Students who choose to exit the program may remain at UNCP in their chosen major.

During the UNCP freshman orientation, a special session is held for the 3+ 2 Dual Degree program in engineering. All students interested in the program are expected to attend this session.

Minor

Physics Minor

Requirements for a Minor in Physics:

A minor in Physics is available to all undergraduates and requires the following:

- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)
- and 10 additional hours in Physics selected from the course above the 1000 level.

Note:

The Chemistry and Physics Department has Co-op programs available. For more information, see Chemistry and Physics Department Chair.

Academic Concentration

Physics Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers an Academic Concentration of 24 hours in Physics. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Physics

- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)
- PHY 1510. College Physics II (3 credits)
- PHY 1570. College Physics Lab II (1 credit)
- PHY 2180. Optics (3 credits)
- PHY 2560. Modern Physics (4 credits)
- PHY 3000. Classical Mechanics (3 credits)
- PHY 3200. Electricity and Magnetism (3 credits)
- PHY 3260. Heat and Temperature (3 credits)

Total: 24 Sem. Hrs.

Pre-Professional

Pre-Engineering

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Freshman Seminar: 1 Sem. Hr.

General Education Requirements: 18 Sem. Hrs.

Major Requirements

Chemistry: 8 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1300. General Chemistry I (3 credits)
- CHM 1310. General Chemistry II (3 credits)

Physics: 8 Sem. Hrs.

- PHY 2000. University Physics I (3 credits)
- PHY 2010. University Physics II (3 credits)
- PHY 2060. University Physics Laboratory I (1 credit)
- PHY 2070. University Physics Laboratory II (1 credit)

Mathematics: 18 Sem. Hrs.

- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3310. Calculus III (4 credits)
- MAT 3320. Differential Equations (3 credits)

Computer Science: 3 Sem. Hrs.

- CSC 2050. Introduction to Programming-C/C++ (3 credits)

Engineering: 8 Sem. Hrs.

- EGR 2000. Engineering Statics (3 credits)
- EGR 2010. Engineering Dynamics (3 credits)
- EGR 2050. Engineering Graphics (2 credits)

Total: 64 Sem. Hrs.

Courses: Chemistry

CHM 1100. General Chemistry Laboratory I (1 credit)

Laboratory exercises correlated with topics of Chemistry 1300. PREREQ: Enrollment in or completion of CHM 1300.

CHM 1110. General Chemistry Laboratory II (1 credit)

Laboratory exercises correlated with topics of Chemistry 1310. PREREQ: CHM 1100 and enrollment in or completion of CHM 1310.

CHM 1120. Chemistry for Health Sciences Laboratory I (1 credit)

Laboratory exercises correlated with topics of Chemistry 1400. PREREQ: Enrollment in or completion of CHM 1400.

CHM 1130. Chemistry for Health Sciences Laboratory II (1 credit)

Laboratory exercises correlated with topics of Chemistry 1410. PREREQ: CHM 1120 and enrollment in or completion of

CHM 1410.

CHM 1300. General Chemistry I (3 credits)

Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, chemical periodicity, thermochemistry, and gases. PREREQ: Completion of or enrollment in MAT 1070, 1080, 1090, 1180, 2100, 2110, 2150, 2210, 2220, or 2300.

CHM 1310. General Chemistry II (3 credits)

Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. PREREQ: C- or better in Chemistry CHM 1300.

CHM 1400. Chemistry for Health Sciences I (3 credits)

A broad survey of general chemistry topics relevant to the allied health fields, including composition, structure and properties of matter, equilibrium, and acids and bases. This course is intended for students interested in allied health specializations and may not serve as a prerequisite for upper level chemistry courses.

CHM 1410. Chemistry for Health Sciences II (3 credits)

A broad survey of organic and biochemical topics relevant to the allied health fields, including compound classes, major reactions, and metabolism. This course is intended for students interested in allied health specializations and may not serve as prerequisite for upper level chemistry courses. PREREQ: CHM 1400.

CHM 1990. Introduction to Research in Chemistry (1 credit)

Intended for a student's first research experience, this course involves close faculty supervision and guidance on literature and laboratory work directed towards a common research objective. A detailed laboratory notebook will be maintained and submitted to the supervising faculty member at the conclusion of the course. Pass/Fail grading. PREREQ: Consent of Department Chair.

CHM 2260. Elementary Inorganic Chemistry (4 credits)

Fundamental principles of inorganic chemistry, including coordination and nuclear chemistry, will be examined through a study of the descriptive chemistry of metallic and nonmetallic elements. Laboratories will involve the preparation and characterization of technologically important chemical substances. PREREQ: CHM 1310, CHM 1110.

CHM 2270. Analytical Chemistry (4 credits)

The principles and techniques of classical and simple instrumental methods of chemical analysis will be examined with an emphasis on quality assurance and method validation concepts. Laboratories will involve the use of these analytical techniques in the determination of substances in a variety of sample matrices. PREREQ: CHM 1310, CHM 1110.

CHM 2300. Basic Environmental Chemistry (4 credits)

A study of chemical processes of the earth's lithosphere, hydrosphere and atmosphere, emphasizing environmental issues associated with human activity. Laboratory projects will include the collection, processing, and analysis of soil, water, and air

samples. PREREQ: CHM 1310, CHM 1110.

CHM 2500. Organic Chemistry I (3 credits)

The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. Students are advised to take this course concurrently with CHM 2520. PREREQ: CHM 1310.

CHM 2510. Organic Chemistry II (3 credits)

A continuation of .CHM 2500 Students are advised to take this course concurrently with CHM 2530. PREREQ: CHM 2500.

CHM 2520. Organic Chemistry Laboratory I (1 credit)

Laboratory exercises correlated with Chemistry 2500. Students are advised to take this course concurrently with CHM 2500. PREREQ: CHM 1110. PREREQ/COREQ: CHM 2500

CHM 2530. Organic Chemistry Laboratory II (1 credit)

Laboratory exercises correlated with Chemistry 2510. Students are advised to take this course concurrently with CHM 2510. PREREQ: CHM 2520 PREREQ/COREQ: CHM 2510

CHM 3110. Biochemistry (3 credits)

A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. PREREQ: One semester of Organic Chemistry.

CHM 3120. Experimental Methods in Biochemistry (1 credit)

A student laboratory that deals with the experimental methods used in biochemistry. PREREQ: Enrollment in, or completion of, CHM 3110.

CHM 3210. Biochemistry II (3 credits)

A continuation and more thorough treatment of biochemical principles considered in CHM 3110. Topics include (1) enzyme mechanisms (2) bioenergetics and metabolism (3) biological membranes (4) regulation of gene expression. PREREQ: CHM 3110.

CHM 3240. DNA Analysis Laboratory (1 credit)

A student laboratory involving experiments focused on the isolation, manipulation, and analysis of DNA from various sources. PREREQ: Enrollment in, or completion of, CHM 3210.

CHM 3520. Organic Chemistry III (3 credits)

A study of organic chemistry emphasizing the major spectroscopic methods, including NMR, IR, UV/Visible, and mass spectrometry, and how data from these sources are used to determine the molecular structure of organic compounds. Laboratory projects are included. PREREQ: Consent of instructor and concurrent registration in either CHM 3990 or CHM 4990 for 1-3 semester hours.

CHM 3980. Chemical Literature (2 credits)

Introduction to methodology of researching topics in the chemical literature and to the writing conventions used in the chemical literature. PREREQ: Enrollment restricted to chemistry majors having completed at least 16 semester hours of CHM coursework.

CHM 3990. Research in Chemistry (1-3 credits)

This course involves student research on projects supervised by departmental faculty. Both laboratory and literature research are typically included, and a detailed lab notebook and formal report of results will be submitted to the supervising faculty member at the conclusion of the course. Pass/Fail grading. (repeatable for up to 6 credits) PREREQ: Completion of or enrollment in at least one 2000-level chemistry lab course and consent of Department Chair.

CHM 4100. Physical Chemistry I (4 credits)

A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. Included is a student laboratory that deals with experimental methods used in physical chemistry. PREREQ: MAT 2210 and MAT 2220, either PHY 1500 or PHY 2000, and at least 16 hours of CHM coursework at or above the 2000 level and CHM 3980.

CHM 4110. Physical Chemistry II (4 credits)

A continuation of CHM 4100. Included is a student laboratory that deals with experimental methods used in physical chemistry. PREREQ: CHM 4100.

CHM 4200. Forensic Chemistry (4 credits)

An examination of chemical theories and practices related to the analysis of physical evidence in criminal investigations. Included laboratory work will emphasize the use of analytical instrumentation commonly encountered in modern crime labs. PREREQ: CHM 2270 and CHM 3110.

CHM 4260. Advanced Inorganic Chemistry (4 credits)

The bonding, structure, and reactions of inorganic substances will be explored through applications of appropriate physico-chemical theories. Laboratory projects are included which employ a variety of instrumental methods to examine thermodynamic and kinetic properties of inorganic systems. PREREQ: CHM 2260, CHM 4100.

CHM 4270. Instrumental Analysis (4 credits)

Advanced topics related to instrumental methods of chemical analysis will be examined. Laboratory projects will focus on the finer points of data acquisition, analysis, and evaluation. PREREQ: CHM 2270, CHM 4100; PHY 1510/PHY 1570 or PHY 2010/PHY 2070.

CHM 4800. Internship in Chemistry (1-4 credits)

Experiential learning through work with an external agency. Internships are arranged on an individual basis and must involve chemistry-related work and supervision by both the agency's staff and a University faculty member. An internship application must be approved by the Department Chair prior to registration. Academic credit will be awarded at a maximum rate of 1 semester hour for each 40 clock hours of work with the agency. Pass/Fail grading. PREREQ: 24 semester hours of CHM

course work and consent of the Department Chair.

CHM 4990. Independent Study in Chemistry (1-3 credits)

Individual study in advanced areas of chemistry. Offered for chemistry majors only. PREREQ: Consent of Department Chair.

CHMS 44xx.. Special Topics in Chemistry (1-3 credits)

Advanced class study in selected areas of chemistry. PREREQ: Consent of the Instructor.

CHMS 49xx.. Seminar (1 credit)

A seminar series in which current research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. (repeatable up to 4 credits) PREREQ: Consent of instructor.

Biotechnology

BTEC 3220. Biotechnology I (4 credits)

A laboratory-oriented course with lecture and laboratory components. Its purpose is to familiarize students with DNA science techniques in biotechnology and with scientific write-up of laboratory reports and to encourage their interest in graduate research and careers in this area. The course is open to Biology and Chemistry majors and is especially recommended to students that want to gain laboratory experience and dexterity before taking other higher level required courses. Lecture and Laboratory. PREREQ: BIO 1000 with a C or better.

BTEC 3230. Biotechnology II (4 credits)

A laboratory-oriented course to familiarize students with more advanced techniques in biotechnology, molecular genetics, and cell biology. The lecture portion of the course will cover concepts on which the techniques are based along with current and future applications. Students will gain experience with tissue and cell cultures, will learn techniques not covered in other required biology courses, and will become familiar with scientific write-up of laboratory reports. Lecture and Laboratory. PREREQ: BTEC 3220.

BTEC 3510. Bioprocessing (3 credits)

A laboratory intensive course designed to train students in selected aspects of fermentation for the production of biochemicals and macromolecules. Students will learn theory and practical application for important techniques in projects related to fermentation and bioconversion. PREREQ: BIO 3150 or BIO 3710 and CHM 3110.

BTEC 3610. Bioseparations Technology (3 credits)

A laboratory intensive course designed to train students in selected aspects of the separation and downstream processing of biomolecules. The specific objectives include the application of: (1) product recovery methods, (2) product purification technology to biomanufacturing. The technologies will be explored in view of bench scale, pilot and commercial scale processes. PREREQ: CHM 2510.

BTEC 4300. Principles of Medical Biotechnology (3 credits)

A broad overview of methods, strategies, and applications used in medical biotechnology with emphasis on therapeutic concepts including discovery of target molecules, disease models, and testing of pharmaceutical agents. Will also cover analytical methods as applied to experimental design, drug safety, and the analysis of data. FDA drug regulation, product development, and patient procedures will also be covered. Lecture. PREREQ: BIO 1000 with a C or better and CHM 1310.

BTEC 4900. Internship/Co-op (3 credits)

A course designed to give students first-hand experience working with a biotechnology host organization. Internships are arranged on an individual basis and must involve supervision by both the host organization's staff and the Biotechnology Program Director or Coordinator. Three hours of academic credit will be awarded for a minimum of 320 contact hours (8 weeks at 40 hours per week) of work with the host organization. Pass/Fail grading. PREREQ: Consent of the Biotechnology Program Director or Coordinator.

BTES 4xxx. Special Topics in Biotechnology (3 credits)

A course designed to offer special and advanced topics in Biotechnology. PREREQ: Consent of the instructor. Title and topic will vary from year to year

Engineering

EGR 2000. Engineering Statics (3 credits)

The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. PREREQ/COREQ: PHY 2000, MAT 2210.

EGR 2010. Engineering Dynamics (3 credits)

The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. PREREQ: EGR 2000.

EGR 2050. Engineering Graphics (2 credits)

Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory)

Physical Science

PHS 1080. Physical Science Laboratory I (1 credit)

Laboratory activities designed to parallel and reinforce the concepts presented in PHS 1100 and PHS 1110. PREREQ: Enrollment in or completion of PHS 1100 or equivalent.

PHS 1090. Physical Science Laboratory II (1 credit)

Laboratory activities designed to parallel and reinforce the concepts presented in PHS 1100 and PHS 1110. PREREQ: Enrollment in or completion of PHS 1100 or equivalent.

PHS 1100. Physical Science I (3 credits)

Intended for the non-science major, these courses serve as an introduction to fundamental concepts in chemistry and physics.

PHS 1110. Physical Science II (3 credits)

Intended for the non-science major, these courses serve as an introduction to fundamental concepts in chemistry and physics. PREREQ: PHS 1100 or equivalent.

PHS 1140. Physics of Music (3 credits)

This course examines the creation, characteristics, hearing, and reproduction of sound in general and of music specifically. Students will also design, construct, and demonstrate their own instruments.

PHS 1160. Exploring Man's Energy Choices (3 credits)

A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each.

PHS 1560. Astronomy (3 credits)

A study of all matter and energy in the universe, emphasizing the concentration of this matter and energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars.

PHS 1570. Astronomy Laboratory (1 credit)

Astronomical observations and principles of experimentation, includes knowledge of the sky and its motions, optics, star and galaxy properties both with real physical experiments and computer simulations. Hands-on laboratory, usually held in the evenings so the heavens can be observed on clear nights. This course is often taken simultaneously with PHS 1560. PREREQ: Enrollment in or completion of PHS 1560.

PHS 2460. Weather and Climate (3 credits)

Crosslisted: (GGY 2460, GLY 2460)
Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data.

Physics

PHY 1000. Elementary Physics I (3 credits)

In an essentially descriptive fashion this course describes the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others.

PHY 1010. Elementary Physics II (3 credits)

In the fashion of PHY 1010, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). PREREQ: It is helpful (but not required) to have taken PHY

1000 as background for this course.

PHY 1200. Science and Computing (2 credits)

A broad survey of topics related to the role computers play in science. No special knowledge is required of the student as the course is meant as an introduction to anyone interested in how computers are used in the field of science. Topics will include design and function of the PC, data collection and analysis, the Internet, Fortran programming, and basic word processing.

PHY 1500. College Physics I (3 credits)

A treatment of the subject matter of general physics (listed, in part, under 1000, 1010) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see PHY 2000, PHY 2010). PREREQ: MAT 1070, 1090, 2210, or 2220.

PHY 1510. College Physics II (3 credits)

A treatment of the subject matter of general physics (listed, in part, under PHY 1000, PHY 1010) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see PHY 2000, PHY 2010). PREREQ: Completion of PHY 1500.

PHY 1560. College Physics Lab I (1 credit)

A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. PREREQ: Enrollment in or completion of PHY 1000 or PHY 1500.

PHY 1570. College Physics Lab II (1 credit)

A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. PREREQ: Enrollment in or completion of PHY 1010 or PHY 1510.

PHY 2000. University Physics I (3 credits)

A study of Classical Newtonian mechanics with an emphasis on Newton's three laws of motion. This calculus-based course describes the nature of motion, forces, energy, momentum, collisions, rotation, gravitation, sound, and heat. A beginning course expected in such curricula as pre-engineering, physics, etc. PREREQ/COREQ: MAT 2210.

PHY 2010. University Physics II (3 credits)

A calculus-based study of electricity, magnetism, optics, relativity, quantum and nuclear physics. A beginning course expected in such curricula as pre-engineering, physics, etc. PREREQ: PHY 2000.

PHY 2060. University Physics Laboratory I (1 credit)

A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. PREREQ: Enrollment in or completion of PHY 2000.

PHY 2070. University Physics Laboratory II (1 credit)

A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. PREREQ: Enrollment in or completion of PHY 2010.

PHY 2180. Optics (3 credits)

Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. PREREQ: PHY 1010, PHY 1510, or PHY 2010.

PHY 2210. Hardware and Software Concepts (3 credits)

Introductory class exploring the role of computers in contemporary physics. Topics of discussion include hardware architecture, basic concepts in programming, and the application of existing software to classical problems. PREREQ: CSC 2050, PHY 2000.

PHY 2560. Modern Physics (4 credits)

A survey of 20th century physics including the fundamental ideas underlying special relativity and quantum mechanics. Includes a mandatory three-hour weekly laboratory. PREREQ: PHY 1010, PHY 1510, or PHY 2010.

PHY 2600. Astrophysics (3 credits)

An introduction to a range of astrophysical topics with an emphasis on the physical processes involved. Examples of such topics are the discovery of planets and the possibility of life around other stars, stellar formation and structure, supernovae, galactic dynamics and dark matter, theory of relativity and black holes, cosmology, and dark energy. PREREQ: PHS 1560, PHY 2000.

PHY 2880. Methods of Computational Science (3 credits)

An overview of the methods common to computational science. Topics to include numerical differentiation and integration, Monte Carlo techniques, and how to use higher level programs, e.g. Maple, Mathematica, or Gaussian. Students will also be introduced to computing on a supercomputer with projects to be completed via the North Carolina Super Computer Center (NCSC). PREREQ: PHY 2210.

PHY 3000. Classical Mechanics (3 credits)

Mechanics of particles and system of particles. Solution of problems in Newtonian Mechanics, one dimensional motion, linear, damped, and driven oscillations; two particle collisions, introduction to Lagrangian and Hamiltonian Dynamics. Central force motion. PREREQ: PHY 1500 or PHY 2000 and a working knowledge of calculus.

PHY 3200. Electricity and Magnetism (3 credits)

Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. PREREQ: PHY 1010, PHY 1510, or PHY 2010 and working knowledge of calculus.

PHY 3210. Electricity and Magnetism (3 credits)

Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. PREREQ: PHY 3200.

PHY 3260. Heat and Temperature (3 credits)

Heat and its effects; heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. PREREQ: PHY 1000, PHY 1500, or PHY 2000 and a working knowledge of calculus.

PHY 3360. Mathematical Physics (3 credits)

Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality. Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, functions spaces as vector spaces, and elements of the theory of distributions. PREREQ: A working knowledge of calculus.

PHY 3410. Biophysics (3 credits)

Physics applied to biological phenomena, particularly from the point of view of molecular systems and processes. PREREQ: Two semesters of physics, a semester of biology and organic chemistry.

PHY 3560. Modern Electronics (3 credits)

An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. PREREQ: PHY 1500 or PHY 1510 or PHY 2010 or equivalent.

PHY 3880. Advanced Computational Physics (3 credits)

A project driven course in which the student will use various computational approaches to solve standard and/or modern problems in physics. Techniques will include C++ programming, Fortran programming, and advanced applications of software packages such as Maple, Mathematica, or Gaussian. PREREQ: PHY 2880.

PHY 3900. Computational Research in Physics (3 credits)

Requirements for this course include the completion of one or more computationally oriented research projects. Topics will be chosen from current interest across the broad spectrum of contemporary physics. PREREQ: PHY 3880.

PHY 4000. Quantum Mechanics (3 credits)

Generalized eigenvalue problems, angular momentum, spin, the hydrogen atom, and perturbation theory with selected applications from atomic, solid state, and nuclear physics. PREREQ: PHY 2560 and a working knowledge of calculus.

PHY 4200. Advanced Laboratory I (3 credits)

Modern physics experiments available from several areas. Choices include: atomic physics, NMR, nuclear physics, radio astronomy, optics and spectroscopy. PREREQ: Consent of Instructor.

PHY 4210. Advanced Laboratory II (3 credits)

Modern physics experiments available from several areas. Choices include: atomic physics, NMR, nuclear physics, radio astronomy, optics and spectroscopy. PREREQ: Consent of Instructor.

PHY 4990. Independent Study (1-3 credits)

Independent study with departmental faculty member. PREREQ: Consent of Department Chair and Instructor.

PHYS 4xxx. Special Topics (1-3 credits)

Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. PREREQ: PHY 1010, PHY 1510, or PHY 2010; MAT 2220.

Department of English, Theatre, and Foreign Languages

Chair: Wendy P. Miller

Faculty: Nikki Agee, Hannah Baggott Anderson, Michael J. Berntsen, Juan Bobadilla, Corey Brittain, Youngsuk Chae, Polina Chemishanova[3,10], Danielle Chilcote[6], Aaron Cole, Teagan E. Decker[8], Elise Dixon[5], Jonathan W. Drahos[4], Michele Fazio, Virginia Garnett, Peter Grimes[11], Anita R. Guynn, Laura Hakala, Holden Hansen, Steven Hedgpeth, Karen Helgeson, Brian Scott Hicks, Eun Hee Jeon, Deana Johnson[2], Brigitte Knight, Roger A. Ladd[7], Zachary Laminack, Ana Cecilia Lara[9], Autumn Lauzon, Walter E. Lewallen, Milagros López-Fred, Natalie Love, Abigail Mann, Cynthia Miecznikowski, Michelle Nettle, Sara Oswald, Catherine Parisian, Krystin Santos, Melissa Schaub[1], Robin L. Snead, Joseph Sweet, Jenny Teague, Charles Tita, David Underwood, Richard R. Vela, Eric Voecks, Amy Williams, Samantha Wilson

[1]Assistant Chair

[2]Director of College Opportunity Program (COP)

[3]Director of Composition

[4]Director of Theatre

[5]Director of University Writing Center

[6]Coordinator of Undergraduate English Education

[7]Director of Graduate Program in English Education

[8]Interim Dean, Maynor Honors College

[9]Director of Foreign Languages/Spanish Licensure

[10]Director of Writing Intensive Program

[11]Editor, *Pembroke Magazine*

The Department of English, Theatre, and Foreign Languages educates students and serves the region and the academy through teaching and research in the liberal arts. The Department cultivates insightful readers, articulate writers and speakers, expressive performers, and critical thinkers. Department faculty work to improve literacy, to develop innovative pedagogy, to enhance and showcase creative work, and to expand and transmit disciplinary knowledge.

Through sustained development of students' critical thinking, reading, and writing, the General Education composition sequence lays the foundation for future success. Offerings in literature, foreign languages, and performance broaden and enrich students' perspectives. Graduates of our programs become successful as professionals, graduate students, citizens, leaders, and life-long learners in a diverse global community.

The Department offers majors in English, Spanish, and Theatre and related minors and concentrations. Undergraduate majors prepare students for North Carolina Teacher Licensure in Secondary English, Middle Grades Language Arts 6-9, Spanish K-12, and add-on licensure in English as a Second Language. Graduate Programs in English prepare students for advanced licensure and other professional endeavors.

The Department offers distinctive, realistically conceived, and well-executed programs for (1) the English major; (2) the student seeking North Carolina Teacher Licensure in English, Secondary Education 9-12 (program approved by NCTE), Middle Grades Language Arts Education 6-9, Spanish Licensure K-12, or ESL Add-On Licensure; (3) the Theatre major; (4) the Spanish major; (5) the General Education student, served by a strong Composition program and a wide choice of courses; (6) the Education major seeking an academic concentration in English, Spanish, or Teaching English as a Second Language (TESL); (7) the student majoring in another subject who wishes to develop a minor in an area of English, foreign languages, or theatre or simply to choose an elective or two; and (8) the in-service teacher, or college graduate with a background in English or a related discipline, seeking post-graduate work in English Education. The Department recognizes that each program has a distinctive philosophy and specific objectives, which are made clear to students involved in each program.

The Department office offers information about advisement and screening procedures for English majors, teacher licensure candidates in English and Spanish, Spanish majors, and Theatre majors. Also available is information about the academic concentrations in English, Spanish, and TESL and minors in Creative Writing, English, French, Literature, Spanish, TESOL,

Theatre, and Professional Writing. These are offered to all students enrolled at the University.

Pembroke Magazine, housed in the Department and founded in 1969 by the late Norman Macleod while he was at UNC Pembroke, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers.

The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

The Department recommends that all of its majors study a foreign language; six semester hours (or equivalent competency) are required for English majors.

A grade of C (2.0) in ENG 1050 (Composition I) is prerequisite to all literature and language courses at the 2000 level and above except for THE 2500 (Introduction to Theatre). All full-time students enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both ENG 1050 and ENG 1060.

Major

English, Literary Studies Emphasis, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

B.A. in English Core Courses: 12 Sem. Hrs.

- ENG 2230. American Literature Before 1865 (3 credits) or
- ENG 2240. American Literature Since 1865 (3 credits)

- ENG 2470. British Literature Before 1790 (3 credits) or
- ENG 2480. British Literature After 1790 (3 credits)

- ENG 3040. Principles of Literary Study (3 credits)

- ENGS 4xxx. Seminar in Literature (3 credits)

Literary Studies Emphasis: 27-33 Sem. Hrs.

Core Requirements: 6-12 Sem. Hrs.

- ENG 2050. World Literature Before 1660 (3 credits) or
- ENG 2060. World Literature After 1660 (3 credits)

- ENG 4570. Shakespeare (3 credits)
- Competency in a foreign language

Writing and Rhetoric: 3 Sem. Hrs.

- ENG 2990. Writing Center Theory and Practice (3 credits)
- ENG 3070. Professional Editing (3 credits)
- ENG 3570. History of Rhetoric (3 credits)
- ENG 3580. Professional Writing (3 credits)
- ENG 3650. Writing in Digital Environments (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- ENG 3720. Civic Writing (3 credits)
- ENG 4210. Grant Writing (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENGS 4090-4129. Special Topics in Composition and Rhetoric (3 credits)

Literary Studies Coursework: 18 Sem. Hrs.

no more than one of the following:

- ENG 2010. Southern Literature (3 credits)
- ENG 2020. Contemporary Literature (3 credits)
- ENG 2080. Women's Literature (3 credits)
- ENG 2090. Literature and Film (3 credits)
- ENG 2100. African American Literature (3 credits)
- ENG 2180. Asian American Literature (3 credits)
- ENG 2190. Latino Literature (3 credits)
- ENG 2200. Native American Literature (3 credits)
- ENG 2410. Environmental Literature (3 credits)

at least 4 courses (12 hours) of the following:

- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)

- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)
- ENG 3440. The Native American Novel (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 3900. Study Abroad (3 credits)
- ENG 4020. Literary Criticism (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)
  (cannot duplicate)

no more than two of the following:

- ENG 3250. Language in Society (3 credits)
- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3710. English Grammar (3 credits)

- ENG 4230. Special Topics in American English (3 credits) or
- ENG 4240. Special Topics in American English (3 credits)

- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)

no more than one of the following:

- ENG 3740. Writing Poetry II (3 credits)
- ENG 3750. Writing Fiction II (3 credits)
- ENG 3760. Writing Creative Nonfiction II (3 credits)

General Electives*: 30-36 Sem. Hrs.

Total: 120 Sem. Hrs.

English, Middle Grades Language Arts (6-9) Emphasis, B.A.

Coordinator: Danielle Chilcote

Location: Department of English, Theatre, and Foreign Languages

Program Description

The program of study in English with Middle Grades Language Arts (6-9) emphasis consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

This program is one of 12 teacher education programs offered at UNCP. English majors with Middle Grades Language Arts (6-9) emphasis are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The English with Middle Grades Language Arts (6-9) emphasis program is accredited by the National Council of Teachers of English, the National Council for Accreditation of Teacher Education (NCATE), and the NC State Board of Education.

Program Standards:

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

Freshman Seminar and General Education: 45 (42) Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)

- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

B.A. in English Core Courses: 12 Sem. Hrs.

- ENG 2230. American Literature Before 1865 (3 credits) or
- ENG 2240. American Literature Since 1865 (3 credits)

- ENG 2470. British Literature Before 1790 (3 credits) or
- ENG 2480. British Literature After 1790 (3 credits)

- ENG 3040. Principles of Literary Study (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

Middle Grades Language Arts Emphasis: 18 Sem. Hrs.

required:

- ENG 3460. Aspects of the English Language (3 credits)

one of the following courses:

- ENG 2010. Southern Literature (3 credits)
- ENG 2020. Contemporary Literature (3 credits)
- ENG 2050. World Literature Before 1660 (3 credits)
- ENG 2060. World Literature After 1660 (3 credits)
- ENG 2080. Women's Literature (3 credits)
- ENG 2090. Literature and Film (3 credits)
- ENG 2100. African American Literature (3 credits)
- ENG 2180. Asian American Literature (3 credits)
- ENG 2190. Latino Literature (3 credits)
- ENG 2200. Native American Literature (3 credits)
- ENG 2410. Environmental Literature (3 credits)

any three or four of the following courses:

- ENG 3100. The Harlem Renaissance (3 credits)

- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)
- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)
- ENG 3440. The Native American Novel (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 4570. Shakespeare (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

no more than one of the following courses:

- ENG 2990. Writing Center Theory and Practice (3 credits)
- ENG 3070. Professional Editing (3 credits)
- ENG 3570. History of Rhetoric (3 credits)
- ENG 3580. Professional Writing (3 credits)
- ENG 3650. Writing in Digital Environments (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- ENG 3720. Civic Writing (3 credits)
- ENG 4210. Grant Writing (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENGS 4090-4129. Special Topics in Composition and Rhetoric (3 credits)

Professional Studies Core: 15 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- EDN 3400. Philosophy and Curriculum of Middle Grade (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 21 Sem. Hrs.

- EED 3840. Literature and Reading for Adolescents (6-12): Methods and Materials (3 credits) (spring only)
- EED 3890. The Teaching of Writing and Speech (6-12): Methods and Materials (3 credits) (fall only)

- CSC 4050. Current Topics in Computers in Education (3 credits) (after EED 3840)

- and the courses below in the semester of student teaching:
- EED 4490. Internship for English/Language Arts in Secondary/Middle Schools (9 credits) (spring only)
- EED 4750. Professional Seminar in Secondary/Middle Grades English/Language Arts (3 credits) (spring only)

General Electives*: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

English, Professional Writing Emphasis, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

B.A. in English Core Courses: 12 Sem. Hrs.

- ENG 2230. American Literature Before 1865 (3 credits) or
- ENG 2240. American Literature Since 1865 (3 credits)

- ENG 2470. British Literature Before 1790 (3 credits) or
- ENG 2480. British Literature After 1790 (3 credits)

- ENG 3040. Principles of Literary Study (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

Professional Writing Emphasis: 27-33 Sem. Hrs.

Core Requirements: 6-12 Sem. Hrs.

- ENG 2050. World Literature Before 1660 (3 credits) or
- ENG 2060. World Literature After 1660 (3 credits)

- ENG 4570. Shakespeare (3 credits)
- Competency in a foreign language

Literature: 3 Sem. Hrs.

- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)
- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)
- ENG 3440. The Native American Novel (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 3900. Study Abroad (3 credits)
- ENG 4020. Literary Criticism (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

Professional Writing Coursework: 18 Sem. Hrs.

required:

- ENG 3580. Professional Writing (3 credits)

at least 4 courses (12 hours) of the following:

- ENG 2990. Writing Center Theory and Practice (3 credits)
- ENG 3070. Professional Editing (3 credits)
- ENG 3570. History of Rhetoric (3 credits)
- ENG 3650. Writing in Digital Environments (3 credits)
- ENG 3700. Advanced Composition (3 credits)

- ENG 3720. Civic Writing (3 credits)
- ENG 4210. Grant Writing (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENG 4990. Professional Internship (3 credits)
- ENGS 4090-4129. Special Topics in Composition and Rhetoric (3 credits)
- PRE 3450. Publication Design (3 credits)

no more than one of the following:

- ENG 3740. Writing Poetry II (3 credits)
- ENG 3750. Writing Fiction II (3 credits)
- ENG 3760. Writing Creative Nonfiction II (3 credits)

no more than one of the following:

- ENG 3250. Language in Society (3 credits)
- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 4230. Special Topics in American English (3 credits)
- ENG 4240. Special Topics in American English (3 credits)
- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)

General Electives*: 30-36 Sem. Hrs.

Total: 120 Sem. Hrs.

English, Secondary Education (9-12) Emphasis, B.A.

Coordinator: Danielle Chilcote

Location: Department of English, Theatre, and Foreign Languages

Program Description

The program of study in English with Secondary Education (9-12) emphasis consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

This program is one of 12 teacher education programs offered at UNCP. English majors with Secondary Education (9-12) emphasis are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The English with Secondary Education (9-12) emphasis program is accredited by the National Council of Teachers of English, the National Council for Accreditation of Teacher Education (NCATE), and the NC State Board of Education.

Program Standards:

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

Freshman Seminar and General Education: 45(36)

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

B.A. in English Core Courses: 12 Sem. Hrs.

- ENG 2230. American Literature Before 1865 (3 credits) or
- ENG 2240. American Literature Since 1865 (3 credits)

- ENG 2470. British Literature Before 1790 (3 credits) or
- ENG 2480. British Literature After 1790 (3 credits)

- ENG 3040. Principles of Literary Study (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

Secondary Education Emphasis: 21-27 Sem. Hrs.

Content Knowledge Core Requirements: 9-15 Sem. Hrs.

- ENG 2050. World Literature Before 1660 (3 credits) or
- ENG 2060. World Literature After 1660 (3 credits)

- ENG 3460. Aspects of the English Language (3 credits)
- ENG 4570. Shakespeare (3 credits)
- competency in a foreign language at the 1320 course level

Content Knowledge Electives: 12 Sem. Hrs.

no more than one of the following courses:

- ENG 2010. Southern Literature (3 credits)
- ENG 2020. Contemporary Literature (3 credits)
- ENG 2080. Women's Literature (3 credits)
- ENG 2090. Literature and Film (3 credits)
- ENG 2100. African American Literature (3 credits)
- ENG 2180. Asian American Literature (3 credits)
- ENG 2190. Latino Literature (3 credits)
- ENG 2200. Native American Literature (3 credits)
- ENG 2410. Environmental Literature (3 credits)

any of the following courses:

- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)
- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)

- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)
- ENG 3440. The Native American Novel (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 4020. Literary Criticism (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

no more than one of the following courses:

- ENG 2990. Writing Center Theory and Practice (3 credits)
- ENG 3070. Professional Editing (3 credits)
- ENG 3570. History of Rhetoric (3 credits)
- ENG 3580. Professional Writing (3 credits)
- ENG 3650. Writing in Digital Environments (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- ENG 3720. Civic Writing (3 credits)
- ENG 4210. Grant Writing (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENGS 4090-4129. Special Topics in Composition and Rhetoric (3 credits)

no more than one of the following courses:

- ENG 3740. Writing Poetry II (3 credits)
- ENG 3750. Writing Fiction II (3 credits)
- ENG 3760. Writing Creative Nonfiction II (3 credits)

no more than one of the following courses:

- ENG 3250. Language in Society (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 4230. Special Topics in American English (3 credits)
- ENG 4240. Special Topics in American English (3 credits)
- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)

- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 21 Sem. Hrs.

- EED 3840. Literature and Reading for Adolescents (6-12): Methods and Materials (3 credits) (spring only)
- EED 3890. The Teaching of Writing and Speech (6-12): Methods and Materials (3 credits) (fall only)
- CSC 4050. Current Topics in Computers in Education (3 credits) (after EED 3840)

- And the courses listed below in the semester of student teaching:
- EED 4490. Internship for English/Language Arts in Secondary/Middle Schools (9 credits) (spring only)
- EED 4750. Professional Seminar in Secondary/Middle Grades English/Language Arts (3 credits) (spring only)

General Electives*: 12-18 Sem. Hrs.

Total: 120 Sem. Hrs.

Spanish, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Required Prerequisite Courses: 6 Sem. Hrs.

- SPN 2310. Intermediate Spanish I (3 credits) and
- SPN 2320. Intermediate Spanish II (3 credits)
  or
- SPN 2330. Spanish for Heritage Speakers (6 credits)

Required Courses: 15 Sem. Hrs.

- SPN 3110. Spanish Composition and Review of Grammar (3 credits)
- SPN 3120. Spanish Conversation (3 credits)
- SPN 3150. Presentation Communication: Advanced Writing and Oral Presentation in Spanish (3 credits)
- SPN 3200. Literary Analysis and Criticism in Spanish (3 credits)
- SPN 3700. Advanced Grammar and Composition (3 credits)

Spanish Electives: 21 Sem. Hrs.

- SPN 3210. Survey of Spanish-American Literature I (3 credits)
- SPN 3220. Survey of Spanish-American Literature II (3 credits)
- SPN 3310. Survey of Literature of Spain I (3 credits)
- SPN 3320. Survey of Literature of Spain II (3 credits)
- SPN 3360. History of the Spanish Language (3 credits)
- SPN 3400. Spanish Phonetics and Phonology (3 credits)
- SPN 3510. Study Abroad (2-7 credits)
- SPN 3610. Civilization and Culture of Spanish America (3 credits)
- SPN 3620. Civilization and Culture of Spain (3 credits)
- SPN 3710. Business Spanish (3 credits)
- SPN 3720. Spanish for Medical Professionals (3 credits)
- SPN 4130. Topics in Colonial Spanish-American Literature (3-6 credits)
- SPN 4140. 19th Century Spanish-American Literature (3 credits)
- SPN 4150. Contemporary Spanish-American Literature (3 credits)
- SPN 4230. Topics in Medieval, Renaissance, and Golden Age Literature (3-6 credits)
- SPN 4240. 19th Century Literature of Spain (3 credits)
- SPN 4250. Contemporary Literature of Spain (3 credits)
- SPN 4550. Directed Study in Spanish (3 credits)
- SPN 4700. Introduction to Spanish Linguistics (3 credits)
- SPNS 2xxx. Special Topics in Hispanic Studies (3 credits)
- SPNS 3xxx. Special Topics in Hispanic Studies (3 credits)
- SPNS 4xxx. Special Topics in Hispanic Studies (3 credits)

General Electives: 33 Sem. Hrs.

Total: 120 Sem. Hrs.

Spanish, B.A. with Teacher Licensure (K-12)

Coordinator: Ana Cecilia Lara

Location: Department of English, Theatre, and Foreign Languages

Program Description

The B.A. in Spanish with Teacher Licensure program consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon

successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

The Spanish licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

1. Students who complete a major in Spanish will acquire
    - A broad, balanced, and practical knowledge and understanding of Spanish language through the four skills of reading, writing, speaking, and listening and through advanced grammar, composition, and conversation;
    - A comprehensive knowledge of Peninsular and Spanish-American literature, culture, and civilization.
2. Students who complete a major in Spanish will acquire the ability and skills to
    - Demonstrate near fluency or fluency in reading, writing, speaking, and comprehending Spanish;
    - Converse in everyday situations and also use professional language;
    - Write effectively in a clear, standard Spanish about a variety of topics;
    - Listen to, understand, and identify varieties of Spanish spoken in the Hispanic world;
    - Read and comprehend a variety of texts.
3. Students who complete a major in Spanish will develop appropriate dispositions to
    - Participate in entry-level positions requiring knowledge of the Spanish language;
    - Enroll in and complete graduate school successfully;
    - Work with the Hispanic community throughout their productive lives;
    - Have an enhanced appreciation for all aspects of Spanish, including historical and contemporary issues;
    - Have an enhanced appreciation for people of Hispanic backgrounds;
    - Recognize the importance of formal language study for use and more effective competition in the global marketplace, whether in schools, in medical and social services, or in corporate business.

Freshman Seminar and General Education*: 45 (39)* Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)

- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Content Courses: 39 Sem. Hrs.

- SPN 2310. Intermediate Spanish I (3 credits) and
- SPN 2320. Intermediate Spanish II (3 credits)
  or
- SPN 2330. Spanish for Heritage Speakers (6 credits)

- SPN 3110. Spanish Composition and Review of Grammar (3 credits)
- SPN 3120. Spanish Conversation (3 credits)
- SPN 3150. Presentation Communication: Advanced Writing and Oral Presentation in Spanish (3 credits)
- SPN 3200. Literary Analysis and Criticism in Spanish (3 credits)
- SPN 3700. Advanced Grammar and Composition (3 credits)

And six courses from those listed below

- SPN 3210. Survey of Spanish-American Literature I (3 credits)
- SPN 3220. Survey of Spanish-American Literature II (3 credits)
- SPN 3310. Survey of Literature of Spain I (3 credits)
- SPN 3320. Survey of Literature of Spain II (3 credits)
- SPN 3360. History of the Spanish Language (3 credits)
- SPN 3400. Spanish Phonetics and Phonology (3 credits)
- SPN 3510. Study Abroad (2-7 credits)
- SPN 3610. Civilization and Culture of Spanish America (3 credits)
- SPN 3620. Civilization and Culture of Spain (3 credits)
- SPN 3710. Business Spanish (3 credits)
- SPN 3720. Spanish for Medical Professionals (3 credits)
- SPN 4130. Topics in Colonial Spanish-American Literature (3-6 credits)
- SPN 4140. 19th Century Spanish-American Literature (3 credits)
- SPN 4150. Contemporary Spanish-American Literature (3 credits)
- SPN 4230. Topics in Medieval, Renaissance, and Golden Age Literature (3-6 credits)
- SPN 4240. 19th Century Literature of Spain (3 credits)
- SPN 4250. Contemporary Literature of Spain (3 credits)
- SPN 4550. Directed Study in Spanish (3 credits)
- SPN 4700. Introduction to Spanish Linguistics (3 credits)
- SPNS 2xxx. Special Topics in Hispanic Studies (3 credits)
- SPNS 3xxx. Special Topics in Hispanic Studies (3 credits)
- SPNS 4xxx. Special Topics in Hispanic Studies (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 19 Sem. Hrs.

- SPN 3010. Early Laboratory Experiences for Prospective Teachers (1 credit)
- SPN 4400. Methods of Teaching Spanish (3 credits)
- SPN 4480. Professional Seminar for Pre-Service Teachers (3 credits)
- SPN 4490. Internship for Spanish Education (9 credits)
- CSC 4050. Current Topics in Computers in Education (3 credits)

General Electives: 5 Sem. Hrs.

Total: 120 Sem. Hrs.

Theatre Arts, B.A.

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre program.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements: 60 Sem. Hrs.

Theatre Core Requirements: 46 Hrs.

- THE 1620. Introduction to Theatre Technology (1 credit)
- THE 1640. Stage Make-Up (1 credit)
- THE 1810. Stage Dance I (1 credit)
- THE 2010. Acting I: Fundamentals (3 credits)
- THE 2020. Theatre Practicum (Wardrobe/Makeup Crew) (1 credit)
- THE 2040. Theatre Practicum (Production Crew) (1 credit)
- THE 2060. Theatre Practicum (Shop and Lighting Crew) (1 credit)
- THE 2110. Script Analysis (3 credits)
- THE 2150. Theatre Showcase (1 credit)
  (must complete 2 hours of THE 2150)
- THE 2330. Stagecraft (3 credits)
- THE 2500. Introduction to Theatre (3 credits)
- THE 3310. Play Direction (3 credits)
- THE 3530. Theatre Management (3 credits)
- THE 3600. History of the Theatre: The Beginnings to 1642 (3 credits)
- THE 3610. History of the Theatre: 1642 to the Present (3 credits)
- THE 4030. Senior Capstone I (1 credit)
- THE 4040. Senior Capstone II (2 credits)
- THE 4050. Shakespeare and Performance (3 credits)

Two courses from

- THE 2340. Scene Painting (3 credits)
- THE 2360. Costume Technology (3 credits)
- THE 2830. Lighting Technology (3 credits)
- THE 3020. Props Design and Technology (3 credits)
- THE 3330. Lighting Design (3 credits)
- THE 3340. Scene Design (3 credits)
- THE 3540. Costume Design (3 credits)

Two additional hours from

- THE 2020. Theatre Practicum (Wardrobe/Makeup Crew) (1 credit)
- THE 2040. Theatre Practicum (Production Crew) (1 credit)
- THE 2060. Theatre Practicum (Shop and Lighting Crew) (1 credit)
- THE 2080. Theatre Practicum (Assistant Stage Manager/Stage Manager) (2 credits)
- THE 2100. Theatre Practicum (Acting) (1 credit)

Theatre Electives: 14 Hrs.

- THE 1820. Stage Dance II (1 credit)
- THE 2020. Theatre Practicum (Wardrobe/Makeup Crew) (1 credit)
  (may be repeated up to 7 times)
- THE 2040. Theatre Practicum (Production Crew) (1 credit)
  (may be repeated up to 7 times)

- THE 2060. Theatre Practicum (Shop and Lighting Crew) (1 credit)
  (may be repeated up to 7 times)
- THE 2070. Stage Combat (3 credits)
- THE 2080. Theatre Practicum (Assistant Stage Manager/Stage Manager) (2 credits)
  (may be repeated up to 4 times)
- THE 2100. Theatre Practicum (Acting) (1 credit)
  (may be repeated up to 7 times)
- THE 2150. Theatre Showcase (1 credit)
  (may be repeated up to 7 times)
- THE 2340. Scene Painting (3 credits)
- THE 2350. Stage Management (3 credits)
- THE 2360. Costume Technology (3 credits)
- THE 2810. Stage Dance III (2 credits)
- THE 2820. Stage Dance IV (2 credits)
- THE 2830. Lighting Technology (3 credits)
- THE 3010. Acting II: Characterization (3 credits)
- THE 3020. Props Design and Technology (3 credits)
- THE 3040. Creative Drama (3 credits)
- THE 3170. Dialects for the Stage (1 credit)
- THE 3330. Lighting Design (3 credits)
- THE 3340. Scene Design (3 credits)
- THE 3540. Costume Design (3 credits)
- THE 3810. Choreography (3 credits)
- THE 4010. Acting III: Styles (3 credits)
- THE 4110. Acting IV: Advanced Methods (3 credits)
- THE 4530. Directed Practicum in Advanced Theatre Problems I (1-3 credits)
- THE 4540. Directed Practicum in Advanced Theatre Problems II (1-3 credits)
- THES 3xxx. Special Topics in Theatre (1-3 credits)
- MUS 1121. Scenes from Musical Theatre (1 credit)
- MUS 1641. Musical Production (1 credit)
- MUS 2430. Musical Theatre Song Study I (2 credits)
- MUS 2440. Musical Theatre Song Study II (2 credits)
- MUSP 1001. Private Voice. (1 credit)
  (no more than 3 credit hours of MUSP 1001 may be applied to Theatre Electives)

General Electives: 15 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

Creative Writing Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Creative Writing

Required:

- ENG 3040. Principles of Literary Study (3 credits)

Choose three Creative Writing courses from the following:

- ENG 2760. Writing Creative Nonfiction I (3 credits)
- ENG 2780. Writing Poetry I (3 credits)
- ENG 2790. Writing Fiction I (3 credits)
- ENG 3740. Writing Poetry II (3 credits)
- ENG 3750. Writing Fiction II (3 credits)
- ENG 3760. Writing Creative Nonfiction II (3 credits)
- ENG 4260. Creative Writing Workshop (1-3 credits)
- ENGS 37xx. Special Topics in Creative Writing (3 credits)

Options for 6 additional hours

(cannot duplicate courses taken to fulfill Creative Writing requirement):

- ENG 2760. Writing Creative Nonfiction I (3 credits)
- ENG 2780. Writing Poetry I (3 credits)
- ENG 2790. Writing Fiction I (3 credits)
- ENG 2860. Literary Magazine Production (1 credit)
- ENG 2870. Literary Magazine Production (1 credit)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 3740. Writing Poetry II (3 credits)
- ENG 3750. Writing Fiction II (3 credits)
- ENG 3760. Writing Creative Nonfiction II (3 credits)
- ENG 3860. Literary Magazine Production (1 credit)
- ENG 3870. Literary Magazine Production (1 credit)
- ENG 4260. Creative Writing Workshop (1-3 credits)
- ENG 4860. Literary Magazine Production (1 credit)
- ENG 4870. Literary Magazine Production (1 credit)
- ENGS 37xx. Special Topics in Creative Writing (3 credits)

English Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in English

Required:

- ENG 3040. Principles of Literary Study (3 credits)

Options for 15 additional hours:

- ENG 2010. Southern Literature (3 credits)
- ENG 2020. Contemporary Literature (3 credits)
- ENG 2030. Literary Genres (3 credits)
- ENG 2050. World Literature Before 1660 (3 credits)
- ENG 2060. World Literature After 1660 (3 credits)
- ENG 2080. Women's Literature (3 credits)
- ENG 2090. Literature and Film (3 credits)
- ENG 2100. African American Literature (3 credits)
- ENG 2180. Asian American Literature (3 credits)
- ENG 2190. Latino Literature (3 credits)
- ENG 2200. Native American Literature (3 credits)
- ENG 2230. American Literature Before 1865 (3 credits)
- ENG 2240. American Literature Since 1865 (3 credits)
- ENG 2410. Environmental Literature (3 credits)
- ENG 2450. Introduction to Rhetoric (3 credits)
- ENG 2470. British Literature Before 1790 (3 credits)
- ENG 2480. British Literature After 1790 (3 credits)
- ENG 2760. Writing Creative Nonfiction I (3 credits)
- ENG 2780. Writing Poetry I (3 credits)
- ENG 2790. Writing Fiction I (3 credits)
- ENG 2900. Film and New Media Criticism (3 credits)
- ENG 2990. Writing Center Theory and Practice (3 credits)
- ENG 3070. Professional Editing (3 credits)
- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)

- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENG 3250. Language in Society (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)
- ENG 3440. The Native American Novel (3 credits)
- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3570. History of Rhetoric (3 credits)
- ENG 3580. Professional Writing (3 credits)
- ENG 3650. Writing in Digital Environments (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 3720. Civic Writing (3 credits)
- ENG 3740. Writing Poetry II (3 credits)
- ENG 3750. Writing Fiction II (3 credits)
- ENG 3760. Writing Creative Nonfiction II (3 credits)
- ENG 3900. Study Abroad (3 credits)
- ENG 4020. Literary Criticism (3 credits)
- ENG 4210. Grant Writing (3 credits)
- ENG 4230. Special Topics in American English (3 credits)
- ENG 4240. Special Topics in American English (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENG 4260. Creative Writing Workshop (1-3 credits)
- ENG 4500. Seminar in American Indian Literature (3 credits)
- ENG 4570. Shakespeare (3 credits)
- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)
- TESL 4890. Applied Pedagogy of Teaching English as a Second Language (3 credits)
- ENGS 2xxx. Studies in Literature (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)
- ENGS 4090-4129. Special Topics in Composition and Rhetoric (3 credits)

French Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in French

- FRH 1320. Elementary French II (3 credits)
- FRH 2310. Intermediate French I (3 credits)
- FRH 2320. Intermediate French II (3 credits)
- FRH 2550. French Conversation and Composition (3 credits)
- FRH 2560. French Conversation and Composition (3 credits)
- FRH 3210. Study of French Literature (3 credits)
- FRH 3220. Study of French Literature (3 credits)
- FRH 3610. French Civilization and Culture (3 credits)
- FRH 4510. Study Abroad: Study Tour in France (2-7 credits)

Hispanic Studies Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Hispanic Studies

Refer to the Special Programs and Interdisciplinary Programs section of the catalog for a description of this program.

Literature Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Literature

Required:

- ENG 3040. Principles of Literary Study (3 credits)

Options for 15 additional hours:

- ENG 2010. Southern Literature (3 credits)
- ENG 2020. Contemporary Literature (3 credits)
- ENG 2030. Literary Genres (3 credits)
- ENG 2050. World Literature Before 1660 (3 credits)
- ENG 2060. World Literature After 1660 (3 credits)
- ENG 2080. Women's Literature (3 credits)
- ENG 2090. Literature and Film (3 credits)
- ENG 2100. African American Literature (3 credits)
- ENG 2180. Asian American Literature (3 credits)
- ENG 2190. Latino Literature (3 credits)
- ENG 2200. Native American Literature (3 credits)
- ENG 2230. American Literature Before 1865 (3 credits)
- ENG 2240. American Literature Since 1865 (3 credits)
- ENG 2410. Environmental Literature (3 credits)
- ENG 2470. British Literature Before 1790 (3 credits)
- ENG 2480. British Literature After 1790 (3 credits)
- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)
- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)
- ENG 3440. The Native American Novel (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 3900. Study Abroad (3 credits)
- ENG 4500. Seminar in American Indian Literature (3 credits)
- ENG 4570. Shakespeare (3 credits)
- ENGS 2xxx. Studies in Literature (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

Professional Writing Minor

The Minor in Professional Writing prepares students for writing in a variety of professional environments by fostering

students' competencies in writing, research, editing, design, collaboration, and technology.

Each Department Minor consists of 18 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Professional Writing

Required:

- ENG 3580. Professional Writing (3 credits)

Options for 15 additional hours:

- ENG 3070. Professional Editing (3 credits)
- PRE 3450. Publication Design (3 credits)
- ENG 3570. History of Rhetoric (3 credits)
- ENG 3650. Writing in Digital Environments (3 credits)

- ENG 3700. Advanced Composition (3 credits) or
- ENG 3710. English Grammar (3 credits)

- ENG 3720. Civic Writing (3 credits)
- ENG 4210. Grant Writing (3 credits)
- ENG 4990. Professional Internship (3 credits)
- ENGS 4090-4129. Special Topics in Composition and Rhetoric (3 credits)

Spanish Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Spanish

Required:

- SPN 2310. Intermediate Spanish I (3 credits) and
- SPN 2320. Intermediate Spanish II (3 credits)

or

- SPN 2330. Spanish for Heritage Speakers (6 credits)

- SPN 3110. Spanish Composition and Review of Grammar (3 credits)
- SPN 3120. Spanish Conversation (3 credits)

Options for 6 additional hours:

- SPN 3150. Presentation Communication: Advanced Writing and Oral Presentation in Spanish (3 credits)
- SPN 3200. Literary Analysis and Criticism in Spanish (3 credits)
- SPN 3210. Survey of Spanish-American Literature I (3 credits)
- SPN 3220. Survey of Spanish-American Literature II (3 credits)
- SPN 3310. Survey of Literature of Spain I (3 credits)
- SPN 3320. Survey of Literature of Spain II (3 credits)
- SPN 3360. History of the Spanish Language (3 credits)
- SPN 3510. Study Abroad (2-7 credits)
- SPN 3610. Civilization and Culture of Spanish America (3 credits)
- SPN 3620. Civilization and Culture of Spain (3 credits)
- SPN 3700. Advanced Grammar and Composition (3 credits)
- SPN 3710. Business Spanish (3 credits)
- SPN 3720. Spanish for Medical Professionals (3 credits)
- SPNS 2xxx. Special Topics in Hispanic Studies (3 credits)
- SPNS 3xxx. Special Topics in Hispanic Studies (3 credits)

Teaching English to Speakers of Other Languages (TESOL) Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Teaching English to Speakers of Other Languages (TESOL)

- ENG 3250. Language in Society (3 credits)
- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)
- TESL 4890. Applied Pedagogy of Teaching English as a Second Language (3 credits)

Theatre Minor

Minor Programs

Each Department Minor consists of 18-20 hours selected from courses listed below as Options for the Minor Program.

- Six of these hours may be duplicated (count also for another program requirement).
- At least 6 of the 12-14 unduplicated hours must come from 3000- or 4000-level courses. See Department Chair for more information.

Options for a Minor in Theatre

Required courses (7 hours):

- THE 1620. Introduction to Theatre Technology (1 credit)
- THE 2010. Acting I: Fundamentals (3 credits)
- THE 2500. Introduction to Theatre (3 credits)

Two courses (2 hours), as advised, from

- THE 2020. Theatre Practicum (Wardrobe/Makeup Crew) (1 credit)
- THE 2040. Theatre Practicum (Production Crew) (1 credit)
- THE 2060. Theatre Practicum (Shop and Lighting Crew) (1 credit)
- THE 2080. Theatre Practicum (Assistant Stage Manager/Stage Manager) (2 credits)

Choose one course (3 hours) from the following Technical Theatre section:

- THE 2330. Stagecraft (3 credits)
- THE 2340. Scene Painting (3 credits)
- THE 3330. Lighting Design (3 credits)
- THE 3340. Scene Design (3 credits)

Choose one course (3 hours) from the following Business/History section:

- THE 3530. Theatre Management (3 credits)
- THE 3600. History of the Theatre: The Beginnings to 1642 (3 credits)
- THE 3610. History of the Theatre: 1642 to the Present (3 credits)

Electives

Choose 5 hours from the following:

- THE 1640. Stage Make-Up (1 credit)
- THE 1810. Stage Dance I (1 credit)
- THE 1820. Stage Dance II (1 credit)
- THE 2070. Stage Combat (3 credits)
- THE 2340. Scene Painting (3 credits)

- THE 2350. Stage Management (3 credits)
- THE 3010. Acting II: Characterization (3 credits)
- THE 3040. Creative Drama (3 credits)
- THE 3310. Play Direction (3 credits)
- THE 3330. Lighting Design (3 credits)
- THE 3530. Theatre Management (3 credits)
- THE 3540. Costume Design (3 credits)
- THE 3600. History of the Theatre: The Beginnings to 1642 (3 credits)
- THE 3610. History of the Theatre: 1642 to the Present (3 credits)
- THE 4010. Acting III: Styles (3 credits)
- THES 3xxx. Special Topics in Theatre (1-3 credits)

Academic Concentration

English Academic Concentration

Academic Concentrations in English, Spanish, and TESL

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers Academic Concentrations in English and Spanish of 24 hours and an Academic Concentration in Teaching English as a Second Language (TESL) of 18 hours. These Academic Concentrations are available to other students, regardless of major.

Requirements for an Academic Concentration in English

1. Core Courses: 3 Sem. Hrs.

Core Courses a.

- ENG 3040. Principles of Literary Study (3 credits)

2. 2000-level Literature Courses: 9 Sem. Hrs.

Three 2000-level literature courses, one from each of the three areas in 2.c-2.e.

Area c.

- ENG 2230. American Literature Before 1865 (3 credits) or
- ENG 2240. American Literature Since 1865 (3 credits)

Area d.

- ENG 2470. British Literature Before 1790 (3 credits) or
- ENG 2480. British Literature After 1790 (3 credits)

Area e. any 2000-level literature course not taken under 2.c and 2.d:

choose from

- ENG 2010. Southern Literature (3 credits)
- ENG 2020. Contemporary Literature (3 credits)
- ENG 2030. Literary Genres (3 credits)
- ENG 2050. World Literature Before 1660 (3 credits)
- ENG 2060. World Literature After 1660 (3 credits)
- ENG 2080. Women's Literature (3 credits)
- ENG 2090. Literature and Film (3 credits)
- ENG 2100. African American Literature (3 credits)
- ENG 2180. Asian American Literature (3 credits)
- ENG 2190. Latino Literature (3 credits)
- ENG 2200. Native American Literature (3 credits)
- ENG 2230. American Literature Before 1865 (3 credits)
- ENG 2240. American Literature Since 1865 (3 credits)
- ENG 2410. Environmental Literature (3 credits)
- ENG 2470. British Literature Before 1790 (3 credits)
- ENG 2480. British Literature After 1790 (3 credits)
- ENGS 2xxx. Studies in Literature (3 credits)

3. One 2000/3000-level language/writing course: 3 Sem. Hrs.

choose from

- ENG 2760. Writing Creative Nonfiction I (3 credits)
- ENG 2780. Writing Poetry I (3 credits)
- ENG 2790. Writing Fiction I (3 credits)
- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- ENG 3710. English Grammar (3 credits)

4. Two 3000/4000-level courses not taken under 3 above: 6 Sem. Hrs.

choose from

- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)
- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENG 3250. Language in Society (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3430. The American Novel (3 credits)

- ENG 3440. The Native American Novel (3 credits)
- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3470. Native American Poetry (3 credits)
- ENG 3540. Modern Drama (3 credits)
- ENG 3560. Modernist Fiction (3 credits)
- ENG 3660. Modernist Poetry (3 credits)
- ENG 3670. Contemporary Fiction (3 credits)
- ENG 3680. Contemporary Poetry (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 4570. Shakespeare (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits) (numbers vary)

Total: 21 Sem. Hrs.

Spanish Academic Concentration

Academic Concentrations in English, Spanish, and TESL

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers Academic Concentrations in English and Spanish of 24 hours and an Academic Concentration in Teaching English as a Second Language (TESL) of 18 hours. These Academic Concentrations are available to other students, regardless of major.

Requirements for an Academic Concentration in Spanish

1. Required Courses: 18 Sem. Hrs.

- SPN 2310. Intermediate Spanish I (3 credits) and
- SPN 2320. Intermediate Spanish II (3 credits)
  or
- SPN 2330. Spanish for Heritage Speakers (6 credits)

- SPN 3110. Spanish Composition and Review of Grammar (3 credits)
- SPN 3120. Spanish Conversation (3 credits)
- SPN 3150. Presentation Communication: Advanced Writing and Oral Presentation in Spanish (3 credits)
- SPN 3200. Literary Analysis and Criticism in Spanish (3 credits)

2. Elective Courses: 6 Sem. Hrs.

- SPN 3210. Survey of Spanish-American Literature I (3 credits)
- SPN 3220. Survey of Spanish-American Literature II (3 credits)
- SPN 3310. Survey of Literature of Spain I (3 credits)
- SPN 3320. Survey of Literature of Spain II (3 credits)

- SPN 3360. History of the Spanish Language (3 credits)
- SPN 3510. Study Abroad (2-7 credits)
- SPN 3610. Civilization and Culture of Spanish America (3 credits)
- SPN 3620. Civilization and Culture of Spain (3 credits)
- SPN 3700. Advanced Grammar and Composition (3 credits)
- SPN 3710. Business Spanish (3 credits)
- SPN 3720. Spanish for Medical Professionals (3 credits)
- SPN 4550. Directed Study in Spanish (3 credits)
- SPN 4700. Introduction to Spanish Linguistics (3 credits)
- SPNS 2xxx. Special Topics in Hispanic Studies (3 credits)
- SPNS 3xxx. Special Topics in Hispanic Studies (3 credits)

Total: 24 Sem. Hrs.

Teaching English as a Second Language (TESL) Academic Concentration

Academic Concentrations in English, Spanish, and TESL

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers Academic Concentrations in English and Spanish of 24 hours and an Academic Concentration in Teaching English as a Second Language (TESL) of 18 hours. These Academic Concentrations are available to other students, regardless of major.

Requirements for an Academic Concentration in Teaching English as a Second Language (TESL): 18 Sem. Hrs.

- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)
- TESL 4890. Applied Pedagogy of Teaching English as a Second Language (3 credits)

Total: 18 Sem. Hrs.

Licensure

English as a Second Language Add-On Licensure

Coordinator: Eun Hee Jeon

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the "A" or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements: Sem. Hrs. 18

- ENG 3460. Aspects of the English Language (3 credits)
- ENG 3710. English Grammar (3 credits)
- ENG 4810. Phonetics and Phonology (3 credits)
- ENG 4830. Second Language Acquisition (3 credits)
- ENG 4850. Cultural Issues of English as a Second Language (3 credits)
- TESL 4890. Applied Pedagogy of Teaching English as a Second Language (3 credits)

Courses: English

ENG 0104. Written Communication Skills (3 credits)

Introduces students to academic ways of reading, writing, and thinking. Students cultivate reading and writing strategies in order to understand, paraphrase, and summarize, producing several short texts. (Will not count toward earned hours or graduation requirements.) Required for students placed into ENG 0104 and for students in the College Opportunity Program.

ENG 1020. Laboratory in Writing I (1 credit)

In a writing laboratory environment designed to support ENG 1050, students will participate in activities and small group workshops in the practice of written communication and composition. (repeatable up to 2 credits) PREREQ: Permission of instructor.

ENG 1030. Laboratory in Writing II (1 credit)

In a writing laboratory environment designed to support ENG 1060, students will participate in activities and small group workshops in the practice of written communication and composition. (repeatable up to 2 credits) PREREQ: Permission of instructor.

ENG 1050. Composition I (3 credits)

Provides students with a foundation in critical reading and writing practices by introducing different types of texts and ways of working with them; students will recognize and interpret differing perspectives and will analyze and synthesize others' work, producing several texts of moderate length. PREREQ: Placement into ENG 1050 or "C" grade or better in ENG 0104.

ENG 1060. Composition II (3 credits)

Builds upon the critical reading and writing practices developed in ENG 1050 and focuses on research principles and practices. Students will locate and evaluate sources; negotiate differing perspectives; synthesize and integrate sources ethically; arrive at a claim through logical reasoning; and argue the claim in rhetorically effective forms, producing several sophisticated texts. PREREQ: "C" grade or better in ENG 1050.

ENG 1910. Spelling (1 credit)

A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words.

ENG 1920. Vocabulary Building (1 credit)

A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning, and knowledge of common root, prefix/suffix meanings). Specific words are studied.

ENG 1930. Pronunciation (1 credit)

An intensive course to improve students' competence and confidence in oral use of language. Overviews of English phonology and the International Phonetic Alphabet and specific problem words included.

ENG 1940. English Usage (1 credit)

Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers.

ENG 1950. Sentence Mastery (1 credit)

Practice in imitating various sentence structures to add variety and impact to writing.

ENG 1960. Punctuation (1 credit)

Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes.

ENG 2010. Southern Literature (3 credits)

A survey of literature by writers from the Southern part of the United States. Readings may include novels, short fiction, and poetry by authors such as Faulkner, O'Connor, Welty, Hurston, and McCarthy. PREREQ: "C" grade or better in ENG 1050.

ENG 2020. Contemporary Literature (3 credits)

A survey of literature from 1945 to the present, introducing students to trends and major developments in fiction, poetry, and drama. Authors may include Ginsberg, Atwood, Beckett, Stoppard, Walcott, Mahfouz, Oe, and Fuentes. PREREQ: "C" grade or better in ENG 1050.

ENG 2030. Literary Genres (3 credits)

Study of basic structure or elements of the various genres of literature including poetry, prose fiction, and drama. Readings include works of major British, American, and world literature authors. PREREQ: "C" grade or better in ENG 1050.

ENG 2050. World Literature Before 1660 (3 credits)

A survey of western and non-western literature from the beginnings through the Renaissance considered within the cultural epochs of their creation, including the Classical Period, the Middle Ages, and the Renaissance. Readings may include Gilgamesh, The Ramayana, and selections from authors such as Homer, Ovid, Confucius, Dante, Montaigne, and Cervantes. PREREQ: "C" grade or better in ENG 1050.

ENG 2060. World Literature After 1660 (3 credits)

A survey of western and non-western literature from the Enlightenment through the Twentieth Century considered within the cultural epochs of their creation, including the Enlightenment, Romanticism, Realism, Modernism, and the contemporary world. Authors may include Moliere, Goethe, Kafka, Camus, Achebe, and Garcia Marquez. PREREQ: "C" grade or better in ENG 1050.

ENG 2080. Women's Literature (3 credits)

A survey of literature written by women of diverse periods and backgrounds, introducing students to a variety of genres and trends in women's literature. Authors may include Wollstonecraft, Fuller, Woolf, Brooks, Rich, Kingston, and Kincaid. PREREQ: "C" grade or better in ENG 1050.

ENG 2090. Literature and Film (3 credits)

A survey of the relationships between literary texts and films with emphasis on film adaptations; includes methods of analysis, discussion of theory, process, reception, and the cultural contexts of the works considered. PREREQ: "C" grade or better in ENG 1050.

ENG 2100. African American Literature (3 credits)

A survey of African American literature, introducing students to genres, trends, and major periods of African American literature, ranging from 18th- and 19th-century autobiographies and narratives to 20th-century works. Authors may include Douglass, Morrison, Wright, and Toomer. PREREQ: "C" grade or better in ENG 1050.

ENG 2180. Asian American Literature (3 credits)

A survey of literature written by Asian American writers introducing a variety of genres and trends in Asian American literature. Readings include short stories, novels, plays, and critical essays produced by Asian American writers, and discussions examine the formation of Asian American subjectivities within socioeconomic, cultural, and political contexts. PREREQ: "C" grade or better in ENG 1050.

ENG 2190. Latino Literature (3 credits)

A survey of literature by writers of Latin American heritage writing in English. This course examines the experience and dilemmas of Mexicans, Cubans, Puerto Ricans, Dominicans, and other established and immigrant US Hispanic/Latino groups by studying recent writers and filmmakers, including an examination of the media images of Latinos. Topics include essentialism, biculturalism, marginality, transculturation, and acculturation. PREREQ: "C" grade or better in ENG 1050.

ENG 2200. Native American Literature (3 credits)

Crosslisted: (AIS 2200)
A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. PREREQ: "C" grade or better in ENG 1050.

ENG 2230. American Literature Before 1865 (3 credits)

A survey of notable authors and literary movements from the period preceding and including the Civil War. Readings may include nonfiction, poetry, short fiction, and at least one novel. Authors may include Bradstreet, Poe, Emerson, Douglass, and Dickinson. PREREQ: "C" grade or better in ENG 1050.

ENG 2240. American Literature Since 1865 (3 credits)

A survey of notable authors and literary movements between the end of the Civil War and the present. Readings may include nonfiction, poetry, drama, short fiction, and at least one novel. Authors may include Twain, Chopin, Faulkner, Hughes, and Walker. PREREQ: "C" grade or better in ENG 1050.

ENG 2410. Environmental Literature (3 credits)

Crosslisted: (AIS 2410)
Survey of Indigenous and multinational environmental literature and its relationship to race, class, gender, sexuality, and/or dis/ability, attentive to local human and ecological communities. Variety of authors and genres. PREREQ: "C" grade or better in ENG 1050.

ENG 2450. Introduction to Rhetoric (3 credits)

Study of principles fundamental to persuasion and argument, including audience, purpose, rhetorical situation, genre, rhetorical appeals, commonplaces, and methods of reasoning. PREREQ: "C" or better in ENG 1050 and ENG 1060.

ENG 2470. British Literature Before 1790 (3 credits)

A survey of British literature from the Anglo-Saxon through the Neo-Classical in several genres. Readings may include Beowulf and works by authors such as Chaucer, More, Spenser, Shakespeare, Jonson, Milton, Swift, Defoe, and Behn. PREREQ: "C" grade or better in ENG 1050.

ENG 2480. British Literature After 1790 (3 credits)

A survey of British literature from the Romantics to the contemporary, including Colonial and Post- Colonial literatures in several genres. Authors may include Blake, Wordsworth, Shelley, the Brontes, Hopkins, Yeats,

ENG 2760. Writing Creative Nonfiction I (3 credits)

An introduction to the principles and techniques of writing creative nonfiction. Workshop format.

ENG 2780. Writing Poetry I (3 credits)

An introduction to the principles and techniques of writing poetry. Workshop format.

ENG 2790. Writing Fiction I (3 credits)

An introduction to the principles and techniques of writing fiction. Workshop format.

ENG 2860. Literary Magazine Production (1 credit)

This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, The Aurochs. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading.

ENG 2870. Literary Magazine Production (1 credit)

This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, The Aurochs. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading.

ENG 2900. Film and New Media Criticism (3 credits)

A study of film history and theory focusing on the development of New Media. Topics include theory in early Russian cinema, avant-garde and surrealist film of the 1920s, cinema vérité of the 1960s, the Dogma 95 group, the uses of digital film, computer-generated imagery (CGI), and a discussion of nonsequential, multilinear, and interactive narratives. The emphasis in the course will be on defining and responding critically to New Media.

ENG 2990. Writing Center Theory and Practice (3 credits)

An introduction to Writing Center theory and practice using readings, classroom discussion, observation, role-playing, and supervised tutoring practice. PREREQ: "C" or better in ENG 1050.

ENG 3040. Principles of Literary Study (3 credits)

Required of all English majors. Preparation for the study of literature, including methods of literary research, writing about literature, and overview of literary theories. In a workshop environment, students in each section will read at least one common assigned literary text and will gain an advanced understanding of the conventions of scholarly writing in literary studies. PREREQ: "C" or better in ENG 1060 and "C" or better in one 2000-level literature course. Highly recommended during the first term of English major, minor, or concentration study.

ENG 3070. Professional Editing (3 credits)

Introduces students to professional editing practices. Students will learn skills needed to become a professional editor and will explore legal and ethical responsibilities inherent in professional editing. Students will be introduced to different kinds of editing (including comprehensive editing, copy editing, and proofreading), and they will edit manuscripts from different genres and disciplines for a professional client. PREREQ: "C" or better in ENG 1050 and ENG 1060

ENG 3100. The Harlem Renaissance (3 credits)

In-depth study of major writers and genres of the Harlem Renaissance in its intellectual, cultural, and historical contexts. PREREQ: ENG 3040 or permission of the instructor.

ENG 3110. Medieval British Literature (3 credits)

A critical study of selected British Literature from the Anglo-Saxon period through the early Tudor era. May include such genres as heroic, courtly, hagiographical, and mystical literature. PREREQ: ENG 3040 or permission of the instructor.

ENG 3120. Early Modern British Literature (3 credits)

A critical study of British Literature from Skelton to Milton; particular focus on the Elizabethan era. May include such genres as the lyric, the sonnet sequence, the romantic epic, prose fiction, drama, and poetic theory. PREREQ: ENG 3040 or permission of the instructor.

ENG 3130. The American Renaissance (3 credits)

A critical study of the literary movements that flourished in America during the mid-nineteenth century. May include a discussion of American Gothicism, Sentimentalism, Romanticism, Realism, Transcendentalism, and Slave Narratives. PREREQ: ENG 3040 or permission of the instructor.

ENG 3140. American Literature in Transition, 1870-1914 (3 credits)

A critical study of American literature from Post-Reconstruction to WWI in relation to social and cultural influences and the struggle for an American literary identity. May include a discussion of Realism, Naturalism, Late Sentimentalism, Regionalism, New (Race) Woman, Imagism, and Modernism. PREREQ: ENG 3040 or permission of the instructor.

ENG 3150. British Romantic Literature (3 credits)

A critical study of selected literature of the Romantic period in Britain, covering representative authors and texts of fiction, poetry, and nonfiction prose, with an emphasis on poetry. The course examines Romantic literature in relation to social and cultural contexts, including political theory and revolutions, the Romantic hero, aesthetic and poetic theories, and artistic representations of nature and the imagination. PREREQ: ENG 3040 or permission of the instructor.

ENG 3160. Victorian Literature (3 credits)

A critical study of selected literature of the Victorian period, covering representative authors and texts of fiction, poetry, and non-fiction prose. The course examines Victorian literature in relation to social and cultural contexts, including industrialization, social class and social reform, roles of women and children, religion, and science, monarchy and empire, and conditions of literary publication. PREREQ: ENG 3040 or permission of the instructor.

ENG 3170. Post-Colonial Literature (3 credits)

A critical study of selected literature written in English from regions in the former British empire, such as Africa, the Caribbean, the Indian Subcontinent, and South-East Asia,, covering representative authors and texts of fiction, poetry, and non-fiction prose. The course examines the literature in relation to historical, cultural, and social contexts especially those concerning British colonialism and the fall of empire in the last century, the establishment of new national identities, and issues such as hybridity, transnationalism, ethnicity and indigeneity, and feminism. PREREQ: ENG 3040 or permission of the instructor.

ENG 3250. Language in Society (3 credits)

A sociolinguistic study of language including the nature of variation in language (varieties, dialects, and registers), language and gender, language and culture, and the politics of language.

ENG 3420. The British Novel (3 credits)

A critical study of the English novel from the eighteenth century to the present, with emphasis on social history and narrative technique. PREREQ: ENG 3040 or permission of instructor; ENG 2470 or ENG 2480 recommended.

ENG 3430. The American Novel (3 credits)

A critical study of the American novel from its inception to the present, with emphasis on social history and narrative technique. PREREQ: ENG 3040 or permission of instructor; ENG 2230 or ENG 2240 recommended.

ENG 3440. The Native American Novel (3 credits)

Crosslisted: (AIS 3440)
A critical study of the Native American Novel from its inception to the present, with emphasis on social, political, and cultural history. Particular attention will be paid to the narrative techniques of these authors with a focus on the relationship between oral traditions and the form of the novel. PREREQ: ENG 3040 or permission of instructor.

ENG 3460. Aspects of the English Language (3 credits)

An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage.

ENG 3470. Native American Poetry (3 credits)

Crosslisted: (AIS 3470)
A critical study of Native American poetry and poetics, with emphasis on social, political, cultural, and Native national histories. Particular attention will be paid to the techniques of these authors with a focus on the relationship between oral traditions and contemporary poetry. PREREQ: ENG 3040, or permission of instructor.

ENG 3540. Modern Drama (3 credits)

A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. PREREQ: ENG 3040 or permission of instructor; six semester hours of 2000-level literature.

ENG 3560. Modernist Fiction (3 credits)

A critical study of selected works of fiction from the first half of the twentieth century, covering representative authors of the short story, novella, and novel. The course examines modernist fiction in relation to social and cultural contexts, with particular attention to experimentation, the avant garde, and narrative technique. PREREQ: ENG 3040 or permission of instructor.

ENG 3570. History of Rhetoric (3 credits)

Study of the history and theory of rhetoric from classical to modern periods. PREREQ: "C" or better in ENG 1050 and ENG 1060.

ENG 3580. Professional Writing (3 credits)

Study of the history, theory, and practice of professional and technical writing. Topics might include audience analysis, research methods, visual rhetoric, culture of the workplace, and collaboration. Writing genres might include resumes, application letters, memoranda, proposals, formal reports, manuals, and others. PREREQ: "C" or better in ENG 1050 and ENG 1060.

ENG 3650. Writing in Digital Environments (3 credits)

The study of the relation of rhetorical theory to digital writing and web design, focusing on both written and visual awareness when creating and developing digital writing projects. PREREQ: "C" or better in ENG 1050 and ENG 1060.

ENG 3660. Modernist Poetry (3 credits)

A critical study of selected works of poetry from the first half of the twentieth century. The course examines modernist poetry in relation to social and cultural contexts, with particular attention to experimentation and avant-garde poetics. PREREQ: ENG 3040 or permission of instructor.

ENG 3670. Contemporary Fiction (3 credits)

A critical study of selected works of fiction from post-World War II to the present, covering representative authors of the short story, novella, and novel. The course examines contemporary fiction in relation to social and cultural contexts, with particular attention to modernism, postmodernism, and narrative technique. PREREQ: ENG 3040 or permission of instructor.

ENG 3680. Contemporary Poetry (3 credits)

A critical study of selected works of poetry from post-World War II to the present, representing the stylistic, thematic, and cultural diversity so apparent in late twentieth-century and early twenty-first century poetry. The course examines contemporary poetry in relation to social and cultural contexts, with particular attention to modernism, postmodernism, and new forms and modes of expression. PREREQ: ENG 3040 or permission of instructor.

ENG 3700. Advanced Composition (3 credits)

An upper-division academic writing course for students majoring in the arts, humanities, and sciences, especially those anticipating graduate level and professional writing demands. PREREQ: "C" grade or better in ENG 1050 and ENG 1060.

ENG 3710. English Grammar (3 credits)

A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included.

ENG 3720. Civic Writing (3 credits)

Study and practice of argumentation that situates rhetoric as an art of civic discourse. Students will learn how writers identify and define public audiences rhetorically by analyzing and evaluating the various positions held in any public debate and will develop skills to advocate their own position effectively. PREREQ: "C" or better in ENG 1050 and ENG 1060

ENG 3740. Writing Poetry II (3 credits)

An advanced workshop in writing poetry, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. PREREQ: ENG 2780 or permission of instructor.

ENG 3750. Writing Fiction II (3 credits)

An advanced workshop in writing fiction, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. PREREQ: ENG 2790 or permission of instructor.

ENG 3760. Writing Creative Nonfiction II (3 credits)

An advanced workshop in writing creative nonfiction, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. PREREQ: ENG 2760 or permission of instructor.

ENG 3860. Literary Magazine Production (1 credit)

This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, The Aurochs. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading.

ENG 3870. Literary Magazine Production (1 credit)

This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, The Aurochs. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading.

ENG 3900. Study Abroad (3 credits)

An international experience designed to cultivate global understandings of literary texts and movements in English, foster deeper understandings of other cultures, and enhance skills of critical thinking and intercultural communication. May be repeated for credit when offered under a different topic. PREREQ: ENG 3040 and/or permission of instructor.

ENG 3990. Practicum in Composition Tutoring (1-2 credits)

A supervised practicum of working as a writing assistant in an appropriate University setting or with students from area schools. (repeatable up to 4 credits)

ENG 4020. Literary Criticism (3 credits)

Study of important texts from major schools of literary theory and contemporary critical approaches to analyzing literature, which may include structuralism, deconstruction, Marxism, psychoanalysis, identity theories, new historicism, and ecocriticism, among others. PREREQ: ENG 3040 or permission of instructor.

ENG 4210. Grant Writing (3 credits)

An introduction to writing grants, including searching for grants, aligning grants with projects, analyzing the rhetoric of grants, conducting research, and producing drafts of grants through collaborative writing, reviewing, and editing. PREREQ: "C" or better in ENG 1050 and ENG 1060.

ENG 4230. Special Topics in American English (3 credits)

A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, Literary Journalism and American English as a global force.

ENG 4240. Special Topics in American English (3 credits)

A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, Literary Journalism and American English as a global force.

ENG 4250. African American Rhetorics (3 credits)

An in-depth study of African American political speeches, letters, sermons, essays, and book-length texts that examines the

debates, strategies, styles, and persuasive practices employed by African Americans in dialogue with the larger nation and among themselves.

ENG 4260. Creative Writing Workshop (1-3 credits)

This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. (repeatable up to 6 credits) PREREQ: ENG 3740 or ENG 3750 or permission of Department Chair.

ENG 4500. Seminar in American Indian Literature (3 credits)

Crosslisted: (AIS 4500)
A study of selected topics in American Indian literature. PREREQ: Permission of instructor.

ENG 4550. Directed Studies Seminar (3 credits)

A sequence of studies culminating in a substantive research paper or comparable project or original work. The program of studies is designed and carried out by the student in cooperation with a faculty member in the department. PREREQ: Consent of instructor.

ENG 4570. Shakespeare (3 credits)

An introduction to the Elizabethan Theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays-histories, comedies, and tragedies. PREREQ: ENG 3040 or permission of instructor; ENG 2470 recommended.

ENG 4810. Phonetics and Phonology (3 credits)

A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns.

ENG 4830. Second Language Acquisition (3 credits)

An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence.

ENG 4850. Cultural Issues of English as a Second Language (3 credits)

A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered.

ENG 4860. Literary Magazine Production (1 credit)

This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, The Aurochs. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading.

ENG 4870. Literary Magazine Production (1 credit)

This course provides experience in the details of producing a literary publication and in using desktop publishing software through work on the UNCP student literary magazine, The Aurochs. Activities will include layout design, artwork selection and cropping, editing, typesetting, and general production work. Pass/Fail grading.

ENG 4990. Professional Internship (3 credits)

Provides students the opportunity to apply the academic skills they have learned in a workplace setting. Working with an approved faculty advisor, students will find an internship in a business, government, non-profit, or university setting. Students will use their research, writing, editing, proofreading, design or technology skills to create or refine one (or several) substantial organizational documents to be compiled into a professional portfolio. PREREQ: "C" or better in ENG 1050 and ENG 1060; one previous rhetoric course at the 3000 or 4000 level; and permission from instructor

ENGS 2xxx. Studies in Literature (3 credits)

Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. PREREQ: "C" grade or better in ENG 1050 and ENG 1060. Title and topic will vary from year to year. (Numbers will vary).

ENGS 4xxx. Seminar in Literature (3 credits)

Study in a small group setting of particular figures or topics in British, American, or World Literature. As part of the seminar experience, each student must make presentations, contribute to class discussions, and write an extended essay incorporating library sources. PREREQ: ENG 3040 or permission of instructor; upper-division standing in the University.

ENGS 33xx. Special Topics in Literature (3 credits)

A critical study of a specific literary period, genre, or topic. PREREQ: ENG 3040 or permission of instructor. Title and topic will vary from offering to offering (Numbers will vary)

ENGS 37xx. Special Topics in Creative Writing (3 credits)

A creative writing course emphasizing in-depth study of a specific genre or topic. Workshop format. PREREQ: ENG 2780 or ENG 2790. (Numbers will vary)

TESL 4890. Applied Pedagogy of Teaching English as a Second Language (3 credits)

Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. PREREQ: ENG 3460, ENG 3710, ENG 4810, ENG 4830, ENG 4850 or permission of instructor.

English Education

EED 3840. Literature and Reading for Adolescents (6-12): Methods and Materials (3 credits)

A survey of literature and reading for adolescents, grades 6-12, incorporating varied methods of approaching and assessing the

study of literature and managing the reading program within pluralistic classrooms. Experiences include classroom presentations in various literary genres, activities appropriate for students with advanced or deficient reading skills, and classroom observations (10 hours). PREREQ: 2.7 GPA and C or better in EDN 2100.

EED 3890. The Teaching of Writing and Speech (6-12): Methods and Materials (3 credits)

Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of principles, terminology, materials, and strategies for teaching and assessing writing and speech within an integrated language arts curriculum. Experiences include writing workshops, unit and lesson planning, oral presentations, technology applications, and observing and assisting in the Writing Center and in writing and speech classrooms (15 hours). PREREQ: 2.7 GPA and C or better in EDN 2100.

EED 4020. Methods of Teaching Dramatic Literature and Performance (3 credits)

Purposes, methods, materials, and evaluation procedures in the area; directed observation in the secondary school; preparation of teaching plans and materials. PREREQ: THE 3040 recommended.

EED 4490. Internship for English/Language Arts in Secondary/Middle Schools (9 credits)

Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings Requires a continuous full-time teaching experience in secondary English. Pass/Fail grading. PREREQ: admission to professional semester.

EED 4750. Professional Seminar in Secondary/Middle Grades English/Language Arts (3 credits)

Philosophy of English curricula and purposes of Standard Course of Study; applications in concrete teaching situations of appropriate methods and materials of instruction and assessment procedures; reflection on teaching practice. Seminar designed to parallel the full-semester internship/teaching experience in English Education (EED 4490). PREREQ: Admission to professional semester.

Speech

SPE 1020. Fundamentals of Voice and Diction (3 credits)

Introduction to the fundamentals of voice and diction for the beginning student. The course consists of practical exercises designed to introduce the student to General American Speech.

SPE 2000. Interpersonal Communication (3 credits)

Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups.

SPE 2010. Fundamentals of Speech (3 credits)

Study of the principles and skills involved in creating and delivering effective speeches, and preparation and presentation of individual and small group speeches.

SPE 3580. Discussion and Debate (3 credits)

An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced.

Theatre

THE 1620. Introduction to Theatre Technology (1 credit)

An introduction to the practices of theatre production, including: the plan and function of the physical facility; safety procedures in the costume shop, scene shop, and on stage; appropriate use of theatre tools, stage rigging, lighting and sound equipment; and other elements of theatrical production. This course will be taught by several members of the theatre faculty.

THE 1640. Stage Make-Up (1 credit)

Theory and practice in the application of make-up for the stage using practical make-up application for class exercises.

THE 1810. Stage Dance I (1 credit)

Crosslisted: (PED 1810)
Basic dance technique for the stage.

THE 1820. Stage Dance II (1 credit)

Crosslisted: (PED 1820)
Basic dance technique for the stage. PREREQ: THE 1810 Permission of instructor.

THE 2010. Acting I: Fundamentals (3 credits)

Introduction to fundamental acting concepts, including the understanding of self-expression and understanding dramatic texts in terms of goals, obstacles and action. Acting processes are explored through classroom exercises and scene work.

THE 2020. Theatre Practicum (Wardrobe/Makeup Crew) (1 credit)

Participate as a member of wardrobe crew with the possibility of advancement to assignments such as wardrobe or makeup assistant, wardrobe or makeup supervisor, and/or an assistant to the faculty member by serving as assistant costume designer, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. (May be repeated for up to 8 credit hours.)

THE 2040. Theatre Practicum (Production Crew) (1 credit)

Participate as a member of one of the standard stage crews, such as scene shifting, props, light board operator, and/or sound board operator, with the possibility of advancement to assignments such as scenic artist, sound engineer, shop foreman, and/or property master/mistress, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the semester. (May be repeated for up to 8 credit hours.)

THE 2060. Theatre Practicum (Shop and Lighting Crew) (1 credit)

Participation in light hang/focus, set construction and strike, with the possibility of advancement to master electrician, and/or assistant lighting designer, with appropriate faculty supervision. This is a lab course requiring approximately 40 hours over the

semester. (May be repeated for up to 8 credit hours.)

THE 2070. Stage Combat (3 credits)

Introduction to staged violence, armed and unarmed combat. PREREQ: THE 1810 or permission of instructor.

THE 2080. Theatre Practicum (Assistant Stage Manager/Stage Manager) (2 credits)

Participation in production as assistant stage manager, with possible advancement to assignments such as Stage Manager, to include assistance with poster design, house management, program layout and design, with appropriate faculty supervision. May be repeated for up to four credit hours. PREREQ: THE 1620 and THE 2350 or permission of instructor.

THE 2100. Theatre Practicum (Acting) (1 credit)

Participate as a cast member in a University Theatre production. (May be repeated for up to 8 credit hours.) PREREQ: BY AUDITION ONLY.

THE 2110. Script Analysis (3 credits)

Focusing on an Aristotle-based formalist script analysis and Stanislavski-based action analysis of modern plays. The course is designed for actors, directors, stage managers and designers.

THE 2150. Theatre Showcase (1 credit)

Participation in opportunities for Theatre majors to create, produce, perform, design and serve as audience for student driven theatre projects under faculty supervision. May be repeated for up to eight credit hours. PREREQ: Must be a declared Theatre major.

THE 2330. Stagecraft (3 credits)

Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. PREREQ: THE 1620.

THE 2340. Scene Painting (3 credits)

Development of basic and advanced skills in scenic painting techniques through studio projects. PREREQ: THE 1620.

THE 2350. Stage Management (3 credits)

Theory and practice of stage management in Broadway, regional, community, and educational theaters. To include the stage manager's responsibilities during rehearsals as well as during performances.

THE 2360. Costume Technology (3 credits)

Principles and theories of costume construction for theatrical productions.

THE 2500. Introduction to Theatre (3 credits)

Introduction to both theatre practice and literature; survey of artists of the theatre and dramatic literature from Ancient Greece to the present.

THE 2810. Stage Dance III (2 credits)

Further development of technical skills in jazz, modern, and other stage dance styles, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. PREREQ: THE 1820 or Permission of instructor.

THE 2820. Stage Dance IV (2 credits)

Further development of technical skills in jazz, modern, and other stage dance styles, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. PREREQ: THE 2810 or Permission of instructor.

THE 2830. Lighting Technology (3 credits)

Study of the theories and techniques used in the repair, maintenance and application of lighting instrumentation and technology for stage productions. Students will participate in various aspects of production as a practical supplement to classroom lectures.

THE 3010. Acting II: Characterization (3 credits)

Continued development in areas previously explored. Emphasis on the actor's instrument, including: appearance, speech and movement capabilities, emotional depths, intelligence, mind-body combination, sense of timing, sense of drama and presentational skills. These areas are explored through classroom exercises and scene and monologue work. PREREQ: THE 2010.

THE 3020. Props Design and Technology (3 credits)

Development of basic and advanced skills in script analysis, prop research, and building techniques to enable students to provide props for productions. PREREQ: THE 1620

THE 3040. Creative Drama (3 credits)

Principles and practices of organizing and directing creative drama and children's theatre activities in the classroom and in the community.

THE 3170. Dialects for the Stage (1 credit)

An overview of regional American and international geographically-specific speech dialects. A series of written, recorded, and oral assignments will provide students with the ability to master specific dialects for performance on stage or film.

THE 3310. Play Direction (3 credits)

Study of the theory and practice of directing for the theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. PREREQ: THE 2010 or permission of instructor.

THE 3330. Lighting Design (3 credits)

Theories and principles of lighting design for theatrical productions. Conceptualization, communication, and execution of design ideas through script analysis, light studies, light plots, and related projects. PREREQ: THE 2830 Lighting Technology

THE 3340. Scene Design (3 credits)

Theory and principles of scene design for the stage. Conceptualization and communication of design ideas through renderings, models, and technical drawings. PREREQ: THE 2330.

THE 3530. Theatre Management (3 credits)

Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management.

THE 3540. Costume Design (3 credits)

Principles and theories of costume design for theatrical productions.

THE 3600. History of the Theatre: The Beginnings to 1642 (3 credits)

Study of the theatre, both its physical form and literature from the beginnings to 1642. PREREQ: THE 2500 or permission of instructor.

THE 3610. History of the Theatre: 1642 to the Present (3 credits)

Study of the theatre, both its physical form and literature from 1642 to the present. PREREQ: THE 2500 or permission of instructor.

THE 3810. Choreography (3 credits)

A practical experience focusing on the choreographer's creative process for developing dances. Emphasis will be placed on identifying, selecting, and utilizing a variety of source material through use of critical evaluation skills for dance, use of choreographic devices, use of improvisation for generating movement, creating meaning through the use of time, space, energy/force, and weight, and creation of a written personal artistic statement.

THE 4010. Acting III: Styles (3 credits)

Continued development in areas previously explored. Emphasis on auditioning skills, including: developing initial skill in the understanding of how to audition, cold and prepared readings, period styles and developing initial skill in the understanding and expression of formal/heightened language and movement. PREREQ: THE 3010.

THE 4030. Senior Capstone I (1 credit)

Part one of a two-semester Senior project focusing on student's personal interest in theatre. PREREQ: Declared Senior Theatre Major.

THE 4040. Senior Capstone II (2 credits)

Part two of a two-semester Senior project focusing on student's personal interest in theatre. PREREQ: Declared Senior Theatre Major.

THE 4050. Shakespeare and Performance (3 credits)

Designed to use both theory and practice to discover the relevance of the language structure, themes, and literary-historical significance of specific plays and poems by Shakespeare. PREREQ: THE 2110

THE 4110. Acting IV: Advanced Methods (3 credits)

Emphasizing intensive techniques and advanced methods of training for the actor. PREREQ: THE 4010

THE 4530. Directed Practicum in Advanced Theatre Problems I (1-3 credits)

Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THE 4540. Directed Practicum in Advanced Theatre Problems II (1-3 credits)

Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THES 3xxx. Special Topics in Theatre (1-3 credits)

An in-depth study of a selected topic in theatre or drama determined by the expertise of the instructor and the interests of the students.

French

FRH 1310. Elementary French I (3 credits)

The sequence of 1310-1320 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

FRH 1320. Elementary French II (3 credits)

The sequence of 1310-1320 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

FRH 2310. Intermediate French I (3 credits)

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. PREREQ: FRH 1310, FRH 1320 or two units of high school French.

FRH 2320. Intermediate French II (3 credits)

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French

civilization and literature. PREREQ: FRH 1310, FRH 1320 or two units of high school French.

FRH 2550. French Conversation and Composition (3 credits)

Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition.

FRH 2560. French Conversation and Composition (3 credits)

Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition.

FRH 3210. Study of French Literature (3 credits)

Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. PREREQ: FRH 2310, FRH 2320 or permission of instructor.

FRH 3220. Study of French Literature (3 credits)

Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. PREREQ: FRH 2310, FRH 2320 or permission of instructor.

FRH 3610. French Civilization and Culture (3 credits)

A course designed to give students a better understanding of the history and civilization of France and other French-speaking countries and to increase their knowledge of the general French culture. PREREQ: FRH 2310 or its equivalent.

FRH 4510. Study Abroad: Study Tour in France (2-7 credits)

A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. PREREQ: Consent of instructor.

German

GER 1310. Elementary German I (3 credits)

The sequence of 1310-1320 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order.

GER 1320. Elementary German II (3 credits)

The sequence of 1310-1320 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order.

GER 2310. Intermediate German I (3 credits)

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German

civilization. PREREQ: GER 1310, GER 1320 or 2 units of high school German.

GER 2320. Intermediate German II (3 credits)

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German civilization. PREREQ: GER 1310, GER 1320 or 2 units of high school German.

Italian

ITL 1310. Elementary Italian I (3 credits)

The sequence 1310-1320 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order.

ITL 1320. Elementary Italian II (3 credits)

The sequence 1310-1320 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order.

Spanish

SPN 1310. Elementary Spanish I (3 credits)

Spanish 1310 introduces essential elements of Spanish grammar, vocabulary, and cultural aspects of the Spanish-speaking world. Emphasis is placed on four skills- listening, speaking, reading, and writing-within a given context, extending outside the classroom setting when possible. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. The content focuses on students' lives and experiences and includes an exposure to everyday customs and lifestyles.

SPN 1320. Elementary Spanish II (3 credits)

Spanish 1320 continues to develop essential elements of Spanish grammar, vocabulary, and cultural aspects of the Spanish-speaking world. This course provides students with opportunities to further the development of their listening, speaking, reading, and writing skills. Students continue to participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. Students will be able to interact on everyday life issues in present and past tenses. PREREQ: SPN 1310 or permission of instructor.

SPN 2310. Intermediate Spanish I (3 credits)

Spanish 2310 continues to develop aspects of Spanish grammar and vocabulary and expands awareness of the cultural aspects of the Spanish speaking world through readings and discussion. This course provides students with additional opportunities to advance their listening, speaking, reading, and writing skills (by including short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students focus on communication and social interaction demands, and they will continue to practice communicating in a variety of tenses. PREREQ: SPN 1320; or permission of instructor.

SPN 2320. Intermediate Spanish II (3 credits)

Spanish 2320 builds on the knowledge acquired in previous levels to further develop proficiency in Spanish grammar,

vocabulary, and understanding cultural aspects of the Spanish-speaking world. In this course students further develop adequate linguistic skills and competency to engage in conventional everyday conversation as well as in more specialized topics, both verbally and in writing. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of tenses. PREREQ: SPN 2310; or permission of instructor.

SPN 2330. Spanish for Heritage Speakers (6 credits)

An intensive review of the Spanish language designed for students with extensive cultural background in the target language. Available to non-native speakers who have an extensive foreign language background. PREREQ: Permission of instructor.

SPN 3010. Early Laboratory Experiences for Prospective Teachers (1 credit)

This course is designed to give prospective Spanish teacher candidates initial exposure to public schools in order to provide them with a realistic preparation for student teaching, challenge their underlying beliefs about teaching and learning, form a basis for a personal decision on teaching Spanish as a career, and build a background for further professional study and growth.

SPN 3080. Spanish Education Field Experience (1 credit)

Early field experiences for the Spanish education major providing observation and instructional experiences in a variety of educational settings. Development of lesson plans and instructional activities in response to the unique features of learning environments. PREREQ: SPN 2320, SPN 2330, or permission of instructor.

SPN 3110. Spanish Composition and Review of Grammar (3 credits)

Intensive practice in task-oriented compositions and comprehensive review of grammatical forms and usage. PREREQ: SPN 2310 and SPN 2320; SPN 2330; or permission of instructor.

SPN 3120. Spanish Conversation (3 credits)

Development of oral communication skills. Emphasis on use of language in everyday situations, vocabulary growth, listening comprehension, and correctness in grammar. PREREQ: SPN 2310 and SPN 2320; SPN 2330; or permission of instructor.

SPN 3150. Presentation Communication: Advanced Writing and Oral Presentation in Spanish (3 credits)

Students will analyze contemporary cultural artifacts of the Spanish-speaking world in order to further advance both written and presentational modes of Spanish. PREREQ: "C" or better in either SPN 3110 or SPN 3120

SPN 3200. Literary Analysis and Criticism in Spanish (3 credits)

Through a variety of representative works of Hispanic literature, this course focuses on the discussion and practical application of different approaches to the critical reading of literary texts. We also study basic concepts and problems of literary theory, as well as strategies for research and academic writing in Spanish. PREREQ: "C" or better in SPN 3110, SPN 3120; or permission of instructor.

SPN 3210. Survey of Spanish-American Literature I (3 credits)

Masterpieces of Latin American literature from Colonization to Romanticism as an outgrowth of Latin American history and civilization. PREREQ: "C" or better in SPN 3200 or permission of instructor.

SPN 3220. Survey of Spanish-American Literature II (3 credits)

Masterpieces of Latin American literature from Post-Romanticism to the present as an outgrowth of Latin American history and civilization. PREREQ: "C" or better in SPN 3200 or permission of instructor.

SPN 3310. Survey of Literature of Spain I (3 credits)

Masterpieces of Spanish literature from Middle Ages to Golden Age as an outgrowth of Spanish history and civilization. PREREQ: "C" or better in SPN 3200 or permission of instructor.

SPN 3320. Survey of Literature of Spain II (3 credits)

Masterpieces of Spanish literature from the eighteenth, nineteenth and twentieth centuries as an outgrowth of Spanish history and civilization. PREREQ: "C" or better in SPN 3200 or permission of instructor.

SPN 3360. History of the Spanish Language (3 credits)

This course offers a panoramic study of the evolution of spoken Latin into modern Spanish. Topics covered will include: the major historical events that influenced the evolution of Spanish; phonological change; morphological and syntactic change; lexical borrowings from other languages; and semantic change. We will also study representative texts that illustrate the evolution of the Spanish language, and students will be assigned a similar text as an individual project. PREREQ: SPN 3110, SPN 3120 and SPN 3150; or permission of instructor.

SPN 3400. Spanish Phonetics and Phonology (3 credits)

This course will study the important elements of Spanish articulatory phonetics. Students will be introduced to basic linguistic concepts and terminology, phonetic transcription, theoretical analyses of phonetic and phonological singularities. The course will have a theoretical component and a practical approach to the study of the Spanish sound system. From a more practical aspect, the course will help students improve their Spanish pronunciation skills. PREREQ: "C" or better in either SPN 3110 or SPN 3120.

SPN 3510. Study Abroad (2-7 credits)

A trip designed to acquaint students with various aspects of Latin American or Spanish life and civilization through visits to places of historical and cultural interest. PREREQ: Permission of department chair.

SPN 3610. Civilization and Culture of Spanish America (3 credits)

A course designed to give students a better understanding of the history and civilization of Spanish America and to increase their knowledge of general Hispanic cultures. PREREQ: SPN 2320 or SPN 2330 or permission of instructor.

SPN 3620. Civilization and Culture of Spain (3 credits)

A course designed to give students a better understanding of the history and civilization of Spain and to increase their knowledge of general Hispanic culture. PREREQ: SPN 2320 or SPN 2330 or permission of instructor.

SPN 3700. Advanced Grammar and Composition (3 credits)

Refinement of Spanish writing skills through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric and critical reading. PREREQ: "C" or better in SPN 3110 and SPN 3120; or permission of instructor.

SPN 3710. Business Spanish (3 credits)

Spanish as applied to business skills such as letter writing, making reservations, billing, ordering, and using the metric system. PREREQ: SPN 3150 or permission of instructor.

SPN 3720. Spanish for Medical Professionals (3 credits)

Students will build on basic grammatical structures acquired in the Spanish Intermediate I and II courses to practice conversational Spanish and specialized medical vocabulary in real-world contexts similar to those they might encounter as part of the environments of many medical professions. PREREQ: "C" or better in SPN 2320

SPN 4130. Topics in Colonial Spanish-American Literature (3-6 credits)

This course covers literature from the first written expressions of pre-Columbian America to the authors and works of Spanish America as a colony of Spain. May be repeated for a maximum of 6 credits with the change of topic. PREREQ: "C" or better in SPN 3700 or permission of instructor.

SPN 4140. 19th Century Spanish-American Literature (3 credits)

This course covers literature from the works and authors of independent Spanish America at the beginning of the 19th Century to the authors and works of Spanish American Modernism. PREREQ: "C" or better in SPN 3700 or permission of instructor.

SPN 4150. Contemporary Spanish-American Literature (3 credits)

This course covers the main literary schools, authors, and works in Spanish America from the early 20th century to the present. Credit, 3 sem. hrs. PREREQ: "C" or better in SPN 3700 or permission of instructor.

SPN 4230. Topics in Medieval, Renaissance, and Golden Age Literature (3-6 credits)

This course concentrates on main literary works and/or authors of Spain from the origins of Spanish Peninsular literature (XII Century) to the Golden Age (XVII Century). May be repeated for a maximum of 6 credits with the change of topic. PREREQ: "C" or better in SPN 3700 or permission of instructor.

SPN 4240. 19th Century Literature of Spain (3 credits)

A course that focuses on topics pertaining to the main literary schools, authors, and works in Spain from the Spanish peninsular Romanticism to Realism and Naturalism at the end of the nineteenth century. PREREQ: "C" or better in SPN 3700 or permission of instructor.

SPN 4250. Contemporary Literature of Spain (3 credits)

The main literary schools, authors, and works in Spain from the early 20th century to the present. PREREQ: "C" or better in SPN 3700 or permission of instructor.

SPN 4400. Methods of Teaching Spanish (3 credits)

Theory and applied methods and materials and evaluation procedures for teaching foreign languages in grades K-12. PREREQ: SPN 3700 and admission to Teacher Education Program.

SPN 4480. Professional Seminar for Pre-Service Teachers (3 credits)

This seminar is specifically designed to coincide with the teacher candidate internship experience. Through the seminar, teacher candidates are supported with the appropriate resources to complement their teaching experience in off-campus public school settings. Emphasis is placed on increasing students' pedagogical expertise by discussing controversial Spanish grammar topics, addressing how to integrate culture, history, and politics into lessons, developing instructional techniques that can be easily adapted to the needs of students, and addressing the needs of heritage speakers. PREREQ: Admission to professional semester. COREQ: SPN 4490.

SPN 4490. Internship for Spanish Education (9 credits)

Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings. Requires a continuous full-time teaching experience in K-12 Spanish. Pass/Fail grading. PREREQ: Admission to professional semester.

SPN 4550. Directed Study in Spanish (3 credits)

Involves investigation under faculty supervision beyond what is offered in existing courses. PREREQ: Overall GPA of at least 3.00; junior or senior standing; and permission of instructor, Department Chair, and Dean.

SPN 4700. Introduction to Spanish Linguistics (3 credits)

An introduction to Spanish linguistics: a diachronic study of the phonological, morphemic, syntactical, semantic aspects of Spanish; dialectical and sociolectal differences in present-day Spanish. PREREQ: SPN 3700 or permission of instructor.

SPNS 2xxx. Special Topics in Hispanic Studies (3 credits)

Study of specific topic related to language, literature, film, or culture of Spain or Spanish America. Title and topic may vary from year to year. PREREQ: "C" or better in SPN 2320

SPNS 3xxx. Special Topics in Hispanic Studies (3 credits)

Study of specific topic related to language, literature, film, or culture of Spain or Spanish America. Title and topic may vary from year to year. PREREQ: "C" or better in SPN 3200 or permission of instructor

SPNS 4xxx. Special Topics in Hispanic Studies (3 credits)

Selected topics related to language, literature, film, or culture of Spain or Spanish America. May be repeated for a maximum of 6 credits with change of topic. PREREQ: SPN 3700 or permission of instructor. Title and topic may vary from year to year. (repeatable up to 6 credits)

Other Foreign Languages

XXX 1310. Introductory Foreign Language Study (3 credits)

The sequence 1310-1320 introduces the grammar and vocabulary of the language, with attendance to some aspects of the related culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

XXX 1320. Introductory Foreign Language Study (3 credits)

The sequence 1310-1320 introduces the grammar and vocabulary of the language, with attendance to some aspects of the related culture. Aural comprehension, speaking, reading, and writing are stressed in that order.

XXX 2310. Intermediate Foreign Language Study (3 credits)

The sequence 2310-2320 develops increased competence in aural comprehension, grammar, translation, and composition. PREREQ: Completion of the 1310-1320 sequence or two high school units of the specified language.

XXX 2320. Intermediate Foreign Language Study (3 credits)

The sequence 2310-2320 develops increased competence in aural comprehension, grammar, translation, and composition. PREREQ: Completion of the 1310-1320 sequence or two high school units of the specified language.

XXXS 1xxx. Foreign Language Study in the Disciplines (3 credits)

This is an introductory study of specific topics related to foreign language. No previous knowledge of the language to be taught is required. This course will be taught in English.

XXXS 3000. Special Topics in Foreign Language Study (3 credits)

In-depth study of specific topics in a foreign language, including culture, literature, linguistics, or film. Taught exclusively in the foreign language. PREREQ: Completion of at least 4 semesters in the foreign language in which the course is taught, or permission of instructor.

Department of Geology and Geography

Chair: Martin B. Farley

Faculty: Jefferson B. Chaumba, Dennis J. Edgell, Amy L. Gross, Madan Maharjan, Nathan Phillippi, Jesse Rouse

Geography and Geology courses provide the scientific foundation for the investigation and understanding of the physical and cultural environments of the Earth and their interactions. Geography provides the basis for measurement of the physical world, the role of humankind as inhabitant of the dynamic Earth, and the spatial variation of human activity. Geology provides the basis for investigation and understanding of the Earth itself.

The curriculum of the Department of Geology and Geography is designed to fulfill multiple needs of students in learning about this dynamic environment. The B.S. in Geo-Environmental Studies is a flexible, interdisciplinary program that allows students to meet their needs in earth-centered studies. The major provides a base from multiple sciences that is important in understanding the geosciences in an environmental context. Students can choose to concentrate on geology or geography or a mix.

Additional purposes are to provide 1) courses that help all students fulfill General Education requirements; 2) courses for students seeking North Carolina Teacher Licensure in Secondary and Middle Grades Science Education; and 3) courses to broaden the knowledge of students majoring in other disciplines. Courses in Geography can be used to meet General Education requirements in Social Sciences. Courses in Geology can be used to meet General Education requirements in Natural Sciences and Mathematics.

Students in any major can minor or choose an academic concentration in geology or geography. Students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education may choose an academic concentration in either Geology or Geography.

Major

Geo-Environmental Studies, Geography Track, B.S.

General Education Requirements*: 44 (29) Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)

- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements

BIO: 7 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIO 3040. Principles of Ecology (4 credits)

CHM: 4 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1300. General Chemistry I (3 credits)

GGY: 9 Sem. Hrs.

- GGY 1010. Principles of Geography (3 credits) or
- GGY 1020. World Regional Geography (3 credits)

- GGY 2500. Introduction to Cartography (3 credits)
- GGY 4100. Land Use Planning (3 credits)

GLY: 7 Sem. Hrs.

- GLY 1000. Physical Geology (3 credits) or
- GLY 1150. Earth Science (3 credits)

- GLYL 1150. Earth Science Laboratory (1 credit)
- GLY 2620. Environmental Geology (3 credits)

MAT: 3 Sem. Hrs.

- MAT 2100. Introduction to Statistics (3 credits)

PLS: 3 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)

GLY or GGY: 3 Sem. Hrs.

- GGY 4010. Internship in Geography (3-4 credits) or
- GLY 4010. Geology Internship (3 credits) or

- approved field course**

Core Total: 36 Sem. Hrs.

Geography Track

GGY: 13 Sem. Hrs.

- GGY 2000. Cultural Geography (3 credits)
- GGY 2460. Weather and Climate (3 credits)
- GGY 2700. Introduction to Geographic Information Science (4 credits)
- GGY 3550. Geographic Traditions and Methods (3 credits)
  or
- GGY 4050. Quantitative Methods (3 credits)

Choose 9 credits from

3000 or higher-level GGY or GLY

Choose 12 credits from

2000 or higher-level AIS, ENV, SOC, CRJ, HST, PHI, PLS, REL, WLS, GLY, or GGY

Geography Track Total: 34 Sem. Hrs.

Electives: 19-20 Sem. Hrs.

Total: 120 Sem. Hrs.

*Fifteen hours of General Education courses are listed separately above as specific core requirements.

** e.g., UNC-CH MAS 472, ECU Geol 4000

Geo-Environmental Studies, Geoscience Track, B.S.

General Education Requirements*: 44 (29) Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)

- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Requirements

BIO: 7 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)
- BIO 3040. Principles of Ecology (4 credits)

CHM: 4 Sem. Hrs.

- CHM 1100. General Chemistry Laboratory I (1 credit)
- CHM 1300. General Chemistry I (3 credits)

GGY: 9 Sem. Hrs.

- GGY 1010. Principles of Geography (3 credits) or
- GGY 1020. World Regional Geography (3 credits)

- GGY 2500. Introduction to Cartography (3 credits)
- GGY 4100. Land Use Planning (3 credits)

GLY: 7 Sem. Hrs.

- GLY 1000. Physical Geology (3 credits) or
- GLY 1150. Earth Science (3 credits)

- GLYL 1150. Earth Science Laboratory (1 credit)
- GLY 2620. Environmental Geology (3 credits)

MAT: 3 Sem. Hrs.

- MAT 2100. Introduction to Statistics (3 credits)

PLS: 3 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)

GLY or GGY: 3 Sem. Hrs.

- GGY 4010. Internship in Geography (3-4 credits) or
- GLY 4010. Geology Internship (3 credits) or
- approved field course**

Core Total: 36 Sem. Hrs.

Geoscience Track

CHM: 4 Sem. Hrs.

- CHM 1110. General Chemistry Laboratory II (1 credit)
- CHM 1310. General Chemistry II (3 credits)

GLY: 8 Sem. Hrs.

- GLY 1250. Earth History (3 credits)
- GLY 3100. Minerals and Rocks (3 credits)
- GLY 3110. Minerals and Rocks Laboratory (1 credit)
- GLYL 1250. Earth History Laboratory (1 credit)

MAT: 4 Sem. Hrs.

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Choose 6 credits from

3000 or higher-level GGY or GLY

Choose 12 credits from

2000 or higher-level BIO, ENV, CSC, CHM, PHY, EGR, GLY, GGY; or MAT 2220 or 3000 or higher-level MAT

Geoscience Track Total: 34 Sem. Hrs.

Electives: 20 Sem. Hrs.

Total: 120 Sem. Hrs.

*Fifteen hours of General Education courses are listed separately above as specific core requirements.

** e.g., UNC-CH MAS 472, ECU Geol 4000

Minor

Geography Minor

Required Courses for a Minor in Geography

- GGY 1020. World Regional Geography (3 credits) or
- GGY 1010. Principles of Geography (3 credits)

- GGY 2500. Introduction to Cartography (3 credits)

Choose 2 courses from the following:

- GGY 1150. Earth Science (3 credits)
- GGY 2000. Cultural Geography (3 credits)
- GGY 2060. Economic Geography (3 credits)
- GGY 2460. Weather and Climate (3 credits)
- GGY 2620. Environmental Geology (3 credits)
- GGY 2700. Introduction to Geographic Information Science (4 credits)
- GGYS 2xxx. General Topics in Geography (1-4 credits)

Choose 2 courses from the following:

- GGY 3290. Society and the Environment (3 credits)
- GGY 3700. Geography of Africa (3 credits)
- GGY 3720. North America (3 credits)
- GGY 3770. Geography of American Indians (3 credits)
- GGY 3780. Geography of Latin America (3 credits)
- GGY 3790. Geography of Asia (3 credits)
- GGY 3800. World Prehistory (3 credits)
- GGY 4010. Internship in Geography (3-4 credits)
- GGY 4040. Remote Sensing (3 credits)
- GGY 4100. Land Use Planning (3 credits)
- GGY 4700. Writing in the Geosciences (3 credits)
- GGYS 4xxx. Special Topics in Geography (1-4 credits)

Total: 18-19 Sem. Hrs.

Geology Minor

Required Courses for a Minor in Geology

- GLY 1000. Physical Geology (3 credits)
- GLYL 1000. Physical Geology Laboratory (1 credit)
  or
- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)

- GLY 1250. Earth History (3 credits)
- GLYL 1250. Earth History Laboratory (1 credit)

Choose 4 courses from the following:

- GLY 2260. Oceanography (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- GLY 2620. Environmental Geology (3 credits)
- GLY 3100. Minerals and Rocks (3 credits)
- GLY 3250. Paleontology (3 credits)
- GLY 3660. Geomorphology (3 credits)
- GLY 4040. Remote Sensing (3 credits)
- GLY 4150. Geology Field Trip (1-3 credits)
- GLY 4250. Stratigraphy and Sedimentology (3 credits)
- GLY 4700. Writing in the Geosciences (3 credits)
- GLYS 2xxx. General Topics in Geology (1-4 credits)
- GLYS 4xxx. Special Topics in Geology (1-4 credits)
- GGY 2500. Introduction to Cartography (3 credits)

Total: 20 Sem. Hrs.

Sustainability Minor

Coordinator: TBA

Sustainability is commonly defined as meeting the needs of our present generation without compromising the ability of future generations to meet their goals. The sustainability minor is an 18- credit interdisciplinary program that is designed to assist students who are interested in pursuing a career that involves practicing sustainable practices. The minor focuses on how individuals can focus on these sustainable practices within the environment and how these practices impact both economic and social issues within local, national, and international contexts. The minor will be applicable to students from all majors due to the focus on how these sustainability principles can be applied to all academic disciplines and professional fields. More information regarding the minor can be obtained from the Department of Geology and Geography.

Requirements for a Minor in Sustainability

Core Courses: 9 Sem. Hrs.

- ENV 1100. Environmental Science (3 credits)
- GLY 2620. Environmental Geology (3 credits)
  *PREREQ: GLY 1000 or 1150

- AIS 2410. Environmental Literature (3 credits) or
- ENG 2410. Environmental Literature (3 credits)

Electives: 9-10 Sem. Hrs.

select one of the following courses:

- MGT 4310. Sustainability and Corporate Social Responsibility (3 credits)

select two of the following courses:

- GGY 3290. Society and the Environment (3 credits)
- PHI 3300. Environmental Ethics (3 credits)
- ENV 4100. Environmental Laws and Regulations (3 credits)
- SOC 4420. Community Resource Development (3 credits)

Total: 18-19 Sem. Hrs.

Academic Concentration

Geography Academic Concentration

Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers two Academic Concentration options of 24-26 hours each. An Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Geography

- GGY 1020. World Regional Geography (3 credits) or
- GGY 1010. Principles of Geography (3 credits)

- GGY 2500. Introduction to Cartography (3 credits)

Choose 3 courses from the following:

- GGY 1150. Earth Science (3 credits)
- GGY 2000. Cultural Geography (3 credits)
- GGY 2060. Economic Geography (3 credits)
- GGY 2460. Weather and Climate (3 credits)
- GGY 2620. Environmental Geology (3 credits)
- GGY 2700. Introduction to Geographic Information Science (4 credits)

Choose 3 courses from the following:

- GGY 3290. Society and the Environment (3 credits)
- GGY 3700. Geography of Africa (3 credits)
- GGY 3720. North America (3 credits)
- GGY 3780. Geography of Latin America (3 credits)
- GGY 3790. Geography of Asia (3 credits)
- GGY 4010. Internship in Geography (3-4 credits)
- GGY 4040. Remote Sensing (3 credits)
- GGY 4100. Land Use Planning (3 credits)
- GGYS 4xxx. Special Topics in Geography (1-4 credits)
- GLY 3660. Geomorphology (3 credits)

Total: 24-25 Sem. Hrs.

Geology Academic Concentration

Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department offers two Academic Concentration options of 24-26 hours each. An Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Geology

- GLY 1000. Physical Geology (3 credits)
- GLYL 1000. Physical Geology Laboratory (1 credit) or

- GLY 1150. Earth Science (3 credits)
- GLYL 1150. Earth Science Laboratory (1 credit)

- GLY 1250. Earth History (3 credits)
- GLYL 1250. Earth History Laboratory (1 credit)

Choose 6 courses from the following:

- GLY 2260. Oceanography (3 credits)
- GLY 2460. Weather and Climate (3 credits)
- GLY 2620. Environmental Geology (3 credits)
- GLY 3100. Minerals and Rocks (3 credits)
- GLY 3250. Paleontology (3 credits)
- GLY 3660. Geomorphology (3 credits)
- GLY 4250. Stratigraphy and Sedimentology (3 credits)
- GLYS 4xxx. Special Topics in Geology (1-4 credits)
- GGY 2500. Introduction to Cartography (3 credits)

Total: 26 Sem. Hrs.

Certificate

Geospatial Technologies Certificate

The Geospatial Technologies Certificate provides UNCP students in good standing from all majors the opportunity to learn and apply the conceptual knowledge and technical skills needed to be proficient within a fast growing industry. The Geospatial Technologies Certificate consists of 12 hours of course work. The first course, *Introduction to Cartography* (GGY 2500), provides a broad view of modern mapping technologies. The second course, a choice of either Introduction to *Geographic Information Science* (GGY 2700) or *Remote Sensing* (GGY 4040), focuses on industry standard practices and technologies. The next four to five hours are made up of one or more methods based classes chosen, with departmental approval, to focus on the student's interest in geospatial technologies or related fields. The last course, a capstone (GGY 4610), demonstrates the student's proficiency with geospatial technologies by developing and completing a real world project. A Geospatial Technologies Certificate will be granted after the successful completion of the program provided the student has a "C" average in the Geospatial Technologies Certificate courses.

Requirements for the Geospatial Technologies Certificate

- GGY 2500. Introduction to Cartography (3 credits)

- GGY 2700. Introduction to Geographic Information Science (4 credits) or
- GGY 4040. Remote Sensing (3 credits)

- GGY 4610. GTC Capstone (1 credit)
- Four to five hours of methods-based classes, with departmental approval

Total: 12 Sem. Hrs.

Courses: Geography

GGY 1010. Principles of Geography (3 credits)

The study of the earth's physical and human geography from a spatial perspective. Techniques and methodology to study interactions between human activities and the physical environment are emphasized.

GGY 1020. World Regional Geography (3 credits)

Survey of most countries and regions of the world. An examination of cultures, economies, and physical characteristics as they relate to regional development and contemporary problems in world affairs. Presents an overview of the multicultural earth.

GGY 1150. Earth Science (3 credits)

Crosslisted: (GLY 1150)
The same course as GLY 1150.

GGY 1250. Earth History (3 credits)

Crosslisted: (GLY 1250)
Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time.

GGY 2000. Cultural Geography (3 credits)

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

GGY 2040. World Geography Bowl (1 credit)

Students will prepare for the NC regional World Geography Bowl through map exercises and discussions on a broad range of Geography topics. May be repeated for credit up to three times. PREREQ: GGY 1010 or 1020

GGY 2060. Economic Geography (3 credits)

Crosslisted: (ECN 2060)
Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects.

GGY 2460. Weather and Climate (3 credits)

Crosslisted: (GLY 2460, PHS 2460)
Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data.

GGY 2500. Introduction to Cartography (3 credits)

Concepts and skills of map use and interpretation. Cartographic techniques and conventions for production of thematic maps. Basic concepts of geographic information systems and remote sensing.

GGY 2620. Environmental Geology (3 credits)

Crosslisted: (GLY 2620)
The same course as GLY 2620.

GGY 2700. Introduction to Geographic Information Science (4 credits)

An introduction to the concepts and uses of GIS technologies and GIScience concepts. Lecture topics include history of GIS, GIS data structures, sources of data, GIS tools, and applications. Lab emphasis will be on spatial data handling in a computer environment; data analysis, production, and information display for planning and decision making.

GGY 3290. Society and the Environment (3 credits)

A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical

resources is stressed.

GGY 3312. Political Geography (3 credits)

Crosslisted: (PLS 3312)
An examination of how geography and politics are tied together at a variety of spatial scales and in different global locations. Includes discussions of political geography both within and between states as well as those areas beyond the states, such as the sea and outer space.

GGY 3550. Geographic Traditions and Methods (3 credits)

Review of the major approaches in geographic scholarship including research methods. PREREQ: GGY 1010, GGY 1020, or GGY 2000

GGY 3700. Geography of Africa (3 credits)

Examines the historical geography, cultures and physical environments of the African continent. Analysis of current issues and study of economic development problems and prospects.

GGY 3720. North America (3 credits)

Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure.

GGY 3770. Geography of American Indians (3 credits)

An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources.

GGY 3780. Geography of Latin America (3 credits)

Geographical analysis of cultures and environments of Mexico, Central America, Caribbean, and South America. Examination of demographic, political, and economic processes that shape regional development.

GGY 3790. Geography of Asia (3 credits)

Geographical analysis of cultures and environments of South Asia, East Asia, and Southeast Asia. Examination of demographic, political, and economic processes that shape regional development.

GGY 3800. World Prehistory (3 credits)

This course will provide access to a broad perspective on homonid prehistory around the world from our earliest known ancestors (with focus on ardipithecus and australopithecus) to the transition to protohistory and early history. The course will examine the development of culture across space and through time with a focus on the emergence of cultural hearths in each global region.

GGY 4010. Internship in Geography (3-4 credits)

Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. PREREQ: Permission of instructor.

GGY 4020. Coding for the Geosciences and Geospatial Technologies (1 credit)

Focuses on current desktop and web programming languages used in the geosciences and/or geospatial technologies PREREQ: GGY 2500

GGY 4030. Ground Penetrating Radar (1 credit)

Crosslisted: GLY 4030
Subsurface remote sensing using ground penetrating radar (GPR). Students will gain experience in the capture and interpretation of GPR data using the instrument and associated software that can be used in a variety of disciplines (e.g. geology, geography, archeology, engineering, etc.). PREREQ: GGY/GLY 1150

GGY 4040. Remote Sensing (3 credits)

Crosslisted: GLY 4040
Remote sensing of Earth's surface. Techniques of photography, multispectral scanning, and microwave imagery from airplane, satellite, and manned-spacecraft platforms. Image interpretation, practical applications in Earth Science, and use of remotely sensed data in Geographic Information Systems.

GGY 4050. Quantitative Methods (3 credits)

An exploration of mathematical and statistical techniques used in Geography to analyze and describe patterns in spatial data. PREREQ/COREQ: GGY 2500 and MAT 2100

GGY 4100. Land Use Planning (3 credits)

Study of the diverse factors affecting human use of the physical environment. The roles of topography, soils, groundwater, wastewater, streamflow, wetlands, and landscape ecology in environmental land use planning will be considered in detail. PREREQ: GGY 1010 and GGY 2500.

GGY 4610. GTC Capstone (1 credit)

Practical demonstration of knowledge through the development and completion of a real-word project using appropriate geospatial data and technologies. PREREQ: Permission of instructor

GGY 4700. Writing in the Geosciences (3 credits)

Crosslisted: (GLY 4700)
Development of skill in fundamental communication in the geosciences. Students study methods of communication and research as well as practice presentations. Writing will be addressed as a process involving drafts, revisions, and peer review.

GGYS 2xxx. General Topics in Geography (1-4 credits)

This course will focus on a topic of general interest and explore its breadth. The topic will be announced in the schedule of classes. Possible topics include general methodological and topical concepts.

GGYS 4xxx. Special Topics in Geography (1-4 credits)

This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include regional areas or specialized fields. The course may be repeated for a maximum of 6 semester hours.

Geology

GLY 1000. Physical Geology (3 credits)

Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics.

GLYL 1000. Physical Geology Laboratory (1 credit)

Study of common minerals and rocks; use of topographic and geologic maps. PREREQ: Current enrollment in or completion of GLY 1000.

GLY 1150. Earth Science (3 credits)

Crosslisted: (GGY 1150)
Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system.

GLYL 1150. Earth Science Laboratory (1 credit)

Crosslisted: (GGYL 1150)
Study of common minerals and rocks, topographic maps, climate classification, weather processes. PREREQ: Current enrollment in or completion of GLY 1150.

GLY 1250. Earth History (3 credits)

Crosslisted: (GGY 1250)
Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time.

GLYL 1250. Earth History Laboratory (1 credit)

Study of animal and plant fossils, environments of deposition, geologic maps. PREREQ: Current enrollment in or completion of GLY 1250.

GLY 2260. Oceanography (3 credits)

Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. PREREQ: GLY 1000 or GLY 1150.

GLY 2460. Weather and Climate (3 credits)

Crosslisted: (GGY 2460, PHS 2460)
The same course as Geography 2460.

GLY 2620. Environmental Geology (3 credits)

Aspects of geology related to problems arising from intensive use of the earth by modern society. The use of earth materials, energy resources and groundwater will be considered along with land use planning.

GLY 3100. Minerals and Rocks (3 credits)

Study of minerals and rocks with an emphasis on origins, classification, and identification. PREREQ: GLY 1000 or GLY 1150 and concurrent enrollment in GLY 3110.

GLY 3110. Minerals and Rocks Laboratory (1 credit)

A survey of minerals and rocks with an emphasis on environments of origin, classification, textural features, and identification. Laboratory stresses mineral and rock identification and typical associations. PREREQ: GLY 1000 or GLY 1150 and concurrent enrollment in GLY 3100.

GLY 3250. Paleontology (3 credits)

Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. PREREQ: GLY 1250, GLYL 1250, and BIO 1000.

GLY 3660. Geomorphology (3 credits)

Advanced study of land forms-fluvial, solution, glacial, marine, eolian, volcanic, and structural. History of geomorphic theories and regional land forms will also be covered. PREREQ: GLY 1000 or GLY 1150.

GLY 4010. Geology Internship (3 credits)

Practical experience with a consulting firm, university, museum, or government agency through a planned internship. Supervision is provided by a designated member of the firm, university, or agency and by a member of the departmental faculty. PREREQ: Departmental approval.

GLY 4030. Ground Penetrating Radar (1 credit)

Crosslisted: GGY 4030
Subsurface remote sensing using ground penetrating radar (GPR). Students will gain experience in the capture and interpretation of GPR data using the instrument and associated software that can be used in a variety of disciplines (e.g. geology, geography, archeology, engineering, etc.). PREREQ: GGY/GLY 1150

GLY 4040. Remote Sensing (3 credits)

Crosslisted: GGY 4040
Remote sensing of Earth's surface. Techniques of photography, multispectral scanning, and microwave imagery from airplane, satellite, and manned-spacecraft platforms. Image interpretation, practical applications in Earth Science, and use of remotely

sensed data in Geographic Information Systems.

GLY 4150. Geology Field Trip (1-3 credits)

Field trip to selected geologic sites to increase appreciation and understanding of geologic, biologic, and cultural resources in areas outside of the UNCP community. A fee is charged to cover travel expenses. Course may be taken for credit up to 3 times. PREREQ: GLY 1150.

GLY 4250. Stratigraphy and Sedimentology (3 credits)

Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. PREREQ: GLY 1250.

GLY 4700. Writing in the Geosciences (3 credits)

Crosslisted: (GGY 4700)
Development of skill in fundamental communication in the geosciences. Students study methods of communication and research as well as practice presentations. Writing will be addressed as a process involving drafts, revisions, and peer review.

GLYS 2xxx. General Topics in Geology (1-4 credits)

This course will focus on a topic of general interest and explore its breadth. The topic will be announced in the schedule of classes. Possible topics include general methodological and topical concepts.

GLYS 4xxx. Special Topics in Geology (1-4 credits)

This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include dinosaurs, natural disasters, etc. The course may be repeated for a maximum of 6 semester hours.

Department of History

Chair: Jaime A. Martinez

Faculty: Ryan K. Anderson[1], Charles E. Beem[2], Scott C. Billingsley[5], Serina Cinnamon[3,4], Bruce J. DeHart, James J. Hudson[6], Anthony W. Johnson, Jamie M. Mize[8], J. Mark Thompson, Christopher A. Woolley[7]

[1]American Studies Minor Coordinator

[2]British Studies Minor Coordinator

[3]Social Studies Education Undergraduate Coordinator

[4]Social Studies Education Graduate Director

[5]Assoc. Provost/Assoc. Vice Chancellor for Academic Affairs

[6]Asian Studies Minor Coordinator

[7]Interim African American Studies Minor Coordinator

[8]Pembroke Mellon REACH Program Director

History is an intellectually liberating discipline and a core component of a liberal arts education. Through the study of the political, social, and cultural aspects of the modern world and the rise, flourishing, and decline of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter military or government service, or seek employment in other professions or the business world. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

Programs of study offered by the Department of History include a major and a minor in History, a licensure program in Secondary or Middle Grades Social Studies Education, and an Academic Concentration in History for prospective teachers. The Department also coordinates minors in African American Studies, American Studies, and British Studies. At the Graduate level, the Department offers the M.A. degree and coordinates the M.A.T. degree in Social Studies Education.

Each History major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language.

Additional information about the History department and its programs is available on the Department's Web Page (http://www.uncp.edu/history/).

Major

History, General History, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Basic History Shared Core: 15 Sem. Hrs.

Introductory History

Complete a total of four introductory courses (12 sem. hrs.), including at least one American Civilizations course (HST 1010 or 1020) and at least one World Civilizations course (HST 1140 or 1150). 6 credits of introductory history also count toward general education.

Students interested in teaching U. S. History should take both American Civilizations courses. Students interested in teaching World History should take both World Civilizations courses.

- HST 1010. American Civilizations to 1877 (3 credits)
- HST 1020. American Civilizations since 1877 (3 credits)
- HST 1030. Introduction to African-American History (3 credits)
- HST 1100. History of the American Indian to 1865 (3 credits)
- HST 1110. History of the American Indian since 1865 (3 credits)
- HST 1140. World Civilizations to 1500 (3 credits)
- HST 1150. World Civilizations since 1500 (3 credits)

Historical Methods

- HST 3000. Historical Practice and Theory (3 credits)

Advanced History Shared Core: 18 Sem. Hrs.

Six advanced HST courses:

- 2 courses from the North American area
- 2 courses from the European area
- 2 courses from the African/Asian/Latin American/Middle Eastern area

North American History

- HST 3050. The American Colonies (3 credits)
- HST 3060. Revolution and the Young Republic (3 credits)
- HST 3070. Jacksonian America (3 credits)
- HST 3100. Civil War and Reconstruction (3 credits)
- HST 3140. The Gilded Age and Progressive Era (3 credits)
- HST 3150. Interwar America (3 credits)
- HST 3160. Recent America, 1945-Present (3 credits)
- HST 3170. History of North Carolina (3 credits)
- HST 3260. Indians of the Southeast (3 credits)
- HST 3410. U.S. Economic History (3 credits)
- HST 3610. African-American History to 1863 (3 credits)
- HST 3620. African-American History Since Emancipation (3 credits)
- HST 3640. Civil Rights Movement (3 credits)
- HST 3800. Women and the Development of U.S. Society (3 credits)
- HST 3820. Growing Up American (3 credits)
- HST 4040. History of the Old South (3 credits)
- HST 4050. History of the New South 1865-1980 (3 credits)
- HST 4060. U.S. Military History (3 credits)
- HST 4070. Women in U.S. History Since 1870 (3 credits)
- HST 4130. History of U.S. Foreign Policy (3 credits)
- HST 4230. Indigenous Women (3 credits)
- HST 4340. Vietnam War (3 credits)
- HST 4360. American Political History (3 credits)
- HST 4620. Gender and Power in Native North America to 1900 (3 credits)
- HST 4640. Colonial Encounters in the Eastern Woodlands (3 credits)
- HST 4650. Indian Residential and Boarding School Narratives (3 credits)
- HST 4660. Indian Slavery in Colonial North America (3 credits)

European History

- HST 3210. Ancient History (3 credits)
- HST 3230. The Middle Ages (3 credits)
- HST 3270. Early Modern Europe, 1500-1789 (3 credits)
- HST 3290. Revolution, Liberalism, and Nationalism in Europe, 1789-1914 (3 credits)
- HST 3320. Twentieth Century Europe (3 credits)
- HST 3370. Modern European Economic and Social History (3 credits)
- HST 4120. History of Sexuality (3 credits)
- HST 4170. History of Modern Britain (3 credits)
- HST 4210. History of Modern Germany, 1866 to the Present (3 credits)
- HST 4220. The Second World War (3 credits)
- HST 4270. Modern European Cultural History (3 credits)
- HST 4300. Nazi Germany (1933-1945) (3 credits)
- HST 4320. A History of Imperial Russia from 1682 to 1917 (3 credits)
- HST 4330. The Russian Empire and the Soviet Union in the Twentieth Century (3 credits)
- HST 4410. History of Medieval Britain (3 credits)
- HST 4420. History of Tudor and Stuart Britain (3 credits)
- HST 4430. History of the British Empire (3 credits)

African/Asian/Latin American/Middle Eastern History

- HST 3028. Cultural and Religious History of China (3 credits)
- HST 3029. Cultural and Religious History of Korea and Japan (3 credits)
- HST 3440. History of Modern East Asia (3 credits)
- HST 3450. The United States and East Asia (3 credits)
- HST 3550. China: Confucius to the Ming Dynasty (3 credits)
- HST 3560. State and Society in East Asia (3 credits)
- HST 3720. History of South Asia (3 credits)
- HST 3730. Comparative Asian Civilizations (3 credits)
- HST 3740. History of Islam (3 credits)
- HST 3750. History of Sub-Sahara Africa (3 credits)
- HST 3840. Colonial Latin America (3 credits)
- HST 3850. Indians of Latin America (3 credits)
- HST 3860. Latin America Since Independence (3 credits)
- HST 3870. Modern Mexico (3 credits)
- HST 4450. Pre-Modern Middle East (3 credits)
- HST 4470. The Making of Modern China (3 credits)
- HST 4460. History of the Modern Middle East (3 credits)
- HST 4570. History of the Caribbean (3 credits)
- HST 4580. Disease and Disaster in Latin America (3 credits)

Advanced History Electives: 6 Sem. Hrs.

Two additional advanced HST or HSTS courses from any geographic or methodological area

Public History Option

Students interested in pursuing employment or graduate study in the field of Public History are encouraged to choose the following two courses as their Advanced History Electives:

- HST 4740. Introduction to Public History (3 credits)
- HST 4840. Public History Internship (3 credits)

Electives: 36 Sem. Hrs.

History Majors are encouraged to use 18 of their free elective hours to pursue a minor. History Majors considering pursuing an MA and/or PhD in history are strongly encouraged to complete 12 credit hours in a foreign language as that is a common graduate school requirement.

Total: 120 Sem. Hrs.

History, Social Studies Education, B.A.

Bachelor of Arts in History: Social Studies Education

Secondary and Middle Grades Coordinator: Serina Cinnamon

Location: Department of History

Program Description

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach secondary or middle grades social studies in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 12 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Social Studies Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes "the entirety of human experience," requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;

10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Basic History Shared Core: 15 Sem. Hrs.

Introductory History

Complete a total of four introductory courses (12 sem. hrs.), including at least one American Civilizations course (HST 1010 or 1020) and at least one World Civilizations course (HST 1140 or 1150). 6 credits of introductory history also count toward general education.

Students interested in teaching U. S. History should take both American Civilizations courses. Students interested in teaching World History should take both World Civilizations courses.

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- HST 1020. American Civilizations since 1877 (3 credits)
- HST 1030. Introduction to African-American History (3 credits)
- HST 1100. History of the American Indian to 1865 (3 credits)
- HST 1110. History of the American Indian since 1865 (3 credits)
- HST 1140. World Civilizations to 1500 (3 credits)
- HST 1150. World Civilizations since 1500 (3 credits)

Historical Methods

- HST 3000. Historical Practice and Theory (3 credits)

Advanced History Shared Core: 18 Sem. Hrs.

Six advanced HST courses:

- 2 courses from the North American area
- 2 courses from the European area
- 2 courses from the African/Asian/Latin American/Middle Eastern area

North American History

- HST 3050. The American Colonies (3 credits)
- HST 3060. Revolution and the Young Republic (3 credits)
- HST 3070. Jacksonian America (3 credits)
- HST 3100. Civil War and Reconstruction (3 credits)
- HST 3140. The Gilded Age and Progressive Era (3 credits)
- HST 3150. Interwar America (3 credits)
- HST 3160. Recent America, 1945-Present (3 credits)
- HST 3260. Indians of the Southeast (3 credits)
- HST 3410. U.S. Economic History (3 credits)
- HST 3610. African-American History to 1863 (3 credits)
- HST 3620. African-American History Since Emancipation (3 credits)
- HST 3640. Civil Rights Movement (3 credits)
- HST 3800. Women and the Development of U.S. Society (3 credits)
- HST 3820. Growing Up American (3 credits)
- HST 4040. History of the Old South (3 credits)
- HST 4050. History of the New South 1865-1980 (3 credits)
- HST 4060. U.S. Military History (3 credits)
- HST 4070. Women in U.S. History Since 1870 (3 credits)
- HST 4120. History of Sexuality (3 credits)
- HST 4130. History of U.S. Foreign Policy (3 credits)
- HST 4230. Indigenous Women (3 credits)
- HST 4340. Vietnam War (3 credits)
- HST 4360. American Political History (3 credits)
- HST 4640. Colonial Encounters in the Eastern Woodlands (3 credits)
- HST 4650. Indian Residential and Boarding School Narratives (3 credits)
- HST 4660. Indian Slavery in Colonial North America (3 credits)

European History

- HST 3210. Ancient History (3 credits)
- HST 3230. The Middle Ages (3 credits)
- HST 3270. Early Modern Europe, 1500-1789 (3 credits)
- HST 3290. Revolution, Liberalism, and Nationalism in Europe, 1789-1914 (3 credits)
- HST 3320. Twentieth Century Europe (3 credits)
- HST 3370. Modern European Economic and Social History (3 credits)
- HST 4120. History of Sexuality (3 credits)
- HST 4170. History of Modern Britain (3 credits)
- HST 4210. History of Modern Germany, 1866 to the Present (3 credits)
- HST 4220. The Second World War (3 credits)

- HST 4270. Modern European Cultural History (3 credits)
- HST 4300. Nazi Germany (1933-1945) (3 credits)
- HST 4320. A History of Imperial Russia from 1682 to 1917 (3 credits)
- HST 4330. The Russian Empire and the Soviet Union in the Twentieth Century (3 credits)
- HST 4410. History of Medieval Britain (3 credits)
- HST 4420. History of Tudor and Stuart Britain (3 credits)
- HST 4430. History of the British Empire (3 credits)

African/Asian/Latin American/Middle Eastern History

- HST 3028. Cultural and Religious History of China (3 credits)
- HST 3029. Cultural and Religious History of Korea and Japan (3 credits)
- HST 3440. History of Modern East Asia (3 credits)
- HST 3450. The United States and East Asia (3 credits)
- HST 3550. China: Confucius to the Ming Dynasty (3 credits)
- HST 3560. State and Society in East Asia (3 credits)
- HST 3720. History of South Asia (3 credits)
- HST 3730. Comparative Asian Civilizations (3 credits)
- HST 3740. History of Islam (3 credits)
- HST 3750. History of Sub-Sahara Africa (3 credits)
- HST 3840. Colonial Latin America (3 credits)
- HST 3850. Indians of Latin America (3 credits)
- HST 3860. Latin America Since Independence (3 credits)
- HST 3870. Modern Mexico (3 credits)
- HST 4450. Pre-Modern Middle East (3 credits)
- HST 4460. History of the Modern Middle East (3 credits)
- HST 4470. The Making of Modern China (3 credits)
- HST 4570. History of the Caribbean (3 credits)
- HST 4580. Disease and Disaster in Latin America (3 credits)

Advanced History for Teacher Preparation: 6 Sem. Hrs.

- HST 3170. History of North Carolina (3 credits)

and one of the following:

- HST 3260. Indians of the Southeast (3 credits)
- HST 3370. Modern European Economic and Social History (3 credits)
- HST 3560. State and Society in East Asia (3 credits)
- HST 3610. African-American History to 1863 (3 credits)
- HST 3620. African-American History Since Emancipation (3 credits)
- HST 3640. Civil Rights Movement (3 credits)
- HST 3730. Comparative Asian Civilizations (3 credits)
- HST 3800. Women and the Development of U.S. Society (3 credits)
- HST 3820. Growing Up American (3 credits)
- HST 3850. Indians of Latin America (3 credits)
- HST 4070. Women in U.S. History Since 1870 (3 credits)
- HST 4120. History of Sexuality (3 credits)

- HST 4230. Indigenous Women (3 credits)
- HST 4270. Modern European Cultural History (3 credits)
- HST 4430. History of the British Empire (3 credits)
- HST 4570. History of the Caribbean (3 credits)
- HST 4640. Colonial Encounters in the Eastern Woodlands (3 credits)
- HST 4650. Indian Residential and Boarding School Narratives (3 credits)
- HST 4660. Indian Slavery in Colonial North America (3 credits)
- HST 4740. Introduction to Public History (3 credits)

Social Sciences: 15 Sem. Hrs.

Political Science

- PLS 1000. Introduction to Political Science (3 credits) or
- PLS 1010. Introduction to American National Government (3 credits)
- And one additional 3-credit PLS course (courses may not be repeated)

Economics

- ECN 1000. Economics of Social Issues (3 credits) or
- ECN 2020. Principles of Microeconomics (3 credits) or
- ECN 2030. Principles of Macroeconomics (3 credits)

Geography

- GGY 1010. Principles of Geography (3 credits) or
- GGY 1020. World Regional Geography (3 credits) or
- GGY 2000. Cultural Geography (3 credits) or
- GGY 2060. Economic Geography (3 credits)

Sociology and Psychology

- PSY 1010. Introductory Psychology (3 credits) or
- SOC 1020. Introduction to Sociology (3 credits) or
- SOC 1050. Introduction to Cultural Anthropology (3 credits) or
- SOC 2090. Social Problems in Modern Society (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)
  And one of the following:

- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)

- EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)
- PSY 2050. Childhood and Adolescence (3 credits)

Content Pedagogy: 21 Sem. Hrs.

- SSE 4100. Principles of Teaching Social Studies (3 credits)
- SSE 4350. Social Studies Curriculum Development and Purposes (3 credits)
- SSE 4480. Internship in Social Studies in the Secondary School (9 credits)
- SSE 4490. SSE Internship Seminar (3 credits)
- SSE 4500. Methods of Teaching Social Studies (3 credits)

General Electives: 6 Sem. Hrs.

Total: 120 Sem. Hrs.*

*18 semester hours of History and Social Sciences may also count toward General Ed.

NOTE: Students who desire teacher licensure should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advsior prior to registering for General Education courses is strongly recommended.

Minor

African American Studies Minor

Coordinator: David M. Walton

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

Theory, Grounding, and Research: 6 Sem. Hrs.

- HST 2000. Introduction to African American Studies (3 credits)

And one of the following:

- ENG 2100. African American Literature (3 credits)
- HST 1030. Introduction to African-American History (3 credits)
- SWK 3820. African-American Populations (3 credits)

Guided Electives: 12 Sem. Hrs.

In consultation with the program director, students should select either the interdisciplinary area or one of the three discipline-specific concentrations. Students may not apply courses used in the theory core above to the Guided Electives requirement.

Students may count up to 6 hours of major or general education coursework toward this minor.

Interdisciplinary Concentration

Select 12 credits from the list below. Courses must come from at least two different academic disciplines. Special Topics, Research, and Practicum courses must be approved in advance by program director in order to count toward the minor.

- ENG 2100. African American Literature (3 credits)
- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENGS 2xxx. Studies in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)
- GGY 3700. Geography of Africa (3 credits)
- GGY 3780. Geography of Latin America (3 credits)
- GGYS 2xxx. General Topics in Geography (1-4 credits)
- GGYS 4xxx. Special Topics in Geography (1-4 credits)
- HST 1030. Introduction to African-American History (3 credits)
- HST 3610. African-American History to 1863 (3 credits)
- HST 3620. African-American History Since Emancipation (3 credits)
- HST 3640. Civil Rights Movement (3 credits)
- HST 3750. History of Sub-Sahara Africa (3 credits)
- HST 3840. Colonial Latin America (3 credits)
- HST 3860. Latin America Since Independence (3 credits)
- HST 4120. History of Sexuality (3 credits)
- HST 4360. American Political History (3 credits)
- HSTS 4xxx. Topics in History (3 credits)
- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 1060. Rhythm and Rock (3 credits)
- MUS 1741. Jazz Combo (1 credit)
- MUSS 3xxx. Special Topics in Music (1-3 credits)
- PLS 3750. Politics in the Developing World (3 credits)
- PLS 3980. Directed Research in Political Science I (1-3 credits)
- PLS 3990. Directed Research in Political Science II (1-3 credits)
- PLS 4200. Special Topics in Comparative Politics (3 credits)
- PLS 4300. Special Topics in International Politics (3 credits)
- PLSS 3000. Regional Area Studies (3 credits)
- PLSS 3100. Regional Area Studies (3 credits)
- SWK 3820. African-American Populations (3 credits)

Literature & Arts Concentration

Take 12 hours from the courses below. Topics and Practicum courses must be approved in advance.

- ENG 2100. African American Literature (3 credits)
- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 4250. African American Rhetorics (3 credits)
- ENGS 2xxx. Studies in Literature (3 credits)
- ENGS 4xxx. Seminar in Literature (3 credits)

- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 1060. Rhythm and Rock (3 credits)
- MUS 1621. University Jazz Ensemble (1 credit)
- MUS 1741. Jazz Combo (1 credit)
- MUSS 3xxx. Special Topics in Music (1-3 credits)

History Concentration

Take 12 hours from the courses below. HSTS topics courses must be approved in advance.

- HST 1030. Introduction to African-American History (3 credits)
- HST 3610. African-American History to 1863 (3 credits)
- HST 3620. African-American History Since Emancipation (3 credits)
- HST 3640. Civil Rights Movement (3 credits)
- HST 3750. History of Sub-Sahara Africa (3 credits)
- HST 3840. Colonial Latin America (3 credits)
- HST 3860. Latin America Since Independence (3 credits)
- HST 4120. History of Sexuality (3 credits)
- HST 4360. American Political History (3 credits)
- HSTS 4xxx. Topics in History (3 credits)

Social Science Concentration

Take 12 hours from the courses below. Area Studies, Research, and Topics courses must be approved in advance.

- GGY 3700. Geography of Africa (3 credits)
- GGY 3780. Geography of Latin America (3 credits)
- GGYS 2xxx. General Topics in Geography (1-4 credits)
- GGYS 4xxx. Special Topics in Geography (1-4 credits)
- PLS 3750. Politics in the Developing World (3 credits)
- PLS 3980. Directed Research in Political Science I (1-3 credits)
- PLS 3990. Directed Research in Political Science II (1-3 credits)
- PLS 4200. Special Topics in Comparative Politics (3 credits)
- PLS 4300. Special Topics in International Politics (3 credits)
- PLSS 3000. Regional Area Studies (3 credits)
- PLSS 3100. Regional Area Studies (3 credits)
- SWK 3820. African-American Populations (3 credits)
- GGY 3720. North America (3 credits)

Total: 18 Sem. Hrs.

American Studies Minor

Coordinator: Ryan K. Anderson

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a

variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present. See the Department of History for a complete description of this program.

Requirements for a Minor in American Studies

Core Requirements*: 9 Sem. Hrs.

- HST 1010. American Civilizations to 1877 (3 credits)
- HST 1020. American Civilizations since 1877 (3 credits)
- HST 2010. An Introduction to American Studies (3 credits)

Cultural Studies Elective Courses**: 9 Sem. Hrs.

One course (3 hours) from History:

- AIS 3600. History and Culture of the Lumbee (3 credits)
- HST 3050. The American Colonies (3 credits)
- HST 3060. Revolution and the Young Republic (3 credits)
- HST 3100. Civil War and Reconstruction (3 credits)
- HST 3140. The Gilded Age and Progressive Era (3 credits)
- HST 3150. Interwar America (3 credits)
- HST 3160. Recent America, 1945-Present (3 credits)
- HST 3170. History of North Carolina (3 credits)
- HST 3260. Indians of the Southeast (3 credits)
- HST 3410. U.S. Economic History (3 credits)
- HST 3610. African-American History to 1863 (3 credits)
- HST 3620. African-American History Since Emancipation (3 credits)
- HST 3800. Women and the Development of U.S. Society (3 credits)
- HST 3820. Growing Up American (3 credits)
- HST 4040. History of the Old South (3 credits)
- HST 4050. History of the New South 1865-1980 (3 credits)
- HST 4060. U.S. Military History (3 credits)
- HST 4070. Women in U.S. History Since 1870 (3 credits)
- HST 4130. History of U.S. Foreign Policy (3 credits)
- HST 4360. American Political History (3 credits)

One course (3 hours) from Arts and Literature:

- AIS 3400. American Indians and Film (3 credits)
- ART 3750. Art of the United States (3 credits)
- ENG 3100. The Harlem Renaissance (3 credits)
- ENG 3130. The American Renaissance (3 credits)
- ENG 3140. American Literature in Transition, 1870-1914 (3 credits)
- ENG 3440. The Native American Novel (3 credits)

- ENG 3470. Native American Poetry (3 credits)

- ENG 4230. Special Topics in American English (3 credits) or
- ENG 4240. Special Topics in American English (3 credits)

- MUSS 3xxx. Special Topics in Music (1-3 credits)
- PHIS 4xxx. Seminar in Philosophy (1-3 credits)
- REL 4150. Amerindian Oral Traditions (3 credits)
- THES 3xxx. Special Topics in Theatre (1-3 credits)

One course (3 hours) from Social Sciences:

- AIS 4020. Federal Policy and the American Indian (3 credits)
- AIS 4050. Contemporary Issues of American Indians (3 credits)
- AIS 4600. American Indian Health (3 credits)
- GGY 3720. North America (3 credits)
- GGY 3770. Geography of American Indians (3 credits)
- PLS 3010. Political Parties and Interest Groups in the United States (3 credits)
- PLS 3040. Legislative Process in the United States (3 credits)
- PLS 3050. Public Opinion and Elections in the American Political System (3 credits)
- PLS 3060. The American Presidency (3 credits)
- PLS 3100. Constitutional Law (3 credits)
- PLS 3110. Constitutional Law of Individual and Equal Rights (3 credits)
- PLS 3120. Law of Criminal Procedure (3 credits)
- PLS 4020. Selected Topics in American Government (3 credits) (please see the current Academic Catalog for prerequisites)
- SOC 3870. Women in Society (3 credits)
- SOC 3880. Native American Populations (3 credits)
- JRN 3170. History of American Journalism (3 credits)
- MCMS 4xxx. Special Topics in Mass Communication (3 credits)

Total: 18 Sem. Hrs.

*It is strongly suggested that students complete HST 1010 or HST 1020 prior to enrolling in HST 2010.

**A student must draw on classes from at least two different departments to satisfy the Cultural Studies Elective requirement. Permission of American Studies Coordinator is required to use Special Topics Courses to fulfill Cultural Studies Requirements. Please obtain permission prior to registration.

Asian Studies Minor

Coordinator: James J. Hudson

The Asian Studies minor satisfies a demand for more knowledge of Asia, a region with growing importance in global business, international politics, and world environmental issues. As an interdisciplinary program, it enhances the portfolio of UNCP graduates as they enter the increasingly competitive workplace where nuanced and informed decision-making is key in a globally diverse and complex society. See the Department of History for a complete description of this program.

Requirements for a Minor in Asian Studies

Core Requirements: 6 Sem. Hrs.

- HST 2220. Introduction to Asian Studies (3 credits) or
- PHI 2220. Introduction to Asian Studies (3 credits) or
- PLS 2220. Introduction to Asian Studies (3 credits)

and one of the following:

- HST 1140. World Civilizations to 1500 (3 credits)
- HST 1150. World Civilizations since 1500 (3 credits)
- ECN 2410. Asian Economies (3 credits)

Guided Electives: 12 Sem. Hrs.

Four courses from at least two different departments, with a minimum of three 3000/4000-level courses

Economics, Finance, and Decision Sciences:

- ECN 2410. Asian Economies (3 credits)
- ECN 4060. Comparative Economic Systems (3 credits)
- ECN 4400. International Trade (3 credits)
- FIN 4210. International Finance (3 credits)

English, Theater, and Foreign Languages:

- ENG 2180. Asian American Literature (3 credits)
- ENG 3170. Post-Colonial Literature (3 credits)
- ENGS 33xx. Special Topics in Literature (3 credits) (Asian theme required)
- XXX 1310. Introductory Foreign Language Study (3 credits)
- XXX 1320. Introductory Foreign Language Study (3 credits)
- XXX 2310. Intermediate Foreign Language Study (3 credits)
  Foriegn language courses must be approved by the program director, and must be an area related language. UNCP currently offers Mandarin Chinese at the basic and intermediate levels under this course designation.

History:

- HST 3440. History of Modern East Asia (3 credits)
- HST 3450. The United States and East Asia (3 credits)
- ENG 3720. Civic Writing (3 credits)
- HST 3730. Comparative Asian Civilizations (3 credits)
- HST 4270. Modern European Cultural History (3 credits)

Philosophy and Religion:

- REL 2160. Asian Religions (3 credits)
- REL 3420. Hindu Traditions (3 credits)
- REL 3430. Buddhist Traditions (3 credits)
- REL 3028. Cultural and Religious History of China (3 credits) or
- HST 3028. Cultural and Religious History of China (3 credits)
- REL 3029. Cultural and Religious History of Korea and Japan (3 credits) or
- HST 3029. Cultural and Religious History of Korea and Japan (3 credits)
- PHI 4500. Advanced Studies in Eastern Philosophies and Religions (3 credits) or
- REL 4500. Advanced Studies in Eastern Philosophies and Religions (3 credits)

Politics:

- PLS 3010. Political Parties and Interest Groups in the United States (3 credits)
- PLS 3750. Politics in the Developing World (3 credits)

Sociology and Criminal Justice:

- SOC 3160. Development and Globalization (3 credits)
- SOC 4480.

Total: 18 Sem. Hrs.

British Studies Minor

Coordinator: Charles Beem

The Departments of History; English,Theatre, and Foreign Languages; and Philosophy and Religion offer a minor in British Studies. This program is designed to provide an interdisciplinary curriculum for History majors pursuing an emphasis in British history and English majors specializing in British literature, to broaden their understanding of the cultural, social, and political evolution of Great Britain. See the Department of History for a complete description of this program.

Requirements for a Minor in British Studies

Core Requirements: 6 Sem. Hrs.

- HST 2140. Introduction to British Studies (3 credits)

- ENG 2470. British Literature Before 1790 (3 credits) or
- ENG 2480. British Literature After 1790 (3 credits)

Guided Electives: 12 Sem. Hrs.

Four courses from at least two different departments, with a minimum of three 3000- or 4000-level courses

History:

- HST 4170. History of Modern Britain (3 credits)
- HST 4410. History of Medieval Britain (3 credits)
- HST 4420. History of Tudor and Stuart Britain (3 credits)
- HST 4430. History of the British Empire (3 credits)
- HST 4510. Senior Seminar (3 credits) **

English:

- ENG 2470. British Literature Before 1790 (3 credits) *
- ENG 2480. British Literature After 1790 (3 credits) *
- ENG 3110. Medieval British Literature (3 credits)
- ENG 3120. Early Modern British Literature (3 credits)
- ENG 3150. British Romantic Literature (3 credits)
- ENG 3160. Victorian Literature (3 credits)
- ENG 3420. The British Novel (3 credits)
- ENG 3900. Study Abroad (3 credits)
- ENG 4570. Shakespeare (3 credits)
- ENGS 2xxx. Studies in Literature (3 credits) ***
- ENGS 33xx. Special Topics in Literature (3 credits) ***
- ENGS 4xxx. Seminar in Literature (3 credits) ***

Philosophy and Religion:

- PHI 2040. Introduction to Ethics (3 credits)

Other courses focusing on Britain may be approved by the program coordinator

Total: 18 Sem. Hrs.

*if not used as a core course

**when offered as a British history topic

***when offered as a British literature topic

History Minor

Requirements for a Minor in History

18 hours of history, of which 12 hours must be in 3000- and 4000-level courses.

Total: 18 Sem. Hrs.

Academic Concentration

History Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, the History Department offers an Academic Concentration in History. This Academic Concentration is available to other students, regardless of major. This Concentration of 24 semester hours offers the prospective teacher both breadth and depth of study. The required Core Courses (15 semester hours) in American History, North Carolina History, and World Civilizations I and II provide a solid foundation of knowledge. The Elective Courses (9 semester hours) provide each student with the opportunity to select advanced History courses in areas of personal or professional interest. Six semester hours of this Academic Concentration count toward the University's General Education requirements. Students seeking licensure to teach in the public schools of North Carolina are encouraged to select courses dealing with modern history.

Requirements for an Academic Concentration in History

Introductory Courses: 15 Sem. Hrs.

United States History

complete one of the following:

- HST 1010. American Civilizations to 1877 (3 credits)
- HST 1020. American Civilizations since 1877 (3 credits)

World History

complete one of the following:

- HST 1140. World Civilizations to 1500 (3 credits)
- HST 1150. World Civilizations since 1500 (3 credits)

North Carolina History

- HST 3170. History of North Carolina (3 credits)

Additional Introductory History

complete any two **additional** courses from the list below:

- HST 1010. American Civilizations to 1877 (3 credits)
- HST 1020. American Civilizations since 1877 (3 credits)
- HST 1030. Introduction to African-American History (3 credits)
- HST 1100. History of the American Indian to 1865 (3 credits)
- HST 1110. History of the American Indian since 1865 (3 credits)
- HST 1140. World Civilizations to 1500 (3 credits)
- HST 1150. World Civilizations since 1500 (3 credits)

Elective Courses: 9 Sem. Hrs.

The student chooses, **in concert with his/her advisor**, any three (3) HST or HSTS courses taught at the 3000 or 4000 level.

Total: 24 Sem. Hrs.

Courses: History

HST 1010. American Civilizations to 1877 (3 credits)

A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada.

HST 1020. American Civilizations since 1877 (3 credits)

A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some attention to Canada.

HST 1030. Introduction to African-American History (3 credits)

This course will provide students with a survey of the experiences of peoples of African descent in the Americas, with special focus on the United States, Brazil, and the Caribbean. Major comparative themes will include the origins and development of plantation slavery, the process of abolition, and struggles for economic and political equality after emancipation. In addition, students will explore diverse African American religious, literary, and musical traditions.

HST 1100. History of the American Indian to 1865 (3 credits)

Crosslisted: (AIS 1100)
A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture.

HST 1110. History of the American Indian since 1865 (3 credits)

Crosslisted: (AIS 1110)
A survey of North American Indian history since 1865, with emphasis on intertribal and Euro- American relationships, prominent personages, political and economic developments, and adaptation to White culture.

HST 1140. World Civilizations to 1500 (3 credits)

A survey of the birth and diffusion of world civilizations from "pre-history" to 1500, with attention to major cultural, social, economic, and political trends within each civilization. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America, and interactions between or among civilizations are stressed.

HST 1150. World Civilizations since 1500 (3 credits)

A survey of world civilizations from 1500 to the present, with attention to major cultural, social, economic, and political trends within each civilization. Emphasis is given the interaction between an expanding European civilization and non-Western civilizations in Africa, Asia, and Latin America.

HST 2000. Introduction to African American Studies (3 credits)

Serving as the required introductory African American Studies minor course, this course teaches students the development of the discipline and introduces them to the key methodology and analytical paradigms used to develop and produce advanced knowledge in the field of Africology and African American Studies. Introduction to African American Studies also prepares students to maximize multidisciplinary opportunities in research, analysis, and praxis.

HST 2010. An Introduction to American Studies (3 credits)

An introduction to the field of American Studies through investigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture. Exploration of the theme of a national culture will be central to this course.

HST 2140. Introduction to British Studies (3 credits)

This course offers an inter-disciplinary study of the broad topic of British Studies. It examines and discusses a number of texts concerned with and describing the religious, cultural, literary, and social evolution of Great Britain within the context of an historical survey.

HST 2220. Introduction to Asian Studies (3 credits)

Crosslisted: (PHI 2220/PLS 2220)
An introduction to the field of Asian Studies through an interdisciplinary perspective combining history, politics, economics, philosophy, and culture using a variety of theories, methodologies, and sources (textbook, book chapters, articles, literature). The course focuses on East Asia (China, Japan, Korea) but will also include India, Southeast Asia, and other countries. PREREQ: C or better in ENG 1050.

HST 3000. Historical Practice and Theory (3 credits)

Development of concepts and skills essential to the work of professional historians. This course addresses the following topics: the nature and types of history; the critical reading and analysis of primary and secondary sources; efficient and ethical research practices; writing skills; documentation style; and presentation and public speaking skills. Common readings and research assignments will reflect the instructor's area[s] of expertise. The course is required for History and Social Studies Education majors, and it should be taken at the end of the sophomore or beginning of the junior year. This course is designed to prepare students for success in all advanced History courses. This course also fulfills the Writing in the Discipline (WD) requirement. PREREQ: ENG 1060 AND at least two of the following courses: HON 2000, HST 1010, HST 1020, HST 1030, HST 1100, HST 1110, HST 1140, HST 1150, HST 1200 , HST 2010, or HST 2140; or permission of instructor.

HST 3028. Cultural and Religious History of China (3 credits)

Crosslisted: (REL 3028)
The course introduces students to the diverse religious traditions of China within the context of Chinese culture, in particular the interaction between religion, culture, and society throughout the nation's history. It reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of China.

HST 3029. Cultural and Religious History of Korea and Japan (3 credits)

Crosslisted: (REL 3029)
The course introduces students to the diverse religious traditions of Korea and Japan: Confucianism, Buddhism, Shamanism, Christianity, Shintoism, and various new religions. The course considers these traditions within the context of their culture, in particular the interaction between religion, culture, and society throughout the history of the two countries. The course reviews

(1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of Korea and Japan.

HST 3050. The American Colonies (3 credits)

This course examines British North America from the founding of its colonies to the conclusion of the French and Indian War. It focuses on Britain's exploration and settlement of North America, the Anglo-American relationship, the forces shaping the colonies' development, the evolution of American politics, the impact of war, and the nature of intellectual and spiritual life.

HST 3060. Revolution and the Young Republic (3 credits)

Between 1763 and 1815, Americans fought two major wars, won their independence, established one national government only to replace it by another, expanded rapidly into the west, and laid the foundation for a lasting democracy. This course examines the origins and impact of the American Revolution, constitution and nation-making, the evolving political culture, and the meaning of the Revolution for various groups in the early republic.

HST 3070. Jacksonian America (3 credits)

This course explores life in the United States between 1815 and 1848, tracing the origins of economic, political, and social trends that shaped the country well into the twentieth century. Main areas of inquiry include early industrialization, the growth of a nationwide transportation network, the emergence of a popular political culture and flourishing two-party system, the origins of a distinct middle-class identity and lifestyle, religious and social reform, the expansion of slavery, and the causes and consequences of "Manifest Destiny."

HST 3100. Civil War and Reconstruction (3 credits)

The course addresses the pivotal events in the two decades before the first shot of the Civil War was fired, the military, political, and social history of the Civil War, and the aftermath of emancipation in the southern states. In addition, attention is paid to the Reconstruction era when the southern states constructed new governments and reentered the Union.

HST 3140. The Gilded Age and Progressive Era (3 credits)

In the years 1877-1919, the United States initiated a rapid transition form an agricultural nation to an industrialized one. This course will examine the construction of railroads, the rise of business tycoons, eruptions of labor unrest, and the arrival of millions of European immigrants. Two significant political movements, Populism and Progressivism, emerged to grapple with these changes and greatly influenced subsequent political ideas.

HST 3150. Interwar America (3 credits)

This class explores how America dealt with the challenges facing a newly modernized nation between the First World War and the Second World War. Included in this conversation are political developments and a new role in global affairs; the creation of a mass society, culture, and economy; confronting the problems of consumer society's prosperity and its collapse into the Great Depression; and debating what role, if any, America must play in the larger world in the face of World War II.

HST 3160. Recent America, 1945-Present (3 credits)

An analysis of political, economic, and social conditions since 1945.

HST 3170. History of North Carolina (3 credits)

A study of selected phases of the development of North Carolina from its colonial beginnings to the present.

HST 3210. Ancient History (3 credits)

A survey of ancient history from the beginnings of civilization to A.D. 500.

HST 3230. The Middle Ages (3 credits)

A survey of the development of western cultures from the fall of Rome to the Renaissance.

HST 3260. Indians of the Southeast (3 credits)

Crosslisted: (AIS 3260)
A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America.

HST 3270. Early Modern Europe, 1500-1789 (3 credits)

A survey of European history from the Renaissance to the French Revolution.

HST 3290. Revolution, Liberalism, and Nationalism in Europe, 1789-1914 (3 credits)

A survey of European civilization from the French Revolution to the outbreak of the First World War.

HST 3320. Twentieth Century Europe (3 credits)

A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism.

HST 3370. Modern European Economic and Social History (3 credits)

A survey of the European economy and social classes from the birth of capitalism to the present.

HST 3410. U.S. Economic History (3 credits)

Crosslisted: (ECN 3410)
A thematic study of the economy of the United States from colonization to the present.

HST 3440. History of Modern East Asia (3 credits)

A history of China, Japan, and Korea, with special attention to the problems of modernization.

HST 3450. The United States and East Asia (3 credits)

A study of the major factors and the processes concerning American involvement in the Far East from the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region.

HST 3550. China: Confucius to the Ming Dynasty (3 credits)

This course is an overview of Chinese civilization from the time of Confucius during the Axial Age of world history to the Ming Dynasty (1368-1644). Students will consider what forces came together to produce Chinese civilization and how they contributed to the formation of the notion of "Chineseness" over time, as well as the roles of intellectual or philosophical thinkers in the development of Chinese cultural tradition and the values, ideals, and folk traditions of ordinary Chinese people.

HST 3560. State and Society in East Asia (3 credits)

By focusing on both China and Japan during the medieval and Early Modern periods of world history, this course will require students to learn about the existence and subsistence of peasants and commoners during the period known as the "Little Ice Age." It also focuses on some of the critical issues facing ruling elites during this same period; namely how to govern and provision the state and its subjects, as well as the role of ritual and the function of military life.

HST 3610. African-American History to 1863 (3 credits)

The course begins with a discussion of modern slavery and its introduction into the Western Hemisphere with special emphasis on the continent of North America. In addition, it examines the differing patterns of slavery in the north and south, slave revolts, and slave culture until Emancipation in 1863.

HST 3620. African-American History Since Emancipation (3 credits)

The course starts with the Emancipation Proclamation and traces the triumphs and challenges encountered by African Americans during Reconstruction and studies the emergence of Jim Crow legislation in the South. Attention is also devoted to the creation of various civil rights organizations and leaders, key Supreme Court decisions, federal laws, and the turbulent decade of the 1960s, and the modern civil rights movement.

HST 3640. Civil Rights Movement (3 credits)

This course will trace the contours of the Civil Rights Movement of the mid-20th century United States, including actions by African Americans, American Indians, Hispanic Americans, women, and gay and lesbian Americans. Students will explore the issues, events, conflicts, historical actors, and scholarly interpretations of these inter- and intra-related movements.

HST 3720. History of South Asia (3 credits)

A study of the Indian subcontinent with an emphasis on cultural, social, and economic aspects; the Moslem and Mogul eras; the British period; and events since 1945.

HST 3730. Comparative Asian Civilizations (3 credits)

A comparative survey of the development of Asian civilizations from the Neolithic Age to the present.

HST 3740. History of Islam (3 credits)

An historical study of the development and growth of Islam from its origins to the present with an emphasis on its expansion into Asia, North Africa, sub-Sahara Africa, and Eastern Europe.

HST 3750. History of Sub-Sahara Africa (3 credits)

An exploration of the political, social, and economic history of sub-Sahara African civilizations from antiquity to the present.

HST 3800. Women and the Development of U.S. Society (3 credits)

An examination of the field of women's history and a study of significant aspects of women's participation in the social, economic, and political development of the United States from colonization to 1870.

HST 3820. Growing Up American (3 credits)

An historical investigation of continuity and change in childhood as a life stage, with emphasis on patterns in the experience of growing up in the United States and the social construction of adolescence during the 20th Century.

HST 3840. Colonial Latin America (3 credits)

An examination of the Spanish and Portuguese Empires in the Western Hemisphere through the wars for independence.

HST 3850. Indians of Latin America (3 credits)

Crosslisted: (AIS 3240)
A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande.

HST 3860. Latin America Since Independence (3 credits)

An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in world affairs.

HST 3870. Modern Mexico (3 credits)

A study of Mexican history since 1810, with particular attention to the U.S.-Mexico War (1846-48), the Reform of the 1850s, the era of President Porfirio Diaz (1876-1911), the Revolution (1910- 1920), the post-revolutionary period, and the massacre of Tlatelolco of October 2, 1968 as well as its aftermath. The course focuses on the continuous interplay of race, class, gender, religious syncretism, and the Mexican peoples' indefatigable struggle against oppression and exploitation.

HST 3990. Directed Reading in History (1-3 credits)

Directed reading under the guidance of instructor. PREREQ: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

HST 4040. History of the Old South (3 credits)

This course traces the contours of the Old South from the Colonial Period to the end of the Civil War. Included are conceptualizations of race, class, gender, religion, and cultural meaning.

HST 4050. History of the New South 1865-1980 (3 credits)

This course traces the contours of the New South from the end of the Civil War to the emergence of the New South. Included are conceptualizations of race, class, gender, religion, and cultural meaning.

HST 4060. U.S. Military History (3 credits)

Crosslisted: (MSC 4210)
An historical study of United States military operations, policies, institutional growth, and administrative and technological developments from colonial times to the recent past.

HST 4070. Women in U.S. History Since 1870 (3 credits)

A study of significant aspects of continuity and change in the lives of U.S. women since 1870, including the structure of the female life cycle, women's legal status, educational opportunities, health and beauty, social concerns and activism, paid and unpaid labor patterns, and societal concerns about women.

HST 4120. History of Sexuality (3 credits)

This course explores the historical construction of prescribed notions of gender and sexuality, and can be focused on American, European, Asian, and other non-western societies or a combination of the above. By examining a variety of written, video, and audio textual sources, the course objectives consist of gaining a greater understanding of how prescribed sexual norms have been socially constructed and how these ideals defining acceptable and respectable sexual behavior have changed over time and vary among distinct social groupings. The course will also explore the intersection of class, race, and gender by examining how these have blended together to shape sexual behavior and attitudes.

HST 4130. History of U.S. Foreign Policy (3 credits)

A study of the major trends, issues, and problems in U.S. foreign policy.

HST 4170. History of Modern Britain (3 credits)

This course examines the constitutional and political, social, and cultural evolution of the United Kingdom from 1714 to the present.

HST 4210. History of Modern Germany, 1866 to the Present (3 credits)

An analysis of German history from Bismarck to the present, with special emphasis on the unification of Germany, the two world wars, the Nazi Revolution, and the problem of a united Germany.

HST 4220. The Second World War (3 credits)

A thorough investigation of the origins and course of the Second World War in both the European and Pacific Theaters, with emphasis on the ideological, diplomatic, strategic and military developments that shaped the conflict.

HST 4230. Indigenous Women (3 credits)

Crosslisted: (AIS 4230)
An interdisciplinary study of the historical and contemporary experiences of Indigenous women, focusing on but not limited to Native women in North America. Course will examine Native women's community roles and cultural practices prior to and since colonization and will privilege Native women's perspectives in course texts.

HST 4270. Modern European Cultural History (3 credits)

A study of the lives and works of selected thinkers, writers, and artists who represent the European cultural and intellectual tradition from the Renaissance to the present. Emphasized are the Renaissance, the Reformation, the Enlightenment, movements of thought during the 19th century, and the crisis of European culture which begin at the end of the 19th century.

HST 4300. Nazi Germany (1933-1945) (3 credits)

An interdisciplinary history and analysis of Nazi Germany (1933-1945), emphasizing aspects of political, social, cultural, and intellectual life as well as the legacy of Nazism, including historiography.

HST 4320. A History of Imperial Russia from 1682 to 1917 (3 credits)

An examination of Russia's political, social, economic, and cultural development from the reign of Peter the Great to the fall of the Romanovs in February 1917.

HST 4330. The Russian Empire and the Soviet Union in the Twentieth Century (3 credits)

An examination of Russia's development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism.

HST 4340. Vietnam War (3 credits)

This course will provide a broad overview of America's involvement in the Vietnam War and explore the social, cultural, economic, military, diplomatic, and political aspects of this conflict.

HST 4360. American Political History (3 credits)

This course traces the contours of American political history from the birth of the Republic through modern media-driven politics. Discussion includes party formation, electoral and programmatic politics, and conceptualizations of race, class, gender, and religion.

HST 4410. History of Medieval Britain (3 credits)

This course examines the constitutional, political, social, and cultural evolution of the British Isles from the Roman occupation to the advent of the Tudor Dynasty (43-1485).

HST 4420. History of Tudor and Stuart Britain (3 credits)

This course examines the political, religious, and cultural processes occurring from 1485 to 1714 that transformed Britain from a medieval to a modern nation.

HST 4430. History of the British Empire (3 credits)

This course examines a number of historical facets related to the rise, maintenance, and fall of the British Empire. Texts and lectures include the historical voices of the colonized and the colonizers.

HST 4450. Pre-Modern Middle East (3 credits)

A history of the Middle East from 500 to 1730 AD. Significant topics will include the birth of Islam, the Arab empires,

Medieval political, economic, and intellectual developments, the Crusades, the rise of the Ottoman and Safavid Empires, and the impact of European modernization on the early modern Middle East.

HST 4460. History of the Modern Middle East (3 credits)

A study of the major trends and issues in the Middle East in the modern world.

HST 4470. The Making of Modern China (3 credits)

This course will be a general survey of modern Chinese history beginning with the fall of Qing dynasty during the 19th century. We also study the period of China's first republic in the early 20th century, and how, following the establishment of the People's Republic of China under Chairman Mao Zedong in 1949, the country was unified for the first time in decades, but widespread oppression and other problems ensued. In the decades since Mao's death, massive economic growth has created a new middle class, and China is poised to become the superpower of the twenty first century.

HST 4510. Senior Seminar (3 credits)

A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. PREREQ: 2.0 QPA in history courses taken, and completion of 15 hours of advanced history courses.

HST 4550. Historical Sites Study (3-6 credits)

A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Student must submit a plan of study for the department chair's approval prior to registering for the course, and must present an agreed-upon final project after the tour. PREREQ: Permission of department chair.

HST 4570. History of the Caribbean (3 credits)

This course surveys the history of the island Caribbean from the arrival of the region's first inhabitant to the present day. Focusing on the closely-related themes of colonialism and slavery, students will learn about the economic, social, and political evolution of Caribbean societies in relation to the larger global context in which they have emerged.

HST 4580. Disease and Disaster in Latin America (3 credits)

This course focuses on the ways in which seemingly "natural" disasters in Latin America's history have very human roots. By considering topics like migrations, developmentalist initiatives, and social and economic injustices, students will learn about the ways that social, political, and economic developments intersect with the non-human world with often catastrophic results.

HST 4620. Gender and Power in Native North America to 1900 (3 credits)

This course explores the history of North American Native societies and culture through the lens of gender. We will consider the role of women and also the lesser-explored study of masculinity and manhood.

HST 4640. Colonial Encounters in the Eastern Woodlands (3 credits)

Crosslisted: AIS 4640
This course explores the history of Native societies in the geographic cultural area of the Eastern Woodlands. The experiences of Native peoples as they encountered, traded, warred, treated, and lived with Euro-American colonists will be reconstructed paying particular attention to Native worldviews and Native vantage points. Rather than follow the dominate narrative that

travels west with colonial movement in the Eastern Woodlands, we will analyze interactions "facing east."

HST 4650. Indian Residential and Boarding School Narratives (3 credits)

Crosslisted: (AIS 4650)
An in-depth study of the Canadian Indian residential school and American Indian boarding school experience, focusing on autobiographical narratives by Indigenous authors who experienced life in these schools. Course incorporates a range of authors, perspectives, and genres to contextualize colonial institutional polices aimed at "civilizing" Indian "savagery," and forms of Indigenous resistance, accommodation, healing, and cultural survival. PREREQ: AIS 1010, AIS 1100/HST 1100 or HST 1110, AIS 2200/ENG 2200 or ENG 3440, or permission of instructor.

HST 4660. Indian Slavery in Colonial North America (3 credits)

Crosslisted: AIS 4660
This course explores the history of Indian slavery in North America. We will focus on how European ideas of bondage merged with preexisting Native practices of captivity, how the enslavement of Native peoples formed colonial economic systems, and how Indian slavery was utilized to forge alliances and/or punish enemies. We will also analyze the impact that Indian slavery had on Native societies.

HST 4740. Introduction to Public History (3 credits)

A hands-on introduction to the work of public historians, including physical and digital preservation and exhibition, archives management, historical editing and publishing, historical site management, marketing and public relations, and securing grants and donors. PREREQ: C or better in HST 3000.

HST 4840. Public History Internship (3 credits)

An internship experience that allows students to combine theory and course content knowledge with practice through hands-on experience in one of several public history venues in UNCP's service region. Working approximately 12 hours per week under professional supervision, students learn how to apply their classroom education to the day-to-day work of that site as well as a specific study area like exhibit design, museum education, or collections management. The student will meet with the faculty supervisor three times throughout the internship semester and produce bi-weekly reflection papers, and will also be evaluated by the internship site supervisor. 3 semester hours. PREREQ: instructor permission

HST 4990. Independent Study in History (1-3 credits)

Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only with the approval of the Chair of the Department. PREREQ: Permission of the Department.

HSTS 4xxx. Topics in History (3 credits)

Each of these courses will focus on a topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. Students may take only one course on the same topic for credit. For a list of all topics courses, see the Department Chair.

Social Studies Education

SSE 4100. Principles of Teaching Social Studies (3 credits)

An introduction to the social studies profession, lesson planning for the social studies, and trends in social studies education. This course focuses on developing initial competencies and includes a required field experience practicum for prospective social studies teachers.

SSE 4350. Social Studies Curriculum Development and Purposes (3 credits)

A study of the purpose of social studies education and its curriculum. This course provides a general understanding of how to develop curriculum centered on developing historical literacy and effectively integrating technology. Field experience observations are a required component of this course. PREREQ: SSE 4100 or permission of the instructor

SSE 4480. Internship in Social Studies in the Secondary School (9 credits)

Provides continuous full-time teaching internship experiences in an off-campus public school setting. Pass/Fail grading. PREREQ: SSE 4500, enrollment in SSE 4490, and a minimum QPA of 2.5. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

SSE 4490. SSE Internship Seminar (3 credits)

Middle Grades and Secondary Social Studies Education students participate in a continuous dialogue with their classmates and the instructor about the internship experience. The dialogue consists of the sharing of experiences in the context of student teaching; issues ranging from curricular concerns to classroom management; weekly lesson plans and reflections; problems and successes vis-a-vis the Teacher Candidate Work Sample; professionalism; and entering the teacher job market. PREREQ: Enrollment in SSE 4480 and a minimum QPA of 2.5. Required of history majors seeking licensure as well as secondary and middle grades social studies licensure candidates.

SSE 4500. Methods of Teaching Social Studies (3 credits)

Comprehensive study of the effective instructional approaches and methdologies in social studies education that focus on the development of historical thinking skills. Assessment, twenty-first century learning skills, and the integration of technology will also be emphasized. Field experience in a middle or secondary school is required as part of successful completion of the course. PREREQ: SSE 4350 or permission of instructor

Department of Mass Communication

Chair: Jamie Litty

Faculty: Emilia Bak, Clejetter Cousins, Judith Curtis, Terence Dollard, George Harrison, Darlene W. Natale, Sara Oswald

The Department of Mass Communication combines into a single liberal arts program tracks in Broadcasting, Print Journalism, and Public Relations.

Students will choose academic courses in the specific track selected-Broadcasting, Journalism, or Public Relations-and enjoy opportunities to become involved with WNCP-TV, the University's public affairs television station, or *The Pine Needle*, the campus newspaper.

All students enrolled in the Mass Communication program take 15 hours of core major courses, including an internship in their track.

Major

Mass Communication, Broadcasting Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Courses: 15 Sem. Hrs.

- MCM 2100. Introduction to Mass Communication (3 credits)
- MCM 2400. Writing for the Media (3 credits)
- MCM 4050. Media Law and Ethics (3 credits)
- MCM 4130. Internship in Mass Communication (3 credits)
- MCM 4360. Mass Communication Theory and Research (3 credits)

Courses required for Track: 18-24 Sem. Hrs.

Broadcasting Track

- BRD 1600. Television Production (3 credits)
- BRD 1610. Broadcast Practicum (1 credit)
- BRD 1620. Broadcast Practicum (1 credit)
- BRD 2610. Broadcast Practicum (1 credit)
- BRD 2600. Basic Videography and Editing (3 credits)

- BRD 3130. Broadcast Advertising (3 credits) or
- BRD 3140. Broadcast Journalism (3 credits) or
- BRD 3170. Screenwriting (3 credits)

- BRD 3150. Broadcast Programming and Management (3 credits) or
- MCM 2500. Film Appreciation (3 credits)

- BRD 3600. Advanced Videography and Editing (3 credits) or
- BRD 3700. Visual Effects and Post (3 credits) or
- BRD 4200. Advanced Broadcast Journalism (3 credits)

- BRD 4600. Advanced Television Production (3 credits)

Total: 21 Sem. Hrs.

Electives: 36-42 Sem. Hrs.

Total: 120 Sem. Hrs.

Mass Communication, Journalism Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)

- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Courses: 15 Sem. Hrs.

- MCM 2100. Introduction to Mass Communication (3 credits)
- MCM 2400. Writing for the Media (3 credits)
- MCM 4050. Media Law and Ethics (3 credits)
- MCM 4130. Internship in Mass Communication (3 credits)
- MCM 4360. Mass Communication Theory and Research (3 credits)

Courses required for Track: 18-24 Sem. Hrs.

Journalism Track

- JRN 3010. News Writing and Reporting (3 credits)
- JRN 3050. Feature Writing (3 credits)
- JRN 3060. News Editing (3 credits)
- JRN 3170. History of American Journalism (3 credits)
- JRN 3200. Photojournalism (3 credits)
- JRN 3400. Advanced News Writing and Reporting (3 credits)
- JRN 4100. Web Journalism (3 credits)
- JRN 4600. Investigative Journalism (3 credits)

Total: 24 Sem. Hrs.

Electives: 36-42 Sem. Hrs.

Total: 120 Sem. Hrs.

Mass Communication, Public Relations Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)

- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Major Courses: 15 Sem. Hrs.

- MCM 2100. Introduction to Mass Communication (3 credits)
- MCM 2400. Writing for the Media (3 credits)
- MCM 4050. Media Law and Ethics (3 credits)
- MCM 4130. Internship in Mass Communication (3 credits)
- MCM 4360. Mass Communication Theory and Research (3 credits)

Courses required for Track: 18-24 Sem. Hrs.

Public Relations Track

- PRE 2200. Introduction to Public Relations (3 credits)
- PRE 3500. Organizational Communications (3 credits)
- PRE 3600. Public Relations Social Media (3 credits)
- PRE 4070. Public Relations Writing (3 credits)
- PRE 4090. Public Relations Case Studies (3 credits)
  or
- PRE 4200. Crisis Communication (3 credits)
- PRE 4600. Public Relations Campaigns (3 credits)

Total: 18 Sem. Hrs.

Electives: 36-42 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

Broadcasting Minor

Requirements for a Minor in Broadcasting

Required Courses: 17 Sem. Hrs.

- MCM 2100. Introduction to Mass Communication (3 credits)
- MCM 2400. Writing for the Media (3 credits) *
- BRD 1600. Television Production (3 credits)
- BRD 1610. Broadcast Practicum (1 credit)
- BRD 1620. Broadcast Practicum (1 credit)
- BRD 2600. Basic Videography and Editing (3 credits)

- BRD 3150. Broadcast Programming and Management (3 credits) or
- MCM 2500. Film Appreciation (3 credits)

Elective: 3 Sem. Hrs.

3 additional hours from the following:

- BRD 3130. Broadcast Advertising (3 credits)
- BRD 3140. Broadcast Journalism (3 credits)
- BRD 4200. Advanced Broadcast Journalism (3 credits)
- MUS 3580. Audio Production (3 credits)

Total: 20 Sem. Hrs.

*MCM majors must take an additional 6 hours of BRD, JRN, or PRE courses, depending upon the minor, to compensate for MCM 2100 and MCM 2400 already applied to their major.

Journalism Minor

Requirements for a Minor in Journalism

Required Courses: 15 Sem. Hrs.

- MCM 2100. Introduction to Mass Communication (3 credits)
- MCM 2400. Writing for the Media (3 credits) *
- JRN 3010. News Writing and Reporting (3 credits)
- JRN 3060. News Editing (3 credits)
- JRN 3400. Advanced News Writing and Reporting (3 credits)

Elective: 3 Sem. Hrs.

3 additional hours from the following:

- JRN 3050. Feature Writing (3 credits)
- JRN 3090. Editorial Writing (3 credits)
- JRN 3170. History of American Journalism (3 credits)
- JRN 3200. Photojournalism (3 credits)
- JRN 3250. Sports Journalism (3 credits)
- JRN 4100. Web Journalism (3 credits)

- JRN 4200. Science Journalism (3 credits)
- JRN 4600. Investigative Journalism (3 credits)
- MCM 3100. New Media of Mass Communication (3 credits)

Total: 18 Sem. Hrs.

*MCM majors must take an additional 6 hours of BRD, JRN, or PRE courses, depending upon the minor, to compensate for MCM 2100 and MCM 2400 already applied to their major.

Public Relations Communication Minor

Requirements for a Minor in Public Relations Communication

Required Courses: 15 Sem. Hrs.

- MCM 2100. Introduction to Mass Communication (3 credits)
- MCM 2400. Writing for the Media (3 credits) *
- PRE 2200. Introduction to Public Relations (3 credits)
- PRE 4070. Public Relations Writing (3 credits)
- PRE 4200. Crisis Communication (3 credits)

Elective: 3 Sem. Hrs.

3 additional hours from the following:

- PRE 2700. Introduction to Advertising (3 credits)
- JRN 3010. News Writing and Reporting (3 credits)
- JRN 3200. Photojournalism (3 credits)
- PRE 3450. Publication Design (3 credits)
- PRE 3500. Organizational Communications (3 credits)
- PRE 4090. Public Relations Case Studies (3 credits)
- PRE 4150. Advertising Media (3 credits)
- PRE 4600. Public Relations Campaigns (3 credits)

Total: 18 Sem. Hrs.

*MCM majors must take an additional 6 hours of BRD, JRN, or PRE courses, depending upon the minor, to compensate for MCM 2100 and MCM 2400 already applied to their major.

Courses: Mass Communication

MCM 2100. Introduction to Mass Communication (3 credits)

Examination of channels used to communicate with mass audiences in the United States, with emphasis on developments in books, newspapers, magazines, film, radio, television, and the World Wide Web. Includes news, advertising, public relations,

New Media, and global communications concepts and the social, cultural, political, and economic impacts of media on society. Controls on media will be described, and media theories will be explored. MASS COMM MAJORS OR MINORS MUST EARN A 'C' OR HIGHER IN THIS COURSE TO GRADUATE.

MCM 2400. Writing for the Media (3 credits)

An introduction to mass media writing formats, styles, and conventions for print journalism, broadcasting, and public relations. The basic formats, techniques, and professional principles needed to develop skills in writing news stories, press releases, broadcast, advertising, and Web copy. MASS COMM MAJORS OR MINORS MUST EARN A 'C' OR HIGHER IN THIS COURSE TO GRADUATE. PREREQ: ENG 1060

MCM 2500. Film Appreciation (3 credits)

A holistic examination of feature films and their impact on culture and society. While emphasis is given to the American film experience, global perspectives will also be examined. Course foundations begin with the evolution of film and the historical development of the discursive techniques used to convey meaning to audiences. Topics regarding the aesthetics of films (mise en scene, kinetics, narrative, etc.) and examination of film as a commercial industry will follow.

MCM 3000. World Media (3 credits)

This course compares mass media systems in select countries or regions to reveal differences and similarities in purpose, economy, regulation, and reception by their national and international audiences. Theories of media and society, including normative theories of media, are related to the diverse cultural traditions and political regimes in which mass communication occurs around the world. PREREQ: MCM 2100 or GGY 2000/WLS 2000 or PLS 2510/WLS 2510.

MCM 3100. New Media of Mass Communication (3 credits)

An introduction to the emerging media of mass communication that employ online and social media technologies, including best practices and theoretical perspectives as they are used in the operations of converged media industries, including news and entertainment environments. The course introduces systems such as blogging and micro-blogging, social networking, image and video sharing, collaborative wikis, digital storytelling, virtual reality worlds, and others along with the concepts of citizen journalism, rich media, and other contemporary topics. The course also investigates ethics and diversity issues surrounding the technologies and their social, cultural, and political impact.

MCM 3600. Media and Society (3 credits)

An examination of how communication media operate as industries, makers of meaning, and shapers of our public world. Although the course focuses on the United States, attention is given to globalization of media institutions, texts, and audiences.

MCM 3660. Media and Culture (3 credits)

Critical, philosophic inquiry into the influence of media technologies and economies on popular culture, and vice versa, using grand theories and theoretical perspectives of the modern (and postmodern) era. Students will consider what thinkers such as Marx, Freud, and McLuhan said, or would have said, about music, dance, fashion, film, broadcasting, journalism, and other arts. PREREQ: ENG 1060 plus one of the following: PHI 1000, PHI 4230, MCM 2100, MCM 3600.

MCM 3700. Media and Politics (3 credits)

This introductory course explores the increasing interaction between makers of domestic and foreign policy and global news media, especially newspapers, television, magazines, radio and the internet. Their symbiotic relationships are analyzed through case studies.

MCM 4050. Media Law and Ethics (3 credits)

Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law. PREREQ: Minimum grade of 'C' in both MCM 2100 and MCM 2400; Junior or Senior status.

MCM 4130. Internship in Mass Communication (3 credits)

Practical application of the principles of broadcasting, journalism, and public relations in the workplace. Interns will work in broadcasting stations, newspapers, public relations offices, and related sites under the supervision of experienced professionals. Interns will write papers evaluating their experiences as they relate to MCM courses. PREREQ: Consent of instructor. May not be taken by non-MCM majors.

MCM 4140. Internship in Mass Communication (3 credits)

A second internship which MCM majors may take as an elective. It is not part of the Core Course requirement. Same requirements and prerequisites as MCM 4130.

MCM 4360. Mass Communication Theory and Research (3 credits)

A review of social scientific theories of mass communication and an exploration of research methods used in our academic discipline and our professions. Attention is paid to the differences between quantitative and qualitative methods, the differences between basic and applied research, and research ethics. PREREQ: Minimum grade of 'C' in both MCM 2100 and MCM 2400. Junior or senior status.

MCM 4550. Senior Thesis (3 credits)

A self-directed research project that is conceived, designed, and executed by the student and mentored by a faculty member, resulting in a substantive, completed, original work that is publication- or presentation-ready. PREREQ: 3.0 QPA, senior standing, MCM 4360, and permission of department chair.

MCM 4990. Independent Study in Mass Communication (3 credits)

Individual study directed by consenting instructor. Advanced study topic, research project, or creative project chosen to meet individual student needs. May be repeated for a maximum of six credit hours. PREREQ: 2.0 QPA and permission of instructor and department head.

MCMS 4xxx. Special Topics in Mass Communication (3 credits)

Contemporary and advanced subject matter in the field. Topics to be announced. May be repeated to a maximum of 6 hours provided no topic is repeated. PREREQ: MCM 2100, MCM 2400.

Broadcasting

BRD 1600. Television Production (3 credits)

Basic theory and practice of studio operations in television, with a laboratory experience in the use of microphones, cameras, switchers, and related equipment.

BRD 1610. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 1620. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 2600. Basic Videography and Editing (3 credits)

This course provides a foundation in single-camera field production and editing in traditional or new media formats. Fundamental aesthetics, technology, and techniques for camera, lighting, sound, and editing will be emphasized, and students will be introduced to preproduction planning, including storyboards and scripts. PREREQ: C or better in BRD 1600.

BRD 2610. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 2620. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 3130. Broadcast Advertising (3 credits)

Theory and technique of writing persuasive commercial copy for audiovisual media. Emphasis on script formats, writing style, media buys, and other creative, practical solutions to problems in targeting and persuading audiences. PREREQ: MCM 2400

BRD 3140. Broadcast Journalism (3 credits)

The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on writing and reporting. PREREQ: MCM 2400, C or better in BRD 2600.

BRD 3150. Broadcast Programming and Management (3 credits)

Fiscal and administrative responsibilities in broadcast operations, including contemporary strategies in TV and radio

programming, audience measurement, sales, labor, and promotions. PREREQ: BRD 1600 and MCM 2100.

BRD 3170. Screenwriting (3 credits)

Students will develop skills in writing scripts for long and short form TV and film genres such as sitcoms, dramas, documentaries, and screenplays. Forms, styles, and conventions of writing for motion media will be explored.

BRD 3200. On-Camera Performance (3 credits)

This course prepares students for professional announcing for audiovisual media such as broadcast news by raising awareness of voice techniques, nonverbal communication, and appearance. Students will develop skills for on-air delivery of written and improvised content through hands-on exercises, homework, and public performance. PREREQ: BRD 1600

BRD 3600. Advanced Videography and Editing (3 credits)

Advanced instruction in the art and science of digital videography and postproduction, using professional- grade video cameras and nonlinear editing systems. Students will produce video projects and may participate in WNCP broadcast or webcast activities. PREREQ: C or better in BRD 2600.

BRD 3610. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 3620. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 3700. Visual Effects and Post (3 credits)

A hands-on approach to tackling complex problems in post-production and digital editing. Concepts such as rotoscoping, color-correction, animation, and special effects will be explored. PREREQ: C or better in BRD 2600.

BRD 4200. Advanced Broadcast Journalism (3 credits)

Emphasizes integration of television news and television studio production, plus localizing national and international news and reworking public relations material for TV newscasts. PREREQ: BRD 3140.

BRD 4600. Advanced Television Production (3 credits)

A capstone course that builds on concepts and skills from earlier coursework, including preproduction planning, scripting, videography, and postproduction. Students will work with studio or field techniques to manage complex productions and to produce an original TV series or long-form video. PREREQ: C or better in BRD 3600.

BRD 4610. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

BRD 4620. Broadcast Practicum (1 credit)

A vehicle for students to learn broadcasting or webcasting operations while participating in the department's campus/community productions and earning progressively responsible positions in videography, reporting, directing, producing, audio, on-air presentation, etc. Pass/Fail grading.

Journalism

JRN 1610. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 1620. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 1820. Yearbook Production (1 credit)

Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the Indianhead. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading.

JRN 1830. Yearbook Production (1 credit)

Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the Indianhead. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading.

JRN 1840. Yearbook Production (1 credit)

Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the Indianhead. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading.

JRN 2610. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 2620. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 2820. Yearbook Production (1 credit)

Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the Indianhead. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading.

JRN 2830. Yearbook Production (1 credit)

Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the Indianhead. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading.

JRN 2840. Yearbook Production (1 credit)

Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the Indianhead. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading.

JRN 3010. News Writing and Reporting (3 credits)

Study of news story elements, writing of leads, organization and writing of various types of news stories. Experience in news gathering, interviewing and writing news for print media PREREQ: MCM 2400.

JRN 3050. Feature Writing (3 credits)

Practical experience in writing in-depth articles for newspapers and magazines. PREREQ: MCM 2400.

JRN 3060. News Editing (3 credits)

Duties and practices of the newspaper copy editor, editing techniques, headline and caption writing, cropping of photography, use of AP style, trends in newspaper page design, and ethical responsibilities of news editors. PREREQ: MCM 2400.

JRN 3090. Editorial Writing (3 credits)

Study and analysis of editorial writing in newspapers with emphasis on principles and practices. Practical experience in writing editorials for newspapers. PREREQ: MCM 2400.

JRN 3170. History of American Journalism (3 credits)

The inventions, events, and people shaping and influencing journalism in the United States. The history and development of American journalism and mass media from Colonial times to the present. PREREQ: MCM 2100 or consent of instructor.

JRN 3200. Photojournalism (3 credits)

Basic visual and technical aspects of photojournalism. Photographic coverage of news, sports, features, events, and other newspaper, magazine, and public relations subjects. The picture story, picture editing, the social documentary tradition in journalism.

JRN 3250. Sports Journalism (3 credits)

A consideration of contemporary sports reporting, including trends and philosophies of sports reporting; writing for major and minor sports; interviewing; features; columns; and legal aspects of sports reporting. PREREQ: MCM 2400.

JRN 3400. Advanced News Writing and Reporting (3 credits)

In-depth exploration of news media functions and how journalists gather and report news. Practical experience in identifying news, organizing and writing stories in proper formats for a wide range of reporting possibilities. PREREQ: JRN 3010.

JRN 3610. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 3620. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 4050. Magazine Writing and Editing (3 credits)

Instruction and practice in planning, writing, and editing copy for magazines. PREREQ: JRN 3010 and JRN 3050.

JRN 4100. Web Journalism (3 credits)

Practice reporting, writing, and producing stories for converged mass media online. Hard news, features, photography, videos on websites, blogs, wikis, virtual worlds, social media. Internet linking strategies, use of reliable online resources for journalistic research, convergence. PREREQ: MCM 2400.

JRN 4200. Science Journalism (3 credits)

Reporting and writing about science for newspapers and magazines; interviewing, features, series, columns. PREREQ: JRN 3050 or JRN 3010.

JRN 4600. Investigative Journalism (3 credits)

Practical experience in researching and writing nonfiction articles suitable for publication, using forms, styles, and subject matter appropriate for the tradition known as investigative journalism. PREREQ: JRN 3010, JRN 3060 and MCM 4360.

JRN 4610. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

JRN 4620. Student Newspaper Production (1 credit)

Experience in producing a student newspaper, The Pine Needle. Reporting, writing and editing news stories, news judgment, page design, photography, advertising, circulation, and Web-based newspaper production activities are covered. Pass/Fail grading.

Public Relations

PRE 2200. Introduction to Public Relations (3 credits)

An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations.

PRE 2700. Introduction to Advertising (3 credits)

An introduction to the nature and function of advertising, including advertising in newspapers, magazines, radio, television, and other mass media. The relationships among media, messages, and audiences are examined from a mass communication perspective. PREREQ: MCM 2100.

PRE 3450. Publication Design (3 credits)

Using computers to edit publications copy and to design newsletters, brochures, pamphlets, and similar printed material.

PRE 3500. Organizational Communications (3 credits)

Communication between an organization and its internal publics, especially employees, students, and clients. Study of the behavior of people and their relationships in organizations and how that behavior can be understood, anticipated, coped with, and improved. PREREQ: PRE 2200 or consent of instructor.

PRE 3600. Public Relations Social Media (3 credits)

Through lectures, discussions, reading, writing, projects, and hands-on social media work, students will learn how social media has revolutionized the practice of public relations in the 21st century. Students will explore and apply the theories and ideas of best practices for public relations on social media. Students will learn how to use and understand analytical data for the top social media sites and craft a social media plan of their own for an organization of their choosing. PREREQ: PRE 2200

PRE 4070. Public Relations Writing (3 credits)

Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, copy for video news releases, inverted and magazine forms of news writing, annual reports, and newsletters. PREREQ: PRE 2200, MCM 2400

PRE 4090. Public Relations Case Studies (3 credits)

Specialized public relations programs, including press relations, community affairs, investor relations, and legislative relations. Emphasis on analyzing and presenting public relations case studies and problems. PREREQ: PRE 2200.

PRE 4150. Advertising Media (3 credits)

The practice of advertising creation, including strategy, media planning, and execution of advertisements for all forms of mass media. PREREQ: PRE 2700.

PRE 4200. Crisis Communication (3 credits)

In-depth study of the development of strategies and their implementations during public relations crises. PREREQ: PRE 4070 .

PRE 4600. Public Relations Campaigns (3 credits)

Senior capstone course building on concepts and skills from earlier coursework. Students use formal and informal research methods to develop a strategic plan, including evaluation strategies, for a "client." PREREQ: PRE 4070 , PRE 4090 and MCM 4360.

Department of Mathematics and Computer Science

Chair: Selvarajah Mohanarajah

Faculty: Safaa Alwijidi, Donald E. Beken, Latoya Brewer**, Melissa R. Edwards*, Katie Floyd, Gangadhar R. Hiremath, Joong-Lyui Lee, Douglas McBroom, Olusola Olaniyi, Leszek Piatkiewicz, Hillary W. Sessions, James Smiling, Guo Wei, Cynthia Zhang****, Laszlo Zsilinszky

*Undergraduate Mathematics Education Coordinator
**Graduate Mathematics Education Director

****Information Technology Program Coordinator

Mathematics has been central to human achievement for over three thousand years, important to both intellectual advancement and technological innovation. Many of the theoretical studies in mathematics have evolved and have been refined over a long period of time. Many of the practical aspects of mathematics have become more evident with the advent of calculators and computers. Computer technology is assuming a major role in society. Clearly, the computer revolution is the beginning of a new age of human existence. Many of the problems computer scientists and others will be expected to solve in decades to come have yet to be considered. As such, computing has evolved into a science covering the study of languages, programming, and theoretical concepts. The Department offers courses covering the intellectual and the practical sides of mathematics and computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in Mathematics, Computer Science, or Information Technology or a Master's degree in Mathematics Education. The Mathematics major also may choose to gain licensure to teach mathematics at the secondary or middle grades level. The Department offers minors in mathematics, computer science, and information technology.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics, computer science, or information technology is especially urged to consult with the Department Chair prior to registering for General Education courses. All majors choose advisors and must consult with them each term in order to plan and carry out their program of study.

The Department web pages at www.uncp.edu/mathcs/ contain current information about the activities, the faculty, and the offerings of the department. Department majors are expected to consult the website regularly to remain informed.

Most non-majors fulfill the General Education requirements in mathematics by taking one of MAT 1050, MAT 1070, or MAT 1080. Well-prepared students may select MAT 1090 or MAT 2210 for this purpose.

Graduate Courses

See the The Graduate School section of the Catalog.

Major

Computer Science, Cyber Security Track, B.S.

The B.S. Degree in Computer Science- Cyber Security Track, will prepare students for a variety of jobs in information security, such as secure software developer, forensic computer analyst, security architect, vulnerabilty analysist, penetration tester, and

information assurance engineer. The track will follow the same core courses of the Computer Science- General Track program. Students will take 51 credits in the required core courses including eleven CS courses and five Math courses. During the third and/or fourth years, students will be exposed to a variety of upper level cybersecurity courses. First, students will be required to take an inroductory course in cybersecurity. In addition, students should take a minimum of three upper level CS elective courses (one of them should be in 4000 level) in information security area.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

NOTE: Prospective Computer Science majors should start with MAT 1090 as their first General Education elective. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090. Computer Science majors must take PHY 1500 or PHY 2000 and one course from Biology, Chemistry, or HON 1500 to satisfy the six hours of Natural Science requirements in General Education.

- MAT 1090. Precalculus (4 credits)
- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits)
- MAT 2210. Calculus I (4 credits)
- PHY 1500. College Physics I (3 credits)
- PHY 2000. University Physics I (3 credits)

Major Requirements: 51 Sem. Hrs.

- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)
- CSC 2150. Discrete Structures (3 credits)
- CSC 2250. Fundamentals of Computer Systems (3 credits)
- CSC 2260. Operating Systems, Networking, and Security (3 credits)

- CSC 2650. Digital Logic (3 credits)
- CSC 2850. Data Structures (3 credits)
- CSC 2920. Software Development and Professional Practices (3 credits)
- CSC 3750. Programming Languages (3 credits)
- CSC 4900. Advanced Software Project (4 credits)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3280. Probability and Statistics I (3 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)

Cyber Security Track Requirements: 12 Sem. Hrs

Required Course:

- CSC 3020. Introduction to Cybersecurity (3 credits)

And any three of the following (one of them should be at 4000 level)

- CSC 3360. Network Architecture and Protocols (3 credits)
- CSC 3380. Web Programming and Security (3 credits)
- CSC 3800. Database Management Systems and Security (3 credits)
- CSC 4020. Introduction to Computer and Network Security (3 credits)
- CSC 4030. Introduction to Digital Forensics (3 credits)

Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Computer Science, General Track, B.S.

B.S. in Computer Science (Genral Track) is the preferred degree for both graduate study and for carers in software development and networking industries, as well as in any other institution where computing and information management are central to their operation.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)

- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

NOTE: Prospective Computer Science majors should start with MAT 1090 as their first General Education elective. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090. Computer Science majors must take PHY 1500 or PHY 2000 and one course from Biology, Chemistry, or HON 1510 to satisfy the six hours of Natural Science requirements in General Education.

- MAT 1090. Precalculus (4 credits)
  or
- MAT 1070. College Algebra (3 credits) and
- MAT 1080. Plane Trigonometry (3 credits)
  or
- MAT 2210. Calculus I (4 credits)
- PHY 1500. College Physics I (3 credits) or
- PHY 2000. University Physics I (3 credits)
- One course from Biology, Chemistry, or HON 1510.

Major Requirements: 51 Sem. Hrs.

- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)
- CSC 2150. Discrete Structures (3 credits)
- CSC 2250. Fundamentals of Computer Systems (3 credits)
- CSC 2260. Operating Systems, Networking, and Security (3 credits)
- CSC 2650. Digital Logic (3 credits)
- CSC 2850. Data Structures (3 credits)
- CSC 2920. Software Development and Professional Practices (3 credits)
- CSC 3750. Programming Languages (3 credits)
- CSC 4900. Advanced Software Project (4 credits)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3280. Probability and Statistics I (3 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)

and Four courses from the following list

(at least one must be a 4000-level course)

- CSC 3020. Introduction to Cybersecurity (3 credits)
- CSC 3360. Network Architecture and Protocols (3 credits)

- CSC 3380. Web Programming and Security (3 credits)
- CSC 3800. Database Management Systems and Security (3 credits)
- CSC 4010. Theory of Computation (3 credits)
- CSC 4020. Introduction to Computer and Network Security (3 credits)
- CSC 4110. Artificial Intelligence (3 credits)
- CSC 4450. Design and Analysis of Algorithms (3 credits)
- CSC 4810. Data Mining (3 credits)
- CSC 4970. Computer Science Internship (1-3 credits)
- ITC 4100. Web Database Development (3 credits)
- ITC 4200. Game Design and Development (3 credits)

Other electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Information Technology, Cyber Security Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Prospective Information Technology majors should start with MAT 1090 or MAT 1070 as their first General Education mathematics course.

- MAT 1090. Precalculus (4 credits)
  or
- MAT 1070. College Algebra (3 credits)

I.T. Major Core Requirements: 53 Sem. Hrs.

- CSC 1300. WWW Information (3 credits)
- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)
- CSC 1950. Advanced Java Programming (3 credits)
- CSC 2050. Introduction to Programming-C/C++ (3 credits)
- CSC 2150. Discrete Structures (3 credits)
- CSC 2250. Fundamentals of Computer Systems (3 credits)
- CSC 2260. Operating Systems, Networking, and Security (3 credits)
- CSC 2850. Data Structures (3 credits)
- CSC 2920. Software Development and Professional Practices (3 credits)
- ITC 2060. Human-Computer Interaction (3 credits)
- ITC 2080. Introduction to System Administration and Shell Scripting (3 credits)
- ITC 4940. Capstone Project in Information Technology (4 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2150. Calculus with Applications (4 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)

Track Elective Requirements: 12 Sem. Hrs.

Required course:

- CSC 3020. Introduction to Cybersecurity (3 credits)

And three courses from the following list :

- ITC 3070. Computer Network and Data Communication (3 credits)
- ITC 3250. System Administration and Security (3 credits)
- ITC 4800. Advanced Computer Systems and System Security (3 credits)
- CSC 3380. Web Programming and Security (3 credits)
- CSC 3800. Database Management Systems and Security (3 credits)
- CSC 4020. Introduction to Computer and Network Security (3 credits)
- CSC 4030. Introduction to Digital Forensics (3 credits)

Other Electives: 10 Sem. Hrs.

Total: 120 Sem. Hrs.

Information Technology, General Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)

- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Prospective Information Technology majors should start with MAT 1090 or MAT 1070 as their first General Education mathematics course.

- MAT 1090. Precalculus (4 credits)
  or
- MAT 1070. College Algebra (3 credits)

I.T. Major Core Requirements: 53 Sem. Hrs.

- CSC 1300. WWW Information (3 credits)
- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)
- CSC 1950. Advanced Java Programming (3 credits)
- CSC 2050. Introduction to Programming-C/C++ (3 credits)
- CSC 2150. Discrete Structures (3 credits)
- CSC 2250. Fundamentals of Computer Systems (3 credits)
- CSC 2260. Operating Systems, Networking, and Security (3 credits)
- CSC 2850. Data Structures (3 credits)
- CSC 2920. Software Development and Professional Practices (3 credits)
- ITC 2060. Human-Computer Interaction (3 credits)
- ITC 2080. Introduction to System Administration and Shell Scripting (3 credits)
- ITC 4940. Capstone Project in Information Technology (4 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2150. Calculus with Applications (4 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)

Track Elective Requirements: 12 Sem. Hrs.

Four courses from the following list (at least one must be a 4000-level course):

- ITC 3070. Computer Network and Data Communication (3 credits)
- ITC 3100. Website Development and Multimedia (3 credits)
- ITC 3250. System Administration and Security (3 credits)

- ITC 4100. Web Database Development (3 credits)
- ITC 4200. Game Design and Development (3 credits)
- ITC 4800. Advanced Computer Systems and System Security (3 credits)
- ITC 4960. Information Technology Internship (1-3 credits)
- CSC 3020. Introduction to Cybersecurity (3 credits)
- CSC 3380. Web Programming and Security (3 credits)
- CSC 3800. Database Management Systems and Security (3 credits)
- CSC 4020. Introduction to Computer and Network Security (3 credits)
- CSC 4030. Introduction to Digital Forensics (3 credits)
- CSC 4110. Artificial Intelligence (3 credits)

Other Electives: 10 Sem. Hrs.

Total: 120 Sem. Hrs.

Mathematics, Mathematics Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

NOTE: Prospective Mathematics majors should start with MAT 1090 as their first General Education elective. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090.

- MAT 1090. Precalculus (4 credits)
  or
- MAT 1070. College Algebra (3 credits) and
- MAT 1080. Plane Trigonometry (3 credits)
  or

- MAT 2210. Calculus I (4 credits)

B.S. in Mathematics Core Courses: 9 Sem. Hrs.

- MAT 2300. Introduction to Advanced Mathematics (3 credits)
- MAT 2600. Connections in Mathematics I (1 credit)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3600. Connections in Mathematics II (1 credit)
- MAT 4600. Connections in Mathematics III (1 credit)

Additional Major Requirements: 33 Sem. Hrs.

- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3250. Algebra I (3 credits)
- MAT 3310. Calculus III (4 credits)
- MAT 4310. Real Analysis I (3 credits)
- And an 15 additional sem. hrs. of advanced mathematics (PHY 3360 may count for 3 hours)

Electives: 33 Sem. Hrs.

Total: 120 Sem. Hrs.

Mathematics, Middle Grades Mathematics Education Track (6-9), B.S.

Bachelor of Science in Mathematics

Coordinator: Melissa R. Edwards

Location: Department of Mathematics and Computer Science

Program Description

The program of study in Mathematics with a track in Mathematics Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

This program is one of 12 teacher education programs offered at UNCP. Mathematics majors with a track in Mathematics Education are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Mathematics licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The Mathematics licensure program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Prospective majors should start with MAT 1070 as their first General Education mathematics course, but depending on placement may qualify for MAT 1080, 2100, or 2150. Only 6 credits of mathematics courses will count toward fulfilling the General Education requirements.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)

B.S. in Mathematics Core Courses: 17 Sem. Hrs.

- MAT 2300. Introduction to Advanced Mathematics (3 credits)
- MAT 2600. Connections in Mathematics I (1 credit)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3600. Connections in Mathematics II (1 credit)
- MAT 4600. Connections in Mathematics III (1 credit)
- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)

Mathematics Content Courses: 21 Sem. Hrs.

- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2110. Survey of Geometry (3 credits)
- MAT 3280. Probability and Statistics I (3 credits)
- MAT 3330. Discrete Mathematics (3 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 25 Sem. Hrs.

- MAT 2500. Introduction to Teaching Mathematics in Middle Grades and Secondary Schools (2 credits)
- MAT 3500. Teaching Mathematics with Technology (2 credits)
- MAT 3750. Methods for Teaching Algebra (3 credits)
- MAT 4000. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (3 credits)
- MAT 4490. Internship in Mathematics in the Middle and Secondary School (9 credits)
- MAT 4750. Professional Seminar in Middle and Secondary Mathematics (3 credits)
- CSC 4050. Current Topics in Computers in Education (3 credits)

Total: 120 Sem. Hrs.

Mathematics, Secondary Mathematics Education Track (9-12), B.S.

Coordinator: Melissa R. Edwards

Location: Department of Mathematics and Computer Science

Program Description

The program of study in Mathematics with a track in Mathematics Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

This program is one of 12 teacher education programs offered at UNCP. Mathematics majors with a track in Mathematics Education are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Mathematics licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The Mathematics licensure program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Bachelor of Science in Mathematics

Coordinator: Melissa R. Edwards

Location: Department of Mathematics and Computer Science

Program Description

The program of study in Mathematics with a track in Mathematics Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

This program is one of 12 teacher education programs offered at UNCP. Mathematics majors with a track in Mathematics Education are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Mathematics licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The Mathematics licensure program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

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3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

NOTE: Prospective Mathematics majors should start with MAT 1090 as their first General Education elective. MAT 1070 and MAT 1080 or MAT 2210 may be used in place of MAT 1090.

- MAT 1090. Precalculus (4 credits)
  or
- MAT 1070. College Algebra (3 credits) and
- MAT 1080. Plane Trigonometry (3 credits)
  or
- MAT 2210. Calculus I (4 credits)

B.S. in Mathematics Core Courses: 9 Sem. Hrs.

- MAT 2300. Introduction to Advanced Mathematics (3 credits)
- MAT 2600. Connections in Mathematics I (1 credit)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3600. Connections in Mathematics II (1 credit)
- MAT 4600. Connections in Mathematics III (1 credit)

Mathematics Content Courses: 26 Sem. Hrs.

- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3110. Advanced Euclidean Geometry (3 credits)
- MAT 3250. Algebra I (3 credits)
- MAT 3280. Probability and Statistics I (3 credits)

- MAT 3330. Discrete Mathematics (3 credits)
- MAT 4110. College Geometry (3 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 25 Sem. Hrs.

- MAT 2500. Introduction to Teaching Mathematics in Middle Grades and Secondary Schools (2 credits)
- MAT 3500. Teaching Mathematics with Technology (2 credits)
- MAT 3750. Methods for Teaching Algebra (3 credits)
- MAT 4000. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (3 credits)
- MAT 4490. Internship in Mathematics in the Middle and Secondary School (9 credits)
- MAT 4750. Professional Seminar in Middle and Secondary Mathematics (3 credits)
- CSC 4050. Current Topics in Computers in Education (3 credits)

General Electives: 3 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

Computer Science with Emphasis in Programming Minor

Requirements for a Minor in Computer Science with Emphasis in Programming

- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)
- CSC 2150. Discrete Structures (3 credits)
- CSC 2250. Fundamentals of Computer Systems (3 credits)

one course from:

- CSC 1300. WWW Information (3 credits)
- CSC 2260. Operating Systems, Networking, and Security (3 credits)
- CSC 2650. Digital Logic (3 credits)
- CSC 2850. Data Structures (3 credits)
- CSC 2920. Software Development and Professional Practices (3 credits)

Total: 18 Sem. Hrs.

Computer Science with Emphasis in World Wide Web Minor

Requirements for a Minor in Computer Science with Emphasis in World Wide Web

- CSC 1300. WWW Information (3 credits)
- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 2260. Operating Systems, Networking, and Security (3 credits)
- CSC 3380. Web Programming and Security (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)

Total: 18 Sem. Hrs.

Information Technology Minor

Requirements for a Minor in Information Technology

- CSC 1750. Introduction to Algorithms (3 credits)
- CSC 1760. Introduction to Programming (3 credits)
- CSC 1850. Object-Oriented Programming (3 credits)
- CSC 1950. Advanced Java Programming (3 credits)
- ITC 2060. Human-Computer Interaction (3 credits)

one course from:

- ITC 2080. Introduction to System Administration and Shell Scripting (3 credits)
- ITC 3070. Computer Network and Data Communication (3 credits)
- ITC 4200. Game Design and Development (3 credits)

Total: 18 Sem. Hrs.

Mathematics Minor

Requirements for a Minor in Mathematics

- MAT 2210. Calculus I (4 credits)
- MAT 2220. Calculus II (4 credits)
- MAT 3150. Linear Algebra I (3 credits)
- MAT 3310. Calculus III (4 credits)
- and three additional hours selected from advanced mathematics courses (3000 or above)

Total: 18 Sem. Hrs.

Academic Concentration

Mathematics Academic Concentration

Requirements for an Academic Concentration in Mathematics

- MAT 1050. Introduction to College Mathematics (3 credits)
- MAT 1070. College Algebra (3 credits)
- MAT 1080. Plane Trigonometry (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)
- MAT 2110. Survey of Geometry (3 credits)
- MAT 2150. Calculus with Applications (4 credits)
- MAT 4020. A Historical Development of Mathematics (3 credits)
- CSC 4050. Current Topics in Computers in Education (3 credits)

Total: 25 Sem. Hrs.

Courses: Mathematics

MAT 0104. Fundamentals of Mathematics (3 credits)

A study of topics in algebra that are essential for success in college algebra (MAT 107). Content includes solving of linear equations and inequalities as well as systems of linear equations and inequalities. Topics from geometry, polynomials, factoring, rational expressions, and radicals are also studied. (This course does not count toward earned hours or graduation requirements. Most students will be placed in this course by scores on the Mathematics Placement Test.)

MAT 1050. Introduction to College Mathematics (3 credits)

Topics from mathematics which may include sets, logic, algebra, graphs, functions, systems of linear equations and inequalities, geometry, probability, and statistics. Problem solving is emphasized. **This course is intended to be a general education course and NOT a preparation for college algebra.** Some sections of the course will develop a theme for the applications of mathematical concepts. (Credit for MAT 1050 will not be allowed if the student has previously received a grade of C or better in a math course with a higher catalog number, unless the course is being taken to replace a grade or to fulfill a requirement.)

MAT 1070. College Algebra (3 credits)

A study of the real and complex number systems, algebraic expressions and equations, polynomial and rational functions and their graphs, inequalities and their graphs, exponential and logarithmic functions and their graphs, systems of equations, and conic sections. **This course is intended to be a preparation for calculus** (MAT 2150 and MAT 2210). A very good understanding of high school algebra is required.

MAT 1080. Plane Trigonometry (3 credits)

A study of angle measures, trigonometric functions and their values, inverse trigonometric functions and their values, graphs of trigonometric and inverse trigonometric functions, solutions of right and oblique triangles, trigonometric identities and equations, polar coordinates, vectors, and rotation of axes. **This course is intended to be a preparation for calculus** (MAT 2210). PREREQ: MAT 1070.

MAT 1090. Precalculus (4 credits)

This course is an accelerated version of MAT 1070 and MAT 1080 combined. See both course descriptions for a list of topics covered. This course is intended as a **rapid review** of the topics in preparation for calculus.

MAT 1180. Finite Mathematics (3 credits)

Set theory, symbolic logic, permutations and combinations, probability, conditional probability, matrices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. PREREQ: MAT 1070 or equivalent.

MAT 2100. Introduction to Statistics (3 credits)

Elementary statistics, descriptive and inferential. Graphing data sets, finding measures of center, position, and dispersion. Probability, linear regression and correlation. Central Limit Theorem, sampling and hypothesis testing, including z-tests, student's tests, F-test, Chi-Square, and ANOVA. The use of calculators and computers is an integral part of the course. MAT 1070 or equivalent.

MAT 2110. Survey of Geometry (3 credits)

Topics covered involve: Plane and Solid Geometry, Coordinate Geometry, Transformational Geometry, Trigonometry, Logic, and Measurement Systems. These topics will emphasize fundamental concepts: points, lines, planes, angles, polygons, circle, perimeter, area, surface area, volume, and construction of figures. Various types of technology will be incorporated throughout the course. PREREQ: MAT 1070 and MAT 1080 or equivalent.

MAT 2150. Calculus with Applications (4 credits)

Required for Biology majors. Not open to Mathematics majors. A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multivariable calculus will also be included. PREREQ: MAT 1070 or MAT 1090 or equivalent.

MAT 2210. Calculus I (4 credits)

Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. PREREQ: MAT 1070 and MAT 1080, or MAT 1090, or equivalent.

MAT 2220. Calculus II (4 credits)

A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. PREREQ: C or better in MAT 2210.

MAT 2300. Introduction to Advanced Mathematics (3 credits)

Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. PREREQ: MAT 2210 or MAT 2150.

MAT 2500. Introduction to Teaching Mathematics in Middle Grades and Secondary Schools (2 credits)

Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. PREREQ: EDN 3020 , MAT 2210 or MAT 2150.

MAT 2600. Connections in Mathematics I (1 credit)

This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of calculus-related topics. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. PREREQ/COREQ: MAT 2220.

MAT 3110. Advanced Euclidean Geometry (3 credits)

Topics include Plane and Solid Geometry, Coordinate Geometry, Transformational Geometry, Trigonometry, Logic, and the Systemization of Euclidean Theorems and Postulates. These topics will emphasize fundamental concepts: points, lines, planes, angles, congruence, similarity, concurrence, polygons, circle, perimeter, area, surface area, volume, and construction of figures. Various types of technology will be incorporated throughout the course. PREREQ: MAT 1070 and MAT 1080 or equivalent and MAT 2300.

MAT 3150. Linear Algebra I (3 credits)

An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. PREREQ: MAT 2210 or MAT 2150.

MAT 3170. Linear Algebra II (3 credits)

Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. PREREQ: MAT 3150.

MAT 3250. Algebra I (3 credits)

Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. PREREQ: MAT 2300; PREREQ/COREQ: MAT 3150.

MAT 3260. Algebra II (3 credits)

Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. PREREQ: MAT 3250.

MAT 3270. Numerical Analysis (3 credits)

An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. PREREQ: MAT 3150, MAT 3310, and one high-level programming language.

MAT 3280. Probability and Statistics I (3 credits)

Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristics functions. Binomial, Poisson, and normal distributions. Central limit theorems. PREREQ: MAT 2220 OR (MAT 2150 and MAT 2300)

MAT 3300. Probability and Statistics II (3 credits)

Introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, confidence intervals, hypothesis testing, regression theory and applications. PREREQ: MAT 3310, MAT 3280.

MAT 3310. Calculus III (4 credits)

A continuation of Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multi-variable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. PREREQ: C or better in MAT 2220.

MAT 3320. Differential Equations (3 credits)

An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. PREREQ: MAT 3310.

MAT 3330. Discrete Mathematics (3 credits)

Provides an introduction to discrete mathematics. Topics include graph theory, proof techniques, elementary combinatorics, discrete probability, fair outcomes, recursion, sequences, series, algorithms for computation. PREREQ: MAT 2210 or MAT 2150 and MAT 2300.

MAT 3500. Teaching Mathematics with Technology (2 credits)

The application of computer software and other technologies specifically used in the mathematics classroom, with their inclusion in appropriate lesson plans. Classroom management of instructional technology will be emphasized. This course is designed as a preservice course for teachers and may not be used as an advanced MAT or CSC requirement. PREREQ: Permission of instructor.

MAT 3600. Connections in Mathematics II (1 credit)

This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of proof. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. PREREQ: MAT 2300, MAT 2600; PREREQ/COREQ: MAT 3150.

MAT 3750. Methods for Teaching Algebra (3 credits)

Designed to deepen and expand the student's knowledge of methods, materials, and assessment practices related to teaching algebraic concepts at the middle and secondary level. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. PREREQ: MAT 2500.

MAT 4000. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (3 credits)

Crosslisted: (EDN 4000)
Presents modern techniques, methods, materials, and assessment practices in the teaching of mathematics. Directed observation in middle or high school mathematics classes. Laboratory work provides experience in developing lesson plans that utilize materials and methods appropriate for classroom use. PREREQ: MAT 2500.

MAT 4020. A Historical Development of Mathematics (3 credits)

A study of the development of mathematics in its historical setting from its earliest beginnings to modern times. Note: This course may not be used as an Advanced Mathematics requirement for the major in Mathematics. PREREQ: MAT 2210 or MAT 2150.

MAT 4110. College Geometry (3 credits)

A rigorous development of metric and synthetic approaches to Euclidean and non-Euclidean geometries using an axiomatic format. Similarities and differences among definitions, axioms, theorems, and postulates of non-Euclidean geometries will be considered. The relationship of these geometries to Euclidean geometry will also be studied. PREREQ: MAT 2300; PREREQ/COREQ: MAT 3150.

MAT 4150. Theory of Numbers (3 credits)

An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, Diophantine equations, continued fractions and congruences. PREREQ: MAT 2210 or MAT 2150.

MAT 4220. Applied Mathematics (3 credits)

Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. PREREQ: MAT 3150 and MAT 3320.

MAT 4310. Real Analysis I (3 credits)

An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. PREREQ: MAT 2300 and MAT 3310.

MAT 4320. Real Analysis II (3 credits)

A continuation of Advanced Calculus I including such topics as the total derivative of multi-variable functions, transformations of Rn, representations of functions by series and integrals, and uniform convergence. PREREQ: MAT 4310.

MAT 4440. Complex Analysis (3 credits)

Complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, analytic continuation, and Liouville's theorem. PREREQ: MAT 3310.

MAT 4490. Internship in Mathematics in the Middle and Secondary School (9 credits)

Provides a semester-long full-time teaching experience in an off campus public school setting. Pass/Fail grading. PREREQ: MAT 4000.

MAT 4600. Connections in Mathematics III (1 credit)

This seminar course is designed to help mathematics and mathematics education majors connect and deepen their mathematical understandings of advanced analysis and technology. Emphasis will be placed on research and communication of mathematical ideas. Major course work will include production of portfolio artifacts that represent the major's development of understanding in the mathematics curriculum. PREREQ: MAT 3600.

MAT 4750. Professional Seminar in Middle and Secondary Mathematics (3 credits)

A seminar designed to parallel the full-semester student teaching experience. Emphasis will be placed on the appropriate application of methods of teaching and assessment in a clinical setting. Proper use of instructional materials, participation in the reflective teaching process, and opportunities for professional development and growth will be emphasized. PREREQ: Admission to Professional Semester.

MAT 4990. Independent Study (1-3 credits)

Offered for mathematics majors on approval of the Department Chair.

MATS 4xxx. Special Topics (Variable Title) (1-3 credits)

A study of special topics in mathematics or mathematics education. May be repeated to a maximum of 6 hours. PREREQ: Permission of instructor.

Computer Science

CSC 1000. Introduction to Computers (3 credits)

This course covers basic office applications using a project-based, hands-on approach. The applications covered include each of the following: word processor, spreadsheet, database software, presentation software, and desktop publishing software.

CSC 1300. WWW Information (3 credits)

Introduces students to the World Wide Web, focusing on the techniques of web page creation. No programming background is required, although students will learn some programming through scripting languages.

CSC 1750. Introduction to Algorithms (3 credits)

Introduces a two-part survey of computing applications and algorithmic principles. This course introduces the range of algorithmic concepts and constructs in a particular programming language. The follow-on course, CSC 185, extends the conceptual foundation and expands the programming language context. Topics include data representation, simple I/O, arrays, subprograms, searching, sorting, and merging. Techniques of problem solving, stepwise refinement, and documentation are also covered. COREQ: CSC 1760.

CSC 1760. Introduction to Programming (3 credits)

This is an intense course in programming implementing concepts of structured programming and algorithmic analysis with emphasis on application. COREQ: CSC 1750.

CSC 1850. Object-Oriented Programming (3 credits)

Builds on the foundation provided by CSC 1750 to provide students with immersion in programming experience and associated techniques, with a focus on the object oriented paradigm. Topics include control flow, debugging and testing, string processing, searching and sorting, recursion, and stacks and linked lists. Emphasis on effective software engineering practices, including incremental development, systematic testing, and hypothesis driven debugging of software artifacts. PREREQ: MAT 1090 or MAT 1070 and C or better in CSC 1750 and CSC 1760.

CSC 1950. Advanced Java Programming (3 credits)

This course introduces students to advanced features of the Java programming language. They learn how to implement graphical user interfaces using Java's FX components, event-driven programming, recursion, generics, collection classes, serializing objects, design patterns, and threads. PREREQ: CSC 1850

CSC 2020. Microcomputer Programming (3 credits)

A first course in microcomputer programming emphasizing both numeric and string processing, and structured programming. (Visual BASIC and Delphi) using IBM compatible computers. PREREQ: CSC 1000 or permission of instructor.

CSC 2050. Introduction to Programming-C/C++ (3 credits)

A first course in programming covering the basic concepts of C and C++ programming languages. Covers structured programming, object-oriented programming, and algorithmic analysis with emphasis on application.

CSC 2150. Discrete Structures (3 credits)

Offers an intensive introduction to discrete mathematics as it is used in computer science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, and discrete probability. PREREQ: MAT 1070 or MAT 1090 or MAT 2210 and CSC 1750, CSC 1760.

CSC 2250. Fundamentals of Computer Systems (3 credits)

Introduces the student to computer hardware and software interfaces. Topics include computer structure, machine language, assembly language, addressing modes, file structures, I/O, memory management, and assemblers, linkers, and loaders. PREREQ: CSC 2150 and CSC 1850. [CSC 1850 is a Corequisite with a B or better in CSC 1750.]

CSC 2260. Operating Systems, Networking, and Security (3 credits)

The course covers the fundamentals of operating systems, the evolution of operating systems, mobile operating systems, security threats and vulnerabilities to computers and users, identifies methods for protecting against security threats, troubleshoot common security problems, the basic knowledge of networking and data communications and network programming with socket. PREREQ: C or better in CSC 1750 and CSC 1760.

CSC 2650. Digital Logic (3 credits)

Covers basic concepts of computer engineering and science from digital logic circuits to the design of a complete microcomputer system, presenting an understanding of principles and basic tools required to design typical digital systems such as microcomputers. PREREQ: C or better in CSC 2150.

CSC 2850. Data Structures (3 credits)

Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. PREREQ: CSC 2150 and C or better in CSC 1850.

CSC 2920. Software Development and Professional Practices (3 credits)

The course material combines a range of topics integral to the design, implementation, and testing of a medium scale software system with the practical experience of implementing such a project as a member of a programmer team. In addition to material on software engineering, this course also includes material on professionalism and ethical responsibilities in software development and human- computer interaction. PREREQ: CSC 1850.

CSC 3020. Introduction to Cybersecurity (3 credits)

This course is designed for students with no security background and covers basic terminology and concepts in cybersecurity. Introduces threat model, CIA, authorization and authentication, secure programming, malware, web security, email security, operating systems security, network security, database security, security in cloud, privacy, security management and organizational policy, legal issues and ethics. PREREQ: CSC 2250, CSC 2260

CSC 3360. Network Architecture and Protocols (3 credits)

This course introduces the architecture and protocols of computer networks. The topics include an overview of computer networks and the Internet, wireless and mobile networks, the physical and data link layer, network layer and routing algorithms including multicasting routing, transport layer protocols such as TCP and UDP and their characteristics, performance and limitations, application layer protocols such a FTP, e-mail, DNS, SSH, and HTTP, multimedia and network programming. PREREQ: CSC 1850, CSC 2260.

CSC 3380. Web Programming and Security (3 credits)

In this course, students will gain experience with the programming techniques, technologies, and issues associated with the Internet. Topics include the HTTP protocol, web-servers, browsers, interactive web pages, and client-server computing. This course will cover some selected web security topics from the following list: authentication and authorization, SQL injection, Cross-site scripting (XSS), Cross-site request forgery (CSRF), and Session hijacking. It will also provide an overview of techniques used in protecting web, assessing the security of web, identifying vulnerabilities, input validation, session management, HTTPS, etc. This is a project-oriented course in which students will be expected to develop secure web applications using a variety of programming languages. PREREQ: CSC 3020 or permission from the instructor

CSC 3650. Introduction to Computer Architecture (3 credits)

Introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. PREREQ: CSC 2650 and CSC 2250.

CSC 3750. Programming Languages (3 credits)

This is an introduction to the design and implementation of programming languages, including a survey of several major languages and their features. Material covered will emphasize implementation details. PREREQ: CSC 2250.

CSC 3800. Database Management Systems and Security (3 credits)

The course covers database security and database management systems including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network, and relational models are covered with an emphasis on the relational model. Small SQL queries are created and examined. Database security includes protecting the database from unauthorized access, modification, or destruction. PREREQ: CSC 2850.

CSC 3910. Software Engineering (3 credits)

Software Engineering is the study of the software process, in particular the analysis, design, implementation, testing, maintenance, and documentation of a software system. This course introduces the fundamental software engineering concepts and terminology, presents formal models of structured design and programming, and aims to give students both a theoretical and a practical foundation. The primary focus of the class will be on learning modern software methods and tools that can be applied on a project in CSC 4900. Topics covered include information hiding, iterative enhancements, structured programming teams, program libraries, walkthroughs, and documentation. PREREQ: CSC 2920.

CSC 3920. Software Process Improvement (3 credits)

This course is an introduction to the CMMI framework, emphasizing understanding, evaluation, and integrated process improvement. Topics include software process assessment, the Capability Maturity Model for Software, other approaches to software process assessment. This course presents a survey on the use of SPI and software process assessment (SPA) as practiced by large and small companies. PREREQ: CSC 3910.

CSC 3930. Component-Based Computing (3 credits)

Analyzes the fundamental problems that must be solved by middleware in order to provide complete and transparent interoperability between distributed components. The course illustrates the state of the art with respect to how the fundamental problems are solved in practice and provides a hands-on experience developing distributed applications using the most important standards. PREREQ: CSC 3910.

CSC 4010. Theory of Computation (3 credits)

Introduces the student to formal language theory, finite automata, regular expressions, and regular grammars; pushdown automata; context free grammars; and context sensitive grammars. PREREQ: CSC 2250, CSC 2850.

CSC 4020. Introduction to Computer and Network Security (3 credits)

This course introduces the theory and application of security in computer and network environments. Students will develop the skills necessary to address the security needs of enterprise and personal environments. The course covers security in operating systems, and general threads in networks such as eavesdropping, man-in-the-middle, denial of service, etc. Defensive technologies such as cryptography, authentication/ authorization, access control, secure protocols, VPN, IDS, etc. will also be covered. Course projects will focus on the application of security tools to real-world problems. PREREQ: CSC 3020 and (CSC 3360 or ITC 3070)

CSC 4030. Introduction to Digital Forensics (3 credits)

Digital forensics is the science used in investigations of computer related criminal activities. This course is a 3-credit hour upper level course examining the principles and practice of digital forensics. Students will learn a variety of algorithms, protocols, tools, and methodology of computer forensics including building a forensic lab, collecting evidence, network forensics, mobile forensics, and storage media analysis. PREREQ: CSC 2260 and CSC 2850

CSC 4050. Current Topics in Computers in Education (3 credits)

The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. PREREQ: Permission of instructor.

CSC 4110. Artificial Intelligence (3 credits)

Overview and definitions of Artificial Intelligence (AI). Includes depth-first and breadth-first searching techniques with backtracking, A*, local search, adversarial search and constraint satisfaction problem. Covers selected topics from the following: robotic programming, machine learning, knowledge representation with emphasis on logical methods, Horn databases, resolution, quantification, unification, Skolemization and control issues; non-monotonic reasoning; frames; semantic nets. AI systems, including planning, learning, natural language and expert systems PREREQ: C or better in CSC 2850 PREREQ/COREQ: MAT 3280 OR MAT 2100

CSC 4150. Translators and Compilers (4 credits)

This course covers interpreters, assemblers, and compilers. The student will study grammar, languages, syntax, semantics, and BNF. Course material covers parsing, symbol tables, one- and two-pass compilers, and code generation. The course has a programming project. PREREQ: CSC 4010.

CSC 4350. Operating Systems (3 credits)

This course covers the basic functions of an operating system. Topics covered include process manage ment and scheduling, memory management and paging algorithms, I/O management, file management, deadlock, and operating system security. PREREQ: MAT 2220.

CSC 4360. Mainframe Computing (3 credits)

This course covers the basic features of the mainframe computer. It builds on previous introductory courses in computer system concepts, such as computer organization and architecture, operating systems, data management, or data communications. Topics covered include mainframe hardware systems, Job Control Language (JCL), System Display and Search Facility (SDSF), Time Sharing Options and Extensions (TSO/E), Batch Processing, Interactive Systems, Linux, and other related topics. PREREQ: CSC 4350.

CSC 4450. Design and Analysis of Algorithms (3 credits)

This course covers time and space complexity of algorithms. Survey of various design techniques such as "divide and conquer" and the "greedy" method is covered. Program verification and validation as well as NPComplete and NPHard problems are discussed. PREREQ: CSC 2850, and MAT 2220.

CSC 4810. Data Mining (3 credits)

This course covers the principles underlying data mining algorithms and their applications. Algorithms that include trees and rules for classification and regression, association rules, belief networks, classical statistical models, nonlinear models such as neural networks, and local "memorybased" models are presented and examined. Examples showing how all of the preceding analysis fits together are presented. Topics include the role of metadata, how to handle missing data, and data preprocessing. PREREQ: CSC 3800.

CSC 4820. Data Warehousing (3 credits)

The basic elements of data warehousing are described. Topics of project management, defining business requirements, the architecture and infrastructure, the role of metadata, implementation, growth, and maintenance are covered. PREREQ: CSC 3800.

CSC 4900. Advanced Software Project (4 credits)

An assigned, group or individual, in-depth programming project includes problem definition, requirements analysis, design, implementation, documentation, and testing. PREREQ: CSC 2250, CSC 2850, and CSC 2920.

CSC 4970. Computer Science Internship (1-3 credits)

Fully declared undergraduates in Computer Science who have completed CSC 2850 and are in good standing (at least a 2.5 GPA) are eligible for internships in business and industry. This is a pass/fail course. The course may be repeated, but no more than three hours will be applied as a major elective. Detailed requirements and application form are maintained by Coordinator of CS/IT Internships. PREREQ: CSC 2850 and approval of Department Chair.

CSC 4990. Independent Study (1-3 credits)

Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chair. Written and oral reports are required.

CSCS 4xxx. Special Topics (Variable Title) (3 credits)

A study of special topics in computer science. The selected topics will be an in-depth study of a content area, or they will be selected over the breadth of a content area. PREREQ: Permission of instructor.

Courses: Information Technology

ITC 2060. Human-Computer Interaction (3 credits)

This course provides students with a comprehensive account of the field of human-computer interaction (HCI). HCI is a multidisciplinary field of study concerned with how humans interact with software and hardware interfaces. The interplay between people and computers in applications such as multimedia, virtual environments, and computer supported cooperative work, will be investigated. Theories of human information processing, human behavior, and their implications for user-centered design of interfaces are explored. Students learn principles and guidelines needed to develop high quality interface designs that users can understand, predict, and control. The application of the usability engineering process, including analysis, design, prototyping and testing will be studied. PREREQ: C or better in CSC 1950.

ITC 2080. Introduction to System Administration and Shell Scripting (3 credits)

This course provides students with tools and techniques used in administration of computing systems. Unix/Linux and Windows will be among systems studied. Topics covered include file systems, files security, editors, file processing, shell scripting programming, and system utilities. Students will learn system installation, halting and booting the system, file and directory permission structures, print and disk quotas, device configuration and management, and user account administration. Students also explore tools and techniques used to script common tasks in operating system environments. Students will gain experience in writing scripts in Unix/Linux and Windows operating systems. PREREQ: CSC 1750 and CSC 1760 or CSC 2050.

ITC 3070. Computer Network and Data Communication (3 credits)

This course introduces students to the technology of data communications facilities, networking systems, and communications software, the architecture of the computer networks, and the data communication and network applications. Students will investigate issues of networking from the lowest levels of data transmission and wiring to the highest levels of application software, explaining how underlying technologies provide services and how Internet applications use those services. Topics covered include OSI model, LAN, WAN, packet transmission, internetworking, TCP/IP, WWW, Java technology, network control, and performance considerations. PREREQ: CSC 1750 and CSC 1760 or CSC 2050.

ITC 3100. Website Development and Multimedia (3 credits)

This course builds on the basic aspects of XHTML, Internet, and Web technologies as well as computer-mediated communication, and basic Internet applications such as telnet, FTP, and WWW techniques. Students are assumed to have had experience in Web page development and publishing. Topics covered in this course include fundamental Web design concepts such as usability, accessibility, information design, and graphic design in the context of the Web. User-centered Web design and development, definition of the site mission and the target user population, methods for gathering requirements, conceptual design of Web site, site architecture, page layout, physical design, usability testing, implementation, marketing, maintenance, and evaluation will also be explored. This course also provides introduction to multimedia (audio, video, as well as speech synthesis and recognition), and multimedia programming, cascading style sheets, and DHTML. PREREQ: CSC 1300.

ITC 3250. System Administration and Security (3 credits)

This course introduces advanced system administration technologies and discusses the effective use of security methods in system administration as well as example applications. It covers security tips, security philosophy, security issues, security assessment methods, cryptographic tools and authentication tools on the components of the computer systems, such as system booting, filesystems, user account management, process control, and so on. The course also investigates the computer network administration techniques to set up, extend, and maintain networks with efficient system security. Laboratory work topics includes LVM, ACL, bootloader password encryption, routing, NFS, and network management and security. PREREQ: ITC 2080 and ITC 3070.

ITC 4100. Web Database Development (3 credits)

This course builds on the distributed client/server DBMS and Web technologies. Web client-side, database server-side, and web-server side issues associated with a three-tier DBMS implementation will be investigated. Students will implement a three-tier DBMS application. A database backend will be designed and implemented using a standard DBMS product and the Open Source DBMS Software. Students will construct a web server and implement client/server connectivity. Students will develop tools to monitor and measure performance of an implementation. Programming projects are required. PREREQ: CSC 3800 and ITC 3100.

ITC 4200. Game Design and Development (3 credits)

This course provides students with game design concepts and theories and explores game programming skills and strategies. Students will learn how to develop stand-alone applications with user graphical interface components, graphics, animations, sounds, game physics, etc. PREREQ: CSC 1750 and CSC 1760 or CSC 2050.

ITC 4800. Advanced Computer Systems and System Security (3 credits)

This course introduces a series of concepts, models, and technology mechanisms and architectures of distributed computer systems in an enterprise environment characterized by a high degree of complexity, large scale, and heterogeneity. It also explores the security methods and mechanisms that can be used to counter and prevent the threats. Topics include data grid computing, cluster computing, cloud computing, virtualization, and various security methods, such as encryption, hashing, digital signatures, Public Key Infrastructures (PKI), Identity and Access Management (IAM) Systems, Single Sign-On (SSO), cloud-based security groups, and other topics that may be relevant. PREREQ: ITC 2080, ITC 3070, and CSC 3020.

ITC 4940. Capstone Project in Information Technology (4 credits)

Capstone IT project to be taken by graduating students in the Information Technology curriculum. PREREQ: CSC 2920 and Senior standing in BSIT.

ITC 4950. Independent Study in Information Technology (3 credits)

Students will work independently under the supervision of a faculty advisor on a topic not covered in other courses. Proposal must be approved and signed by a faculty member. PREREQ: Permission of instructor.

ITC 4960. Information Technology Internship (1-3 credits)

Fully declared undergraduates in Information Technology who have completed CSC 2850 and are in good standing (at least a 2.5 GPA) are eligible for internships in business and industry. This is a pass/ fail course. The course may be repeated, but no more than three hours will be applied as a major elective. Detailed requirements and application form are maintained by Coordinator of CS/IT Internships. PREREQ: CSC 2850 and approval of the Department Chair.

ITCS 4xxx. Special Topics in Information Technology (3 credits)

Current topics and advances in Information Technology are studied. PREREQ: Permission of the instructor.

Department of Music

Chair: Aaron Vandermeer

Faculty: Timothy M. Altman, Larry D. Arnold, Joshua Kalin Busman, Katie DeFiglio, Joanna Ross Hersey, Jaeyoon Kim, José Rivera*, Nathan Thomas, Mark Tollefsen, Joseph Van Hassel

*Undergraduate Music Education Director

The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). Additionally, the music teacher education licensure program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education.

The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an evolving, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The goals of the Department of Music are: 1) to provide comprehensive musical training for teachers of vocal and instrumental music; 2) to prepare students for careers in music education through an understanding and application of the National Standards in Music; 3) to promote musical literacy among all students; 4) to provide comprehensive musical, technological, and entrepreneurial training for students wishing to seek employment in the music industry; 5) to encourage professional dispositions; 6) to provide outreach, support, and encouragement to regional public school teachers and students in the form of workshops, festivals, performances, and clinics; 7) to provide a well-rounded curriculum for students planning to pursue advanced degrees; 8) to encourage continued learning in the field of music and foster the ability to think critically about music; 9) to provide experiences that music students and the general university students will find rewarding in developing cultural awareness; and 10) to provide public programs and concerts to enrich the cultural life of the university and community.

The music faculty of The University of North Carolina at Pembroke believes that true musicianship is the synthesis of knowledge acquired through active participation in the study, performance, and creation of music. It is enhanced through the discipline required to gain the physical, listening, and interpretive skills to master the instrument that has been chosen to be the vehicle for communication of the art. Furthermore, the music faculty believes that this synthesis occurs incrementally, building on a firm foundation and rising to the highest goal attainable. It is nurtured with positive encouragement from mentors, peers, and oneself. The faculty strives to establish an atmosphere of support in which faculty and students work together to be the best that they can be.

Please note that all prospective music majors, lateral entry candidates, and students seeking an academic concentration in music must audition in order to gain acceptance into one of the music degree programs as well as gain approval of the specific performance (applied music) area.

Also please note that the department's ensemble offerings (see below - MUS 1001, MUS 1071; MUS 1121, MUS 1161, MUS 1181, MUS 1192, MUS 1381; MUS 1411; MUS 1561; MUS 1621; MUS 1641, MUS 1651; MUS 1731; MUS 1741; MUS 1751; MUS 1761; and MUS 1771) are open to all students regardless of major. An audition is required for a number of these ensembles.

Applied Music

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the *UNCP Department of Music Handbook*.

Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

Proficiency Requirements

All music majors are evaluated at the conclusion of their third semester of Applied Music. Transfer students at or above this level will be evaluated at the conclusion of their first semester of study. The Evaluation Forum involves an assessment of both the student's performing ability and his/her overall academic accomplishments and professionalism. This process will determine whether or not the student will be allowed to enroll in upper level music courses. A cumulative GPA of 2.5 is required for entrance into the Bachelor of Music in Music Education program, 2.0 for all other baccalaureate degrees.

All music majors are required to attend recitals, concerts, seminars, workshops, etc. Additional information concerning this requirement is in the *UNCP Department of Music Handbook*.

Graduating seniors (with the exception of Bachelor of Arts in Music majors) must present an individual or joint recital as a partial requirement for graduation. Approval of the recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies must continue to enroll in Applied Music until they have completed their senior recital requirements.

A proficiency examination is required of all music majors by the Piano Division. The requirements for the Piano Proficiency Exam are outlined in the *UNCP Department of Music Handbook*.

Major

Music Education (K-12), Instrumental Emphasis, B.M.

Coordinator: José Rivera

Location: Department of Music

Program Description

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Music Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education

Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;

2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;

3. demonstrate the ability to create (compose and improvise) derivative or original music;

4. demonstrate knowledge of music history and literature of both Western and non-Western origin;

5. demonstrate a knowledge of current music technology;

6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);

7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and

8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Freshman Seminar and General Education: 45 (39)* Semester Hours

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements (Music Education)

- MUS 1210. Global Music (3 credits) [1]
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits) [2]

Music Education Core: 35 (29)* Semester Hours

- MUS 1001. University Chorale (1 credit)
- MUS 1140. Theory I (3 credits)
- MUS 1150. Theory II (3 credits)
- MUS 1210. Global Music (3 credits)
- MUS 2140. Theory III (3 credits)
- MUS 2250. Class Woodwinds (1 credit)
- MUS 2260. Class Brass (1 credit)
- MUS 2270. Class Percussion (1 credit)
- MUS 2280. Class Strings (1 credit)
- MUS 2290. Vocal Methods (1 credit)
- MUS 2540. Introduction to Music Education (1 credit)
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
- MUS 3290. Conducting I (2 credits)
- MUS 3301. Conducting II (2 credits)
- MUS 3330. Rehearsal Lab (0 credit) --taken twice
- MUS 3340. Orchestration and Arranging (2 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- 1 credit of MUS 4040. Senior Recital (0-2 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)
- MUSL 2140. Aural Skills III (1 credit)

Instrumental Emphasis (Music Education): 9 Semester Hours

- MUS 1810. Class Piano I for Music Majors (1 credit)
- MUS 1820. Class Piano II for Music Majors (1 credit)

Major Ensemble (Music Education, Instrumental): 7 Semester Hours

- MUS 1161. University Orchestra (1 credit) or
- MUS 1411. University Band (1 credit)

Applied Music: 14 Semester Hours

Applied Music (MUSP) 14 hours

Professional Studies Core (Music Education): 6 Semester Hours

- EDN 2100. Introduction to Education (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy (Music Education, Instrumental): 17 Semester Hours

- MUS 4000. Elementary Music Methods and Materials (3 credits)
- MUS 4200. Secondary Instrumental Music Methods (3 credits)
- MUS 4490. Internship (Full Semester) (9 credits)
- MUS 4750. Professional Seminar for Pre-Service Music Teachers (2 credits)

Total: 120 Semester Hours

[1]MUS 1210 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[2]MUS 2940 fulfills the Fine Arts requirement in General Education.

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

Music Education (K-12), Keyboard Emphasis (Instrumental Orientation), B.M.

Coordinator: José Rivera

Location: Department of Music

Program Description

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Music Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically,

students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;

2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;

3. demonstrate the ability to create (compose and improvise) derivative or original music;

4. demonstrate knowledge of music history and literature of both Western and non-Western origin;

5. demonstrate a knowledge of current music technology;

6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);

7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and

8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Freshman Seminar and General Education: 45 (39)* Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements (Music Education)

- MUS 1210. Global Music (3 credits) [1]
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits) [2]

Music Education Core: 35 (29)* Semester Hours

- MUS 1001. University Chorale (1 credit)
- MUS 1140. Theory I (3 credits)
- MUS 1150. Theory II (3 credits)
- MUS 1210. Global Music (3 credits)
- MUS 2140. Theory III (3 credits)
- MUS 2250. Class Woodwinds (1 credit)
- MUS 2260. Class Brass (1 credit)
- MUS 2270. Class Percussion (1 credit)
- MUS 2280. Class Strings (1 credit)
- MUS 2290. Vocal Methods (1 credit)
- MUS 2540. Introduction to Music Education (1 credit)
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
- MUS 3290. Conducting I (2 credits)
- MUS 3301. Conducting II (2 credits)
- MUS 3330. Rehearsal Lab (0 credit) --taken twice
- MUS 3340. Orchestration and Arranging (2 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- 1 credit of MUS 4040. Senior Recital (0-2 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)
- MUSL 2140. Aural Skills III (1 credit)

Keyboard Emphasis, Instrumental Orientation (Music Education): 9 Semester Hours

- MUS 3351. Accompanying (1 credit) --taken twice
- MUS 4250. Piano Pedagogy (2 credits)
- MUSP 1171. Private Improvisation. (1 credit)

Major Ensemble (Music Education, Keyboard Emphasis, Instrumental Orientation): 4 Semester Hours

- MUS 1161. University Orchestra (1 credit)
  or
- MUS 1411. University Band (1 credit)

Applied Music: 14 Semester Hours

Applied Music (MUSP) 14 hours

Professional Studies Core (Music Education): 6 Semester Hours

- EDN 2100. Introduction to Education (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy (Music Education, Keyboard, Instrumental): 17 Semester Hours

- MUS 4000. Elementary Music Methods and Materials (3 credits)
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- MUS 4490. Internship (Full Semester) (9 credits)
- MUS 4750. Professional Seminar for Pre-Service Music Teachers (2 credits)

Total: 120 Semester Hours

[1]MUS 1210 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[2]MUS 2940 fulfills the Fine Arts requirement in General Education.

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

Music Education (K-12), Keyboard Emphasis (Vocal Orientation), B.M.

Coordinator: José Rivera

Location: Department of Music

Program Description

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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3. demonstrate the ability to create (compose and improvise) derivative or original music;

4. demonstrate knowledge of music history and literature of both Western and non-Western origin;

5. demonstrate a knowledge of current music technology;

6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);

7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and

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Freshman Seminar: 1 Sem. Hr.

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- Natural Science (6 credits)
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- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements (Music Education)

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Music Education Core: 35 (29)* Semester Hours

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- MUS 1210. Global Music (3 credits)
- MUS 2140. Theory III (3 credits)
- MUS 2250. Class Woodwinds (1 credit)
- MUS 2260. Class Brass (1 credit)
- MUS 2270. Class Percussion (1 credit)
- MUS 2280. Class Strings (1 credit)
- MUS 2290. Vocal Methods (1 credit)
- MUS 2540. Introduction to Music Education (1 credit)
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
- MUS 3290. Conducting I (2 credits)
- MUS 3301. Conducting II (2 credits)
- MUS 3330. Rehearsal Lab (0 credit) (twice)
- MUS 3340. Orchestration and Arranging (2 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- 1 credit of MUS 4040. Senior Recital (0-2 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)
- MUSL 2140. Aural Skills III (1 credit)

Keyboard Emphasis, Vocal Orientation (Music Education): 9 Semester Hours

- MUS 3351. Accompanying (1 credit) --taken twice
- MUS 4250. Piano Pedagogy (2 credits)
- MUSP 1171. Private Improvisation. (1 credit)

Major Ensemble (Music Education, Keyboard Emphasis, Vocal Orientation): 4 Semester Hours

- MUS 1001. University Chorale (1 credit)
- MUS 1381. Pembroke Singers (1 credit) (up to 2 hours)

Applied Music: 14 Semester Hours

Applied Music (MUSP) 14 hours

Professional Studies Core (Music Education): 6 Semester Hours

- EDN 2100. Introduction to Education (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy (Music Education, Keyboard, Vocal): 17 Semester Hours

Total: 120 Semester Hours

[1]MUS 1210 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[2]MUS 2940 fulfills the Fine Arts requirement in General Education.

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

Music Education (K-12), Vocal Emphasis, B.M.

Coordinator: José Rivera

Location: Department of Music

Program Description

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Music Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;

2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;

3. demonstrate the ability to create (compose and improvise) derivative or original music;

4. demonstrate knowledge of music history and literature of both Western and non-Western origin;

5. demonstrate a knowledge of current music technology;

6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);

7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use

diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and

8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Freshman Seminar and General Education: 45 (39)* Sem. Hrs.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements (Music Education)

- MUS 1210. Global Music (3 credits) [1]
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits) [2]

Music Education Core: 35 (29)* Semester Hours

- MUS 1001. University Chorale (1 credit)
- MUS 1140. Theory I (3 credits)
- MUS 1150. Theory II (3 credits)
- MUS 1210. Global Music (3 credits)
- MUS 2140. Theory III (3 credits)
- MUS 2250. Class Woodwinds (1 credit)
- MUS 2260. Class Brass (1 credit)
- MUS 2270. Class Percussion (1 credit)
- MUS 2280. Class Strings (1 credit)
- MUS 2290. Vocal Methods (1 credit)
- MUS 2540. Introduction to Music Education (1 credit)

- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
- MUS 3290. Conducting I (2 credits)
- MUS 3301. Conducting II (2 credits)
- MUS 3330. Rehearsal Lab (0 credit) --taken twice
- MUS 3340. Orchestration and Arranging (2 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- 1 credit of MUS 4040. Senior Recital (0-2 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)
- MUSL 2140. Aural Skills III (1 credit)

Vocal Emphasis (Music Education): 9 Semester Hours

- MUS 1810. Class Piano I for Music Majors (1 credit)
- MUS 1820. Class Piano II for Music Majors (1 credit)
- MUS 2810. Class Piano III for Music Majors (1 credit)

Major Ensemble (Music Education, Keyboard Emphasis, Vocal Orientation): 6 Semester Hours

- MUS 1001. University Chorale (1 credit) (at least 3 hours)
- MUS 1381. Pembroke Singers (1 credit) (up to 3 hours)

Applied Music: 14 Semester Hours

Applied Music (MUSP) 14 hours

Professional Studies Core (Music Education): 6 Semester Hours

- EDN 2100. Introduction to Education (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy (Music Education, Vocal): 17 Semester Hours

- MUS 4000. Elementary Music Methods and Materials (3 credits)
- MUS 4050. Secondary General and Choral Music Education Methods (3 credits)
- MUS 4490. Internship (Full Semester) (9 credits)
- MUS 4750. Professional Seminar for Pre-Service Music Teachers (2 credits)

Total: 120 Semester Hours

[1]MUS 1210 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[2]MUS 2940 fulfills the Fine Arts requirement in General Education.

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

Music, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements: 6 Sem. Hrs.

- MUS 1210. Global Music (3 credits)
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)

Major Requirements: 54 Sem. Hrs.

- MUS 1001. University Chorale (1 credit) or
- MUS 1381. Pembroke Singers (1 credit) or
- MUS 1561. Vocal Jazz Ensemble (1 credit) [1]
- MUS 1140. Theory I (3 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUS 1150. Theory II (3 credits)
- MUSL 1150. Aural Skills II (1 credit)
- MUS 1810. Class Piano I for Music Majors (1 credit) [2]
- MUS 1820. Class Piano II for Music Majors (1 credit) [2]
- MUS 2810. Class Piano III for Music Majors (1 credit) [3] or
- MUSP 1021. Private Piano. (1 credit)
- MUS 1210. Global Music (3 credits) [4]
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits) [5]

- MUS 3290. Conducting I (2 credits)
- MUS 3340. Orchestration and Arranging (2 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)

Major Ensemble, 7 Semesters: 7 Sem. Hrs.

- MUS 1001. University Chorale (1 credit) (at least 4 hours)
- MUS 1381. Pembroke Singers (1 credit) (up to 3 hours)[6] or
- MUS 1561. Vocal Jazz Ensemble (1 credit) (up to 3 hours) or
- MUS 1621. University Jazz Ensemble (1 credit) (no more than 4 hours)
- MUS 1741. Jazz Combo (1 credit) or
- MUS 1161. University Orchestra (1 credit) (7 hours) or
- MUS 1411. University Band (1 credit) (7 hours) or

Music History and Theory Electives: 9 Sem. Hrs. selected from

- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 1060. Rhythm and Rock (3 credits)
- MUS 2140. Theory III (3 credits)
- MUS 2150. Theory IV (3 credits)
- MUS 2980. History of Musical Theatre (3 credits)
- MUS 3320. Form and Analysis (2 credits)
- MUS 3610. Jazz Theory and Composition (3 credits)
- MUS 3900. Church Music (3 credits)
- MUS 4450. Music Composition (2 credits)
- MUS 4990. Independent Study in Music (1-3 credits)
- MUSL 1100. Music Theory Lab (1 credit) (up to 2 hours)
- MUSL 2140. Aural Skills III (1 credit)
- MUSL 2150. Aural Skills IV (1 credit)
- MUSL 3610. Jazz Lab (1 credit)

Applied Music, 7 semesters (MUSP)**: 7-14 Sem. Hrs.

Music Electives**: 0-7 Sem. Hrs.

Academic Electives: 27 Sem. Hrs.

Total: 120 Sem. Hrs.

[1]Non-Vocal majors only

[2]Keyboard majors will take MUS 4250 Piano Pedagogy instead of MUS 1810 and MUS 1820.

[3]Vocal majors only.

[4]MUS 1210 fulfills the Humanities (Fine Arts) requirement in General Education.

[5]MUS 2940 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[6]Keyboard majors will take 5 semesters of ensemble plus 2 semesters of MUS 3351 Accompanying and 1 semester of MUSP 1171 Private Improvisation. At least one ensemble must be MUS 1001 or 1381.

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

**Students must earn a minimum of 15 semesters hours in 3000-level or higher courses within the Major Requirements, Applied Music (MUSP), and Music Electives areas.

Music, Music Industry Emphasis--Classical Track, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Music Requirements: 54-60 Sem. Hrs.

- MUS 1001. University Chorale (1 credit) or
- MUS 1381. Pembroke Singers (1 credit) [0]
- MUS 1140. Theory I (3 credits)
- MUS 1150. Theory II (3 credits)
- MUS 2140. Theory III (3 credits)
- MUS 3340. Orchestration and Arranging (2 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)

- MUSL 2140. Aural Skills III (1 credit)
- MUS 1810. Class Piano I for Music Majors (1 credit) [1]
- MUS 1820. Class Piano II for Music Majors (1 credit) [1]
- MUS 2810. Class Piano III for Music Majors (1 credit) [2] or
- MUSP 1021. Private Piano. (1 credit)
- MUS 3290. Conducting I (2 credits)
- MUS 3580. Audio Production (3 credits)
- MUS 3670. Studio Techniques (3 credits)
- 1 Sem. Hr. of MUS 4040. Senior Recital (0-2 credits)
- MUS 4250. Piano Pedagogy (2 credits) [3]

• Major Ensemble: 7 semesters of

- MUS 1001. University Chorale (1 credit) (at least 4 hours)
- MUS 1381. Pembroke Singers (1 credit) (up to 3 hours)
  or
- MUS 1161. University Orchestra (1 credit) (7 hours) or
- MUS 1411. University Band (1 credit) (7 hours)

• Music History: 9 hours selected from

- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits) [4]
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- MUS 1040. Introduction to Jazz Appreciation (3 credits) [5] or
- MUS 1060. Rhythm and Rock (3 credits) or
- MUS 1210. Global Music (3 credits) or
- MUS 2980. History of Musical Theatre (3 credits)

• Music Electives: 4 hours selected from

- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 1060. Rhythm and Rock (3 credits)
- MUS 1210. Global Music (3 credits)
- MUS 2150. Theory IV (3 credits)
- MUS 2980. History of Musical Theatre (3 credits)
- MUS 3320. Form and Analysis (2 credits)
- MUS 3610. Jazz Theory and Composition (3 credits)
- MUS 3900. Church Music (3 credits)
- MUS 4450. Music Composition (2 credits)
- MUSL 1100. Music Theory Lab (1 credit) 6
- MUSL 2150. Aural Skills IV (1 credit)
- MUSL 3610. Jazz Lab (1 credit)
- MUSP 1001-1361[6]
- MUSP 3881. Private Audio Production (2 credits)

Applied Music (MUSP): 14 Sem. Hrs.*

Music Industry Requirements: 21 Sem. Hrs.

- MUS 3500. The Music Industry (3 credits)
- MUS 3530. The Recording Industry (3 credits)
- MUS 3800. Introduction to Media Integration (3 credits)
- MUS 4580. Intermediate Media Integration (3 credits)
- ENTR 2000. Innovation (3 credits)
- ENTR 2100. Growth and Sustainability (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)

Total: 120 Sem. Hrs.

Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

[0]Non-vocal, non-keyboard majors only

[1]Keyboard majors will take MUS 4250 Piano Pedagogy instead of MUS 1810 and 1820.

[2]Vocal majors only.

[3]Keyboard majors will take 5 semesters of ensemble plus 2 semesters of MUS 3351 Accompanying and 1 semester of MUSP 1171 Private Improvisation. At least one ensemble must be MUS 1001 or 1381.

[4]MUS 2940 fulfills the Fine Arts requirement in General Education.

[5]MUS 1040, 1060, 1210, and 2980 fulfill the Humanities (Fine Arts) Elective requirement in General Education.

[6]Maximum two hours

*Percussion and drum set majors will take MUSP 3261 (1cr) and MUSP 3271 (1cr) in the two semesters immediately following successful completion of Evaluation Forum.

Music, Music Industry Emphasis--Jazz and Commercial Track, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)

- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Music Requirements: 54-60 Sem. Hrs.

- MUS 1001. University Chorale (1 credit) or
- MUS 1381. Pembroke Singers (1 credit) or
- MUS 1561. Vocal Jazz Ensemble (1 credit) [0]
- MUS 1140. Theory I (3 credits)
- MUS 1150. Theory II (3 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)
- MUS 3610. Jazz Theory and Composition (3 credits)
- MUSL 3610. Jazz Lab (1 credit)
- MUS 1810. Class Piano I for Music Majors (1 credit) [1]
- MUS 1820. Class Piano II for Music Majors (1 credit) [1]
- MUS 2810. Class Piano III for Music Majors (1 credit) [2] or
- MUSP 1021. Private Piano (1 credit)
- MUS 1040. Introduction to Jazz Appreciation (3 credits) [3]
- MUS 1060. Rhythm and Rock (3 credits) [4]
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- 1 Sem Hr. of MUS 4040. Senior Recital (0-2 credits)
- MUS 3580. Audio Production (3 credits)
- MUS 3670. Studio Techniques (3 credits)

• Major Ensemble: 7 semesters of

- MUS 1001. University Chorale (1 credit)
- MUS 1561. Vocal Jazz Ensemble (1 credit) [5] or
- MUS 1621. University Jazz Ensemble (1 credit) (no more than 4 hours) or
- MUS 1741. Jazz Combo (1 credit)

• Improvisation: 4 semesters of

- MUSP 1171. Private Improvisation. (1 credit)

• Music Electives: 4 hours selected from

- MUS 1210. Global Music (3 credits)
- MUS 2140. Theory III (3 credits)

- MUS 2150. Theory IV (3 credits)
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
- MUS 2980. History of Musical Theatre (3 credits)
- MUS 3290. Conducting I (2 credits)
- MUS 3320. Form and Analysis (2 credits)
- MUS 3340. Orchestration and Arranging (2 credits)
- MUS 3900. Church Music (3 credits)
- MUS 4450. Music Composition (2 credits)
- MUS 4990. Independent Study in Music (1-3 credits)
- MUSL 1100. Music Theory Lab (1 credit)[6]
- MUSL 2140. Aural Skills III (1 credit)
- MUSL 2150. Aural Skills IV (1 credit)
- MUSP 1001-1361[7]
- MUSP 3881. Private Audio Production (2 credits)

Applied Music (MUSP): 14 Sem. Hrs.*

Music Industry Requirements: 21 Sem. Hrs.

- MUS 3500. The Music Industry (3 credits)
- MUS 3530. The Recording Industry (3 credits)
- MUS 3800. Introduction to Media Integration (3 credits)
- MUS 4580. Intermediate Media Integration (3 credits)
- ENTR 2000. Innovation (3 credits)
- ENTR 2100. Growth and Sustainability (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)

Total: 120 Sem. Hrs.

Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

[0]Non-Vocal majors only.

[1]Keyboard majors will take MUS 3351. Accompanying instead of MUS 1810 and 1820.

[2]Vocal majors only.

[3]MUS 1040 fulfills the Fine Arts requirement in General Education.

[4]MUS 1060 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[5]Vocal majors may use up to 2 semesters of MUS 1001 as a major ensemble.

[6]Maximum two hours

[7]Maximum two hours; may not be MUSP 1171.

*Percussion and drum set majors will take MUSP 3261 (1cr) and MUSP 3271 (1cr) in the two semesters immediately following successful completion of Evaluation Forum.

Musical Theatre, B.M.

Coordinator: Nathan Thomas

Freshman Seminar and General Education: 45 (37)* Semester Hours

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements (Musical Theatre)

- MUS 2980. History of Musical Theatre (3 credits)
- THE 1810. Stage Dance I (1 credit)
- THE 1820. Stage Dance II (1 credit)
- THE 2500. Introduction to Theatre (3 credits)

Music Requirements (Musical Theatre): 44 (41)* Semester Hours

- MUS 1140. Theory I (3 credits)
- MUS 1150. Theory II (3 credits)
- MUS 1641. Musical Production (1 credit) --taken three times
- MUS 1810. Class Piano I for Music Majors (1 credit)
- MUS 1820. Class Piano II for Music Majors (1 credit)
- MUS 2430. Musical Theatre Song Study I (2 credits)
- MUS 2440. Musical Theatre Song Study II (2 credits)

- MUS 2840. Ballet (2 credits)
- MUS 2850. Jazz Dance (2 credits)
- MUS 2860. Acting for Musical Theatre I (3 credits)
- MUS 2870. Acting for Musical Theatre II (3 credits)
- MUS 2980. History of Musical Theatre (3 credits)
- MUS 3430. Musical Theatre Song Study III (2 credits)
- MUS 3840. Tap Dance (2 credits)
- MUS 3850. Musical Theatre Dance Styles (2 credits)
- MUS 3860. Acting for Musical Theatre III (3 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)
- MUS 4040. Senior Recital (0-2 credits) 1 credit of
- MUS 4860. The Profession of Musical Theatre (1 credit)
- MUSL 1140. Aural Skills I (1 credit)
- MUSL 1150. Aural Skills II (1 credit)

Major Ensemble (Musical Theatre): 6 Semester Hours

- MUS 1001. University Chorale (1 credit) (at least 2 hours)
- MUS 1381. Pembroke Singers (1 credit) (up to 4 hours)
- MUS 1561. Vocal Jazz Ensemble (1 credit) (up to 4 hours)

Applied Music: 14 Semester Hours

Applied Music (MUSP): 14 hours

Theatre Requirements (Musical Theatre): 13 (8)* Semester Hours

- THE 1620. Introduction to Theatre Technology (1 credit)
- THE 1640. Stage Make-Up (1 credit)
- THE 1810. Stage Dance I (1 credit)
- THE 1820. Stage Dance II (1 credit)
- THE 2010. Acting I: Fundamentals (3 credits)
- THE 2070. Stage Combat (3 credits)
- THE 2500. Introduction to Theatre (3 credits)

Electives: 6 Semester Hours

Total: 120 Semester Hours

[1]THE 2500 fulfills the Fine Arts requirement in General Education.

[2]MUS 2980 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

[3]THE 1810 fulfills one credit of the Physical Education requirement in General Education.

[4]THE 1820 fulfills one credit of the Physical Education requirement in General Education.

Minor

Jazz Studies Minor for Music Majors

A program designed to equip music majors to perform and teach music in the jazz idiom.

Required Courses

8 Sem. Hrs.

- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 3610. Jazz Theory and Composition (3 credits)
- MUSL 3610. Jazz Lab (1 credit)
- MUS 4130. Jazz Pedagogy (1 credit)

4 hours of:

- MUSP 1171. Private Improvisation. (1 credit)

6 hours of:

- MUS 1561. Vocal Jazz Ensemble (1 credit)
- MUS 1621. University Jazz Ensemble (1 credit)
- MUS 1741. Jazz Combo (1 credit)

Total: 18 Sem. Hrs.

Jazz Studies Minor for Non-Music Majors

A program designed to equip students to perform and teach music in the jazz idiom.

Required Courses

8 Sem. Hrs.

- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 1140. Theory I (3 credits)
- MUSL 1140. Aural Skills I (1 credit)
- MUS 4130. Jazz Pedagogy (1 credit)

2 hours of:

- MUSP 1171. Private Improvisation. (1 credit)

2 hours of MUSP

(other than MUSP 1171)

6 hours of:

- MUS 1561. Vocal Jazz Ensemble (1 credit)
- MUS 1621. University Jazz Ensemble (1 credit)
- MUS 1741. Jazz Combo (1 credit)

Total: 18 Sem. Hrs.

Media Integration Studies Minor

Interdisciplinary study in digital studios in Music and Art.

Required Courses: 12 Sem. Hrs.

- ART 1450. Digital Arts Appreciation (3 credits)
- MUS 3800. Introduction to Media Integration (3 credits)
- MUS 4580. Intermediate Media Integration (3 credits)
- MUS 4800. Advanced Media Integration (3 credits)

Electives: 6 Sem. Hrs.

6 additional hours (2 courses) from the following:

- ART 1500. Introduction to Digital Arts (3 credits)
- ART 2400. Intermediate Printmaking (3 credits)
- ART 2500. Intermediate Digital Arts (3 credits)
- ART 3000. Advanced Digital Arts I (3 credits)
- ART 3500. Advanced Printmaking I (3 credits)
- ART 4750. Drawing into New Forms (3 credits)
- MUS 3580. Audio Production (3 credits)
- MUS 3670. Studio Techniques (3 credits)

Total: 18 Sem. Hrs.

Music Business Minor

A program designed to provide an introduction to major facets of the music industry.

Required Courses: 12 Sem. Hrs.

- MUS 1060. Rhythm and Rock (3 credits)
- MUS 3500. The Music Industry (3 credits)
- MUS 3530. The Recording Industry (3 credits)
- MUS 3580. Audio Production (3 credits)

3 Sem. Hrs.

- ENTR 2000. Innovation (3 credits)

3 hours selected from the following:

- Any MUSP
- MUS 1330. Class Piano I for Non-Music Majors (1 credit)
- MUS 1340. Class Piano II for Non-Music Majors (1 credit)
- MUS 1350. Class Guitar I (1 credit)
- MUS 1360. Class Guitar II (1 credit)

Total: 18 Sem. Hrs.

Music Minor

A program designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education. Students who plan to minor in music should consult with the Department Chair to acquire a music advisor in addition to their major advisor.

Required Courses

Music Theory (4 Sem. Hrs.)

- MUS 1140. Theory I (3 credits)
- MUSL 1140. Aural Skills I (1 credit)

Music History (3 Sem. Hrs.)

- MUS 1020. Introduction to Music Appreciation (3 credits)
- MUS 1040. Introduction to Jazz Appreciation (3 credits)
- MUS 1060. Rhythm and Rock (3 credits)
- MUS 1210. Global Music (3 credits)
- MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)
- MUS 2980. History of Musical Theatre (3 credits)
- MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)

Piano (1 Sem. Hr.)

- MUS 1330. Class Piano I for Non-Music Majors (1 credit)

- MUSP 1021. Private Piano. (1 credit)

Applied Music (2 Sem. Hrs.)

If MUSP 1021 Is chosen as the piano option, two additional semesters of MUSP 1021 may be used to fulfill this requirement.

- MUSP 1001. Private Voice. (1 credit)
- MUSP 1021. Private Piano. (1 credit)
- MUSP 1061. Private Flute. (1 credit)
- MUSP 1081. Private Oboe. (1 credit)
- MUSP 1101. Private Clarinet. (1 credit)
- MUSP 1121. Private Bassoon. (1 credit)
- MUSP 1141. Private Saxophone. (1 credit)
- MUSP 1161. Private Trumpet. (1 credit)
- MUSP 1171. Private Improvisation. (1 credit)
- MUSP 1181. Private French Horn. (1 credit)
- MUSP 1201. Private Trombone. (1 credit)
- MUSP 1221. Private Euphonium. (1 credit)
- MUSP 1241. Private Tuba. (1 credit)
- MUSP 1261. Private Percussion. (1 credit)
- MUSP 1271. Private Drumset. (1 credit)
- MUSP 1281. Private Violin. (1 credit)
- MUSP 1301. Private Viola. (1 credit)
- MUSP 1321. Private Violoncello. (1 credit)
- MUSP 1341. Private Bass Viol. (1 credit)
- MUSP 1361. Private Guitar. (1 credit)
- MUS 1340. Class Piano II for Non-Music Majors (1 credit)
- MUS 1350. Class Guitar I (1 credit)
- MUS 1360. Class Guitar II (1 credit)

Ensembles (2 Sem. Hrs.)

Courses may be repeated.

- MUS 1001. University Chorale (1 credit)
- MUS 1071. University Pep Band (1 credit)
- MUS 1161. University Orchestra (1 credit)
- MUS 1181. University Marching Band (1 credit)
- MUS 1192. Global Rhythm Ensemble (1 credit)
- MUS 1381. Pembroke Singers (1 credit)
- MUS 1411. University Band (1 credit)
- MUS 1561. Vocal Jazz Ensemble (1 credit)
- MUS 1621. University Jazz Ensemble (1 credit)
- MUS 1651. Percussion Ensemble (1 credit)
- MUS 1731. Chamber Ensemble (1 credit)
- MUS 1741. Jazz Combo (1 credit)
- MUS 1751. Low Brass Ensemble (1 credit)
- MUS 1761. Guitar Ensemble (1 credit)

Music Electives (6 Sem. Hrs.)

Total: 18 Sem. Hrs.

Musical Theatre Minor

A program designed to provide the basics of musical theatre training and an historical introduction to the genre.

Required Courses: 16 Sem. Hrs.

- MUS 1641. Musical Production (1 credit) two semesters required
- MUS 2430. Musical Theatre Song Study I (2 credits)
- MUS 2440. Musical Theatre Song Study II (2 credits)
- MUS 2980. History of Musical Theatre (3 credits)
- MUS 3430. Musical Theatre Song Study III (2 credits)
- THE 1810. Stage Dance I (1 credit)
- THE 1820. Stage Dance II (1 credit)
- THE 2010. Acting I: Fundamentals (3 credits)

Private Voice: 2 Sem. Hrs.

2 hours chosen from:

- MUSP 1001. Private Voice. (1 credit)
- MUSP 1501. Private Voice. (2 credits)
- MUSP 3501. Private Voice. (2 credits)

Total: 18 Sem. Hrs.

Sacred Music Minor for Instrumental Emphasis Music Majors or Non-Music Majors

A program designed to enable Instrumental Emphasis music majors or non-music majors to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses

9 Sem. Hrs.

- MUS 1001. University Chorale (1 credit) (4 hours above major requirements)
- MUS 3290. Conducting I (2 credits)
- MUS 3900. Church Music (3 credits)

4 Sem. Hrs.

- MUS 1140. Theory I (3 credits)
- MUSL 1140. Aural Skills I (1 credit)

Keyboard Requirements: 2 Sem. Hrs.

Music Majors:

Two semesters of

- MUSP 1021. Private Piano. (1 credit) or
- MUSP 1041. Private Organ. (1 credit)

Non-Music Majors:

- MUS 1330. Class Piano I for Non-Music Majors (1 credit)
- MUS 1340. Class Piano II for Non-Music Majors (1 credit)

Electives: 3 Sem. Hrs.

- REL 1050. Introduction to the Old Testament (3 credits)
- REL 1060. Introduction to the New Testament (3 credits)
- or music courses that are not part of the music major degree

Total: 18 Sem. Hrs.

Sacred Music Minor for Voice or Keyboard/Vocal Orientation Music Majors

A program designed to enable Voice or Keyboard/Vocal Orientation music majors to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses

3 Sem. Hrs.

- REL 1050. Introduction to the Old Testament (3 credits) or
- REL 1060. Introduction to the New Testament (3 credits)

5 Sem. Hrs.

- MUS 3290. Conducting I (2 credits)
- MUS 3900. Church Music (3 credits)

4 Sem. Hrs.

- MUS 1140. Theory I (3 credits)
- MUSL 1140. Aural Skills I (1 credit)

Applied Music (MUSP): 3 Sem. Hrs.

Organ and/or Piano beyond major degree requirements

Music Electives: 3 Sem. Hrs.

(courses that are not part of the music major degree)

Total: 18 Sem. Hrs.

Academic Concentration

Music, Instrumental Orientation, Academic Concentration

Requirements for an Academic Concentration in Music Instrumental Orientation (Audition Required)

10 Sem. Hrs.

- MUS 1140. Theory I (3 credits) *
- MUSL 1140. Aural Skills I (1 credit) *
- MUS 1020. Introduction to Music Appreciation (3 credits)
- MUS 4000. Elementary Music Methods and Materials (3 credits)

4 Sem. Hrs.

- 1 Sem. Hr. of MUS 1001. University Chorale (1 credit)
- 3 Sem. Hrs. of MUS 1411. University Band (1 credit)

2 Sem. Hrs.

- MUSP 1**
- MUSP 1***

2 Sem. Hrs.

- MUS 1330. Class Piano I for Non-Music Majors (1 credit) or

- MUSP 1021. Private Piano. (1 credit) ****

- MUS 1340. Class Piano II for Non-Music Majors (1 credit) or
  MUSP 1021. Private Piano (1 credit)

Total: 18 Sem. Hrs.

*Placement determined by theory placement exam.

**Course number determined by chosen instructor.

***Must be the second semester of study on the chosen instrument.

****Placement determined by audition.

Music, Keyboard Orientation, Academic Concentration

Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Music offers an Academic Concentration of 18 semester hours. Please note that all perspective students wishing to pursue this option must audition for acceptance into this program.

Requirements for an Academic Concentration in Music Keyboard Orientation (Audition Required)

10 Sem. Hrs.

- MUS 1140. Theory I (3 credits) *
- MUSL 1140. Aural Skills I (1 credit) *
- MUS 1020. Introduction to Music Appreciation (3 credits)
- MUS 4000. Elementary Music Methods and Materials (3 credits)

3 Sem. Hrs. of a Major Ensemble

- At least 2 Sem. Hrs. of MUS 1001. University Chorale (1 credit) and
- Up to 1 Sem. Hr. of MUS 1381. Pembroke Singers (1 credit)
  or
- 2 Sem. Hrs. of MUS 1411. University Band (1 credit) and
- 1 Sem. Hr. of MUS 1001. University Chorale (1 credit)

3 Sem. Hrs. of

- MUSP 1021. Private Piano. (1 credit)

Electives: 2 Sem. Hrs.

Total: 18 Sem. Hrs.

*Placement determined by theory placement exam.

Music, Vocal Orientation, Academic Concentration

Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Music offers an Academic Concentration of 18 semester hours. Please note that all perspective students wishing to pursue this option must audition for acceptance into this program.

Requirements for an Academic Concentration in Music Vocal Orientation (Audition Required)

10 Sem. Hrs.

- MUS 1140. Theory I (3 credits) *
- MUSL 1140. Aural Skills I (1 credit) *
- MUS 1020. Introduction to Music Appreciation (3 credits)
- MUS 4000. Elementary Music Methods and Materials (3 credits)

3 Sem. Hrs. of a Major Ensemble

- At least 2 Sem. Hrs. of MUS 1001. University Chorale (1 credit)
  and
- MUS 1381. Pembroke Singers (1 credit)
  Up to 1 Sem. Hr. of

3 Sem. Hrs.

- MUSP 1001. Private Voice. (1 credit) or
- MUS 1910. Class Voice (1 credit) **

2 Sem. Hrs.

- MUS 1330. Class Piano I for Non-Music Majors (1 credit) or
- MUSP 1021. Private Piano. (1 credit) **

- MUS 1340. Class Piano II for Non-Music Majors (1 credit) or
- MUSP 1021. Private Piano. (1 credit)**

Total: 18 Sem. Hrs.

*Placement determined by theory placement exam.

**Placement determined by audition.

Courses: Music

MUS 1001. University Chorale (1 credit)

The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1020. Introduction to Music Appreciation (3 credits)

Restrictions: Not open to music majors. The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development.

MUS 1040. Introduction to Jazz Appreciation (3 credits)

Open to both music and non-music majors. An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts.

MUS 1060. Rhythm and Rock (3 credits)

The history, musical styles, and major figures of rhythm and blues, rock 'n' roll, and other forms of American popular music are studied in the context of cultural and social history. Critical listening skills are developed by comparing and contrasting individual works and a variety of historical styles.

MUS 1071. University Pep Band (1 credit)

The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1121. Scenes from Musical Theatre (1 credit)

Students will create scenes from musicals and operas for public performance. Emphasis will be on creating stylistically correct characters from significant shows. The scenes will be costumed and staged. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1140. Theory I (3 credits)

Introduction to the basic materials and concepts of music theory. The course will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic and harmonic writing, terms, and symbols.

MUS 1150. Theory II (3 credits)

A study of the formal types, ensembles and compositional practices of Western art music will further student awareness of musical materials and relationships. The emphasis of the course will be on tonal harmonic structures and procedures. PREREQ: C or better in MUS 1140.

MUS 1161. University Orchestra (1 credit)

The University Orchestra is open to all persons regardless of planned major with permission of the director. Students will study, rehearse, and perform music from world orchestra literature in a full range of styles and genres. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1181. University Marching Band (1 credit)

The Spirit of the Carolinas marching band performs in the fall semester at area parades, marching contests, and on-campus events. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1192. Global Rhythm Ensemble (1 credit)

Open to both music and non-music majors. Students will study and perform the native music of non-Western cultures, including Caribbean, African, Mexican, and other repertoire. Students participate in public performances. (repeatable up to 8 credits) PREREQ: Permission of the instructor.

MUS 1210. Global Music (3 credits)

A survey of World Music, primarily in its current musical settings. Such development will be viewed in light of its political, social, and general cultural setting.

MUS 1330. Class Piano I for Non-Music Majors (1 credit)

A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background.

MUS 1340. Class Piano II for Non-Music Majors (1 credit)

A continuation of MUS 1330 (Class Piano I for Non-Music Majors). PREREQ: MUS 1330.

MUS 1350. Class Guitar I (1 credit)

The emphasis of the course will be on acquiring a practical knowledge of music fundamentals and a sound basic technique on the guitar.

MUS 1360. Class Guitar II (1 credit)

The emphasis of the course will be on acquiring the knowledge of music and the technical abilities on the guitar needed to adequately perform in a variety of settings. PREREQ: MUS 1350 or permission of instructor.

MUS 1381. Pembroke Singers (1 credit)

Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the small

choir through rehearsal and frequent public performances. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1411. University Band (1 credit)

The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1561. Vocal Jazz Ensemble (1 credit)

The Vocal Jazz Ensemble is a select group that performs vocal arrangements of jazz and other American popular music styles. Membership is open to all students by audition. PREREQ: Permission of instructor.

MUS 1621. University Jazz Ensemble (1 credit)

Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsal and public performances. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1641. Musical Production (1 credit)

A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of musical theatre. The signed contract will specify the function of the student and be supervised by a faculty member. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1651. Percussion Ensemble (1 credit)

Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performances. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1731. Chamber Ensemble (1 credit)

The student will become familiar with representative literature for various small ensembles through rehearsal and performances. (repeatable up to 8 credits) PREREQ: Permission of instructor.

MUS 1741. Jazz Combo (1 credit)

The student will become familiar with representative literature for Jazz Combo through rehearsal and performances. (repeatable up to 8 credits)

MUS 1751. Low Brass Ensemble (1 credit)

The UNCP Low Brass Ensemble rehearses one hour weekly and presents multiple performances per semester. Performing as a member of the UNCP Low Brass Ensemble increases the student's performance abilities by addressing technical facility, range, rhythm, intonation, and musicianship. Placement is by audition each semester. (repeatable up to 8 credits)

MUS 1761. Guitar Ensemble (1 credit)

Students will become familiar with representative literature for various guitar duos, trios, and quartets through rehearsals and performances. (repeatable up to 8 credits)

MUS 1810. Class Piano I for Music Majors (1 credit)

A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis.

MUS 1820. Class Piano II for Music Majors (1 credit)

A continuation of MUS 1810. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. PREREQ: MUS 1810.

MUS 1910. Class Voice (1 credit)

A concentrated group study of singing techniques and vocal development including sight singing.

MUS 2020. Vocal Diction (1 credit)

A study of pronunciation and enunciation of foreign languages commonly used in singing.

MUS 2140. Theory III (3 credits)

A continued study of the musical materials of Western art music. Chromatic harmony and larger forms will be studied with an emphasis on advanced analytic concepts and terms. PREREQ: C or better in MUS 1150.

MUS 2150. Theory IV (3 credits)

Materials and techniques of Twentieth Century music. PREREQ: C or better in MUS 2140.

MUS 2250. Class Woodwinds (1 credit)

A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon.

MUS 2260. Class Brass (1 credit)

A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba.

MUS 2270. Class Percussion (1 credit)

A concentrated study in fundamentals and playing techniques of percussion instruments.

MUS 2280. Class Strings (1 credit)

A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments.

MUS 2290. Vocal Methods (1 credit)

A concentrated study of fundamentals and basic techniques of the voice. Students will also study the basic choral repertoire for students in all grades, elementary through high school.

MUS 2430. Musical Theatre Song Study I (2 credits)

An introduction to elementary acting technique for musical theatre. Focus is on acting technique incorporated within an introduction to suitable repertoire. PREREQ: Permission of instructor

MUS 2440. Musical Theatre Song Study II (2 credits)

Focus is on characterization for the singing actor. Organic literature from the repertoire is explored. PREREQ: MUS 2430

MUS 2540. Introduction to Music Education (1 credit)

Survey of American education, with an emphasis on music learning, teaching and philosophy, school structure and governance, diversity and multi-cultural education, and professional ethics. Supervised field experiences required. PREREQ: MUS majors only.

MUS 2810. Class Piano III for Music Majors (1 credit)

A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. PREREQ: MUS 1820.

MUS 2840. Ballet (2 credits)

A participation-based introduction to the fundamentals and terminology of classical ballet technique. PREREQ: Permission of instructor.

MUS 2850. Jazz Dance (2 credits)

A participation-based introduction to the fundamentals and terminology of jazz dance technique. PREREQ: Permission of instructor.

MUS 2860. Acting for Musical Theatre I (3 credits)

A practical introduction to the process and terminology of acting, with special attention to the needs of the musical theatre performer. PREREQ: Permission of instructor.

MUS 2870. Acting for Musical Theatre II (3 credits)

Further studies in the process and terminology of acting, with special attention to the needs of the musical theatre performer. PREREQ: MUS 2860 or permission of instructor.

MUS 2940. The World of Music: Antiquity to the Baroque Era (3 credits)

A study of the development of music from Antiquity through the Baroque era. Such development will be viewed in light of its political, social, and general cultural setting.

MUS 2980. History of Musical Theatre (3 credits)

A survey of the American musical from 1860 to the present, with particular emphasis on the musicals written after 1927. The development of the musical will be viewed in light of its political, social, and general cultural setting.

MUS 3290. Conducting I (2 credits)

A laboratory course introducing basic instrumental conducting techniques including beat patterns, baton techniques, and score preparation; with supervised conducting experience.

MUS 3301. Conducting II (2 credits)

A course of the fundamentals of choral conducting focusing on gestural technique, score analysis, interpretation and rehearsal techniques. PREREQ: MUS 3290

MUS 3320. Form and Analysis (2 credits)

A study of various forms including large and small choral and instrumental works. PREREQ: MUS 2150.

MUS 3330. Rehearsal Lab (0 credit)

Rehearsal lab is a course designed to provide students opportunities to develop rehearsal skills. Students will also conduct an ensemble. PREREQ: MUS 3290

MUS 3340. Orchestration and Arranging (2 credits)

A practical study of the fundamentals of scoring for individual instruments and ensembles. PREREQ: MUS 1150

MUS 3351. Accompanying (1 credit)

A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. (repeatable up to 3 credits) PREREQ: 2 semesters of MUSP 1021 or MUSP 1521 or MUSP 1041 or MUSP 1541 (Private Piano/Organ) and Instructor's approval.

MUS 3430. Musical Theatre Song Study III (2 credits)

Focus is on advanced level characterization and scene work. Duets, solos, and ensemble numbers are presented. PREREQ: MUS 2440

MUS 3440. Musical Theatre Song Study IV (2 credits)

Course addresses contemporary style of musical theatre performance and audition techniques. PREREQ: MUS 3430

MUS 3500. The Music Industry (3 credits)

Explores the many facets of the music industry and relevant career possibilities.

MUS 3530. The Recording Industry (3 credits)

This course examines current trends and the role of the recording industry in the music business. It explores the history of major and independent record labels, current record companies, the distribution of recorded music and the role of retail in music distribution. The student will examine artist/ label agreements and will study contractual language and content.

MUS 3580. Audio Production (3 credits)

An introduction to the equipment, procedures, and techniques of audio production. Course work will trace the production chain from microphone characteristics to finished audio file types and will include experience with recording, MIDI sequencing, editing, signal processing, and mixing. PREREQ: Permission of instructor required.

MUS 3610. Jazz Theory and Composition (3 credits)

A study of theory and compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. PREREQ: MUS 1150 or equivalent as determined by instructor. COREQ: MUSL 3610

MUS 3670. Studio Techniques (3 credits)

An opportunity for creative work in an audio studio environment. Multi-track recording and mixing, sampling and synthesis, advanced microphone techniques, and scoring to picture will provide the technical foundation for original and expressive work. Course work will include the analysis of classic studio techniques used in prominent examples from the history of recording. Each student is expected to produce a portfolio of creative audio works. PREREQ: MUS 3580.

MUS 3800. Introduction to Media Integration (3 credits)

Crosslisted: (ART 3800)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music and Mass Communication departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. PREREQ: Portfolio review.

MUS 3840. Tap Dance (2 credits)

A participation-based introduction to the fundamentals and terminology of tap dance technique. PREREQ: Permission of instructor.

MUS 3850. Musical Theatre Dance Styles (2 credits)

A participation-based exploration of various styles of dance used in musical theatre performance. PREREQ: Permission of instructor.

MUS 3860. Acting for Musical Theatre III (3 credits)

An exploration of some lesser-used acting techniques, with special attention to their usefulness for the musical theatre performer. PREREQ: MUS 2870 or permission of instructor.

MUS 3900. Church Music (3 credits)

A study of liturgy, music, materials, and methods appropriate for a church music director. Spring, even years.

MUS 3930. The World of Music: Classical to the Contemporary Era (3 credits)

A study of the development of music from the Classical period through the twenty-first century. Such development will be viewed in light of its political, social, and general cultural setting.

MUS 3970. World Music: A Global Study (3 credits)

A survey of World Music, primarily in its current musical settings. Such development will be viewed in light of its political, social, and general cultural setting. Coursework includes a major music history project and exhibition. PREREQ: MUS 2930 , MUS 2940.

MUS 4000. Elementary Music Methods and Materials (3 credits)

Principles and practices required in teaching music to children, to include an overview of current approaches (Dalcroze, Kodaly, Orff) and their impact on current methodology and materials. Emphasis on planning, teaching and evaluating music lessons at preschool, primary, intermediate, and upper elementary levels in consideration of learning abilities at the varying levels of children's growth and development.

MUS 4040. Senior Recital (0-2 credits)

Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chair.

MUS 4050. Secondary General and Choral Music Education Methods (3 credits)

An examination of the music program in secondary school involving curricula for fine arts requirement, instructional procedures for the teaching of advanced general music, music appreciation and choral ensembles. Choral rehearsal techniques, singing skills, repertoire skills, choral literature for major eras will be covered. Emphasis is placed on the philosophies and pragmatic approaches to managing and teaching music at the secondary level.

MUS 4130. Jazz Pedagogy (1 credit)

A study of the style, methods, rehearsal techniques, literature, and administration as pertains to the teaching of Jazz.

MUS 4200. Secondary Instrumental Music Methods (3 credits)

A study of current materials and methods used in building instrumental programs from elementary through high school to include a basic history and philosophy of music education, sequential organizational approaches, evaluative techniques, theoretical research, performance literature, field based knowledge, instrument repair, and marching band techniques.

MUS 4250. Piano Pedagogy (2 credits)

A course designed primarily for the keyboard specialist who is planning to teach piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels.

MUS 4450. Music Composition (2 credits)

A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. PREREQ: MUS 2150 or permission of instructor.

MUS 4490. Internship (Full Semester) (9 credits)

Provides continuous full-time, full-semester teaching experience in off-campus public school setting in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. PREREQ: Admission to the Professional Semester.

MUS 4580. Intermediate Media Integration (3 credits)

Crosslisted: (ART 4580)
This course is an opportunity for further interdisciplinary study in new media. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. PREREQ: ART 3800/MUS 3800.

MUS 4750. Professional Seminar for Pre-Service Music Teachers (2 credits)

A seminar designed to parallel the full semester internship experience. Emphasis is placed on helping on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the music teacher. Opportunities will be provided to review the challenges found in the internship experience.

MUS 4800. Advanced Media Integration (3 credits)

Crosslisted: (ART 4800)
This course is an opportunity for advanced interdisciplinary study in new media. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission-teaching, research, and service-and have the potential to serve as professional examples for student portfolios. PREREQ: ART 4580/MUS 4580.

MUS 4860. The Profession of Musical Theatre (1 credit)

An examination of the business aspects of being a musical theatre performer. PREREQ: Permission of instructor.

MUS 4990. Independent Study in Music (1-3 credits)

Directed study and research in the student's major field of interest. PREREQ: Music major, senior standing, and approval of Department Chair.

MUSS 3xxx. Special Topics in Music (1-3 credits)

Special projects, courses of study, concert tours, or trips designed to acquaint students with various aspects of foreign life and culture; may include a series of performances at festivals and other venues, home stays, and visits to places of historical and

musical interest.

Music Laboratory

MUSL 1100. Music Theory Lab (1 credit)

Written exercises correlated with topics from MUS 1140 (repeatable up to 4 credits).

MUSL 1140. Aural Skills I (1 credit)

A laboratory to develop fundamental ear-training, sight-singing and keyboard skills.

MUSL 1150. Aural Skills II (1 credit)

A laboratory to develop ear-training, sight-singing and keyboard skills that include basic chromatic harmony and modulation. PREREQ: C or better in MUSL 1140.

MUSL 2140. Aural Skills III (1 credit)

A laboratory to develop ear-training, sight-singing and keyboard skills that include advanced chromatic harmonies and larger forms. PREREQ: C or better in MUSL 1150.

MUSL 2150. Aural Skills IV (1 credit)

A laboratory to develop ear-training, sight-singing and keyboard skills that include Twentieth Century techniques and materials. PREREQ: C or better in MUSL 2140.

MUSL 3610. Jazz Lab (1 credit)

A laboratory to develop ear-training, keyboard, and notation software skills to reinforce and apply the subject matter of Jazz Theory and Composition. COREQ: MUS 3610 Jazz Theory and Composition

Applied Music

MUSP 1001. Private Voice. (1 credit)

Private study is offered in voice. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1001-1361. Created in Proposal incorrectly ()

MUSP 1021. Private Piano. (1 credit)

Private study is offered in piano. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1041. Private Organ. (1 credit)

Private study is offered in organ. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1061. Private Flute. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1081. Private Oboe. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1101. Private Clarinet. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1121. Private Bassoon. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1141. Private Saxophone. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1161. Private Trumpet. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1171. Private Improvisation. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1181. Private French Horn. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1201. Private Trombone. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1221. Private Euphonium. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1241. Private Tuba. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1261. Private Percussion. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1271. Private Drumset. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1281. Private Violin. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1301. Private Viola. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1321. Private Violoncello. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1341. Private Bass Viol. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1361. Private Guitar. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1501. Private Voice. (2 credits)

Private study is offered in voice. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1521. Private Piano. (2 credits)

Private study is offered in piano. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1541. Private Organ. (2 credits)

Private study is offered in organ. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1561. Private Flute. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1581. Private Oboe. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1601. Private Clarinet. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1621. Private Bassoon. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1641. Private Saxophone. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1661. Private Trumpet. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1681. Private French Horn. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1701. Private Trombone. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1721. Private Euphonium. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1741. Private Tuba. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1761. Private Percussion. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1771. Private Drumset. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1781. Private Violin. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1801. Private Viola. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1821. Private Violoncello. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1841. Private Bass Viol. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 1861. Private Guitar. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3001. Private Voice. (1 credit)

Private study is offered in voice. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3021. Private Piano. (1 credit)

Private study is offered in piano. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3041. Private Organ. (1 credit)

Private study is offered in organ. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3061. Private Flute. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3081. Private Oboe. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3101. Private Clarinet. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3121. Private Bassoon. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3141. Private Saxophone. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3161. Private Trumpet. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3171. Private Improvisation. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3181. Private French Horn. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3201. Private Trombone. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3221. Private Euphonium. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3241. Private Tuba. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3261. Private Percussion. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3271. Private Drumset. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3281. Private Violin. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3301. Private Viola. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3321. Private Violoncello. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3341. Private Bass Viol. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3361. Private Guitar. (1 credit)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3501. Private Voice. (2 credits)

Private study is offered in voice. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3521. Private Piano. (2 credits)

Private study is offered in piano. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3541. Private Organ. (2 credits)

Private study is offered in organ. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3561. Private Flute. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3581. Private Oboe. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3601. Private Clarinet. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3621. Private Bassoon. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3641. Private Saxophone. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3661. Private Trumpet. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3681. Private French Horn. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3701. Private Trombone. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3721. Private Euphonium. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3741. Private Tuba. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3761. Private Percussion. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3771. Private Drumset. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3781. Private Violin. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3801. Private Viola. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3821. Private Violoncello. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3841. Private Bass Viol. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3861. Private Guitar. (2 credits)

Private study is offered in instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the UNCP Department of Music Handbook. Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 3881. Private Audio Production (2 credits)

Private study is offered in Audio Production. In this field, the work is adapted to the needs of the individual student. PREREQ: MUS 3670 and permission of instructor

Department of Philosophy and Religion

Chair: David H. Nikkel

Faculty: Mordechai Inbari, Melinda Rosenberg, S. Brian Stratton, Ray K. Sutherland

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to succeed in a variety of jobs, to take an active part in community activities, and/or to engage in graduate study.

A combined major in philosophy and religion of thirty hours is offered. Minors of eighteen hours are also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

Minor in Asian Studies, British Studies, Jewish and Middle Eastern Studies, Popular Religious Cuture in America, or Terrorism Studies

In addition to the minors in Philosophy, Philosophy and Religion, and Religion, the department also participates in the following interdisciplinary minors: Asian Studies, British Studies (see History Department listings); Jewish and Middle Eastern Studies, Popular Religious Culture in America (see below); and Terrorism Studies (see Sociology and Criminal Justice Department listings).

Major

Philosophy and Religion, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Courses for the Major: 30 Sem. Hrs.

While the minimum requirement is 30 hours of courses in the major, students may take additional hours; all courses in Philosophy or Religion taken at UNC-Pembroke shall be counted towards the major GPA.

Required Courses: 9 Sem. Hrs.

- PHI 1000. Introduction to Philosophy (3 credits)
- REL 1300. Introduction to Religion (3 credits)
- PHI 1010. Logic (3 credits)

Courses from the Core Philosophy and Religion Curriculum: 21 Sem. Hrs.

At least 15 of these 21 hours must be at the 3000 or 4000 level.

Special topic or independent study courses are part of the Core Curriculum; which distributional area they fall under is determined by the Department Chair.

PHI/REL 3600--Internship in Philosophy and Religion counts towards the Core Philosophy and Religion Curriculum only when a total of three credit hours is completed.

At least four of these areas must be represented:

General

- PHI 2220. Introduction to Asian Studies (3 credits)
- PHI 1020. Perspectives on Humanity (3 credits) or
- REL 1020. Perspectives on Humanity (3 credits)
- REL 1050. Introduction to the Old Testament (3 credits)
- REL 1060. Introduction to the New Testament (3 credits)
- REL 1080. Introduction to Religious Thought (3 credits)
- REL 1220. Understanding Religious Practices (3 credits)
- REL 1430. Society and Religion (3 credits)

History of Philosophy

- PHI 2110. American Philosophy (3 credits)
- PHI 3080. The Great Philosophers: Ancient and Medieval (3 credits)
- PHI 3090. Modern Philosophy (3 credits)
- PHI 3110. Theories of Knowledge and Reality (3 credits)
- PHI 4000. Contemporary Philosophy (3 credits)

Philosophy and Culture

- PHI 2040. Introduction to Ethics (3 credits)
- PHI 2050. Social and Political Philosophy (3 credits)
- PHI 2070. Contemporary Moral Issues (3 credits)

- PHI 3010. Moral Theory (3 credits)
- PHI 3160. Sports Ethics (3 credits)
- PHI 3200. Ethics, Politics, and Law (3 credits)
- PHI 3210. Philosophy of Science (3 credits)
- PHI 3300. Environmental Ethics (3 credits)
- PHI 3600. Internship in Philosophy and Religion (1-3 credits)
- PHI 3760. Medical Ethics (3 credits)
- PHI 4030. War and Morality (3 credits)
- PHI 4230. Philosophy of Art and Beauty (3 credits)
- PHI 4430. Business Ethics (3 credits)

Biblical

- REL 3160. Biblical Wisdom Literature (3 credits)
- REL 3180. Apocalyptic Literature (3 credits)
- REL 3210. The History of Biblical Worship (3 credits)
- REL 3290. Life and Letters of Paul (3 credits)
- REL 3310. The Books of Moses (3 credits)
- REL 3360. Life of Jesus (3 credits)
- REL 3370. Prophetic Literature of the Bible (3 credits)
- REL 4010. Biblical Narrative (3 credits)

Religious Thought and Cultural Expression

- REL 2050. Religion, Art, and Culture (3 credits)
- REL 2090. Religion in America (3 credits)
- REL 2140. Introduction to Religious Ethics (3 credits)
- REL 2340. Classical Mythology (3 credits)
- REL 3025. Fundamentalisms (3 credits)
- REL 3190. Modern Religious Thought (3 credits)
- REL 3270. History of Western Religious Thought (3 credits)
- REL 3280. Violence and Religion (3 credits)
- REL 3600. Internship in Philosophy and Religion (1-3 credits)
- REL 4070. Origins of Judaism and Christianity (3 credits)
- REL 4170. Sociology of Religion (3 credits)
- REL 4230. Jerusalem In Time, Space, and Imagination (3 credits)
- PHI 3220. Religion and Science (3 credits) or
- REL 3220. Religion and Science (3 credits)
- PHI 3550. Philosophy of Religion (3 credits) or
- REL 3550. Philosophy of Religion (3 credits)
- REL 4080. The Paranormal (3 credits)

World Religions

- REL 2130. American Indian Religious Traditions (3 credits)
- REL 2160. Asian Religions (3 credits)
- REL 2180. Middle Eastern Religions (3 credits)

- REL 3028. Cultural and Religious History of China (3 credits)
- REL 3029. Cultural and Religious History of Korea and Japan (3 credits)
- REL 3030. Islam (3 credits)
- REL 3150. Judaism (3 credits)
- REL 3420. Hindu Traditions (3 credits)
- REL 3430. Buddhist Traditions (3 credits)
- REL 4150. Amerindian Oral Traditions (3 credits)
- REL 4270. Sects, "Cults," and New Religions (3 credits)
- REL 4350. Greek and Roman Religion (3 credits)
- PHI 4500. Advanced Studies in Eastern Philosophies and Religions (3 credits) or
- REL 4500. Advanced Studies in Eastern Philosophies and Religions (3 credits)

PHI/REL 3400--WD

This course is also a part of the Core Curriculum, though it does not count towards any distributional area.

- PHI 3400. Writing in Philosophy and Religious Studies (3 credits) or
- REL 3400. Writing in Philosophy and Religious Studies (3 credits)

Students taking 18 or more hours with only a REL prefix must take the following course, which is part of the Core Curriculum

- REL 4410. Theories and Methods in Religion (3 credits)

Electives: 45 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

Jewish and Middle Eastern Studies Minor

Coordinator: Mordechai Inbari

The Jewish and Middle Eastern Studies Minor presents a multi-disciplinary program committed to innovative teaching in a broad range of fields including Ancient Near East, Jewish Studies, Islamic and Middle East Studies, and Israel Studies. Dedicated to intellectual openness and pedagogic excellence, the program offers courses that engage critical questions of the history, religion, culture, language, and social and political science of Middle Eastern civilizations.

Requirements for a Minor in Jewish and Middle Eastern Studies

Core Requirements: 6 Sem. Hrs.

- REL 3150. Judaism (3 credits)
- HST 3740. History of Islam (3 credits) or

- REL 3030. Islam (3 credits)

Guided Electives: 12 Sem. Hrs.

At least one History course, at least one Religion course, and 2 additional courses from the list below:

History:

- HST 3750. History of Sub-Sahara Africa (3 credits)
- HST 4210. History of Modern Germany, 1866 to the Present (3 credits)
- HST 4300. Nazi Germany (1933-1945) (3 credits)
- HST 4450. Pre-Modern Middle East (3 credits)
- HST 4460. History of the Modern Middle East (3 credits)
- HSTS 4xxx. Topics in History (3 credits)

Religion:

- REL 2180. Middle Eastern Religions (3 credits)
- REL 3025. Fundamentalisms (3 credits)
- REL 3180. Apocalyptic Literature (3 credits)
- REL 3210. The History of Biblical Worship (3 credits)
- REL 3310. The Books of Moses (3 credits)
- REL 3370. Prophetic Literature of the Bible (3 credits)
- REL 4010. Biblical Narrative (3 credits)
- REL 4070. Origins of Judaism and Christianity (3 credits)
- REL 4230. Jerusalem In Time, Space, and Imagination (3 credits)

Political Science:

- PLSS 3000. Regional Area Studies (3 credits) (when offered as PLSS 3030)

Sociology and Criminal Justice:

- CRJ 2010. Introduction to Terrorism Studies (3 credits)

Foreign Languages:

- SPNS 4xxx. Special Topics in Hispanic Studies (3 credits) (when offered as Islamic Cultural Heritage in Spain)

Total: 18 Sem. Hrs.

Philosophy and Religion Minor

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours; at least six hours must be at the 3000 or 4000 level. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Philosophy and Religion

- PHI 1000. Introduction to Philosophy (3 credits)
- REL 1300. Introduction to Religion (3 credits)
- plus 12 elective hours

Philosophy Minor

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours; at least six hours must be at the 3000 or 4000 level. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Philosophy Minor

- PHI 1000. Introduction to Philosophy (3 credits)
- plus 15 elective hours

Popular Religious Culture in America Minor

Coordinator:

This program is designed to facilitate the study of the religious culture and atmosphere of the United States. This minor will allow students to have a greater and more precise understanding of the underlying religious culture that permeates American society, thereby allowing students to apply said understanding to American society at large and in many different career paths after graduation. The interdisciplinary approach will allow knowledge from several different disciplines to enhance and further the goal of understanding religion in a society that is not only religiously plural but also tends toward a "homogenization" or "Americanization" of spiritual thought and practice.

Requirements for a Minor in Popular Religions Culture in America

Core Requirements: 6 hrs.

- REL 2050. Religion, Art, and Culture (3 credits)
- REL 2090. Religion in America (3 credits)

Guided Electives: 15 hrs.

At least 3 hours must come from the Religion area; choose from at least 2 areas other than Religion; at least 9 hours must come from 3000-4000 level courses.

American Indian Studies Area

- AIS 1050. Introduction to Cultural Anthropology (3 credits) or
- SOC 1050. Introduction to Cultural Anthropology (3 credits)
- AIS 3600. History and Culture of the Lumbee (3 credits)

History Area

- HST 2010. An Introduction to American Studies (3 credits)
- HSTS 4xxx. Topics in History (3 credits)
  Topics courses as approved by the Coordinator

Music Area

- MUS 3900. Church Music (3 credits)

Religion Area

- REL 3220. Religion and Science (3 credits)
- REL 3280. Violence and Religion (3 credits)
- REL 3350. Sexuality and Religion (3 credits)
- REL 4080. The Paranormal (3 credits)
- REL 4270. Sects, "Cults," and New Religions (3 credits)
- RELS 4xxx. Special Studies in Religion (3 credits)
  RELS courses as approved by the Coordinator.

Sociology Area

- SOC 3750. Death and Dying (3 credits)
- REL 4170. Sociology of Religion (3 credits) or
- SOC 4170. Sociology of Religion (3 credits)

Total: 21 Sem. Hrs.

Religion Minor

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours; at least six hours must be at the 3000 or 4000 level. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Religion Minor

- REL 1300. Introduction to Religion (3 credits)
- plus 15 elective hours

Academic Concentration

Philosophy and Religion Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the Department of Philosophy offers an academic concentration in the form of a Philosophy and Religion major of 30 hours. Six hours of this 30 may also be used to meet General Education requirements.

Certificate

Certificate in Applied Ethics

This interdisciplinary program is designed to develop the student's knowledge and capabilities in analytical, critical, evaluative, and creative thinking concerning various issues in applied or practical ethics. Choices of program electives can be tailored to the student's personal and professional interests.

Core requirement: 3 Sem. Hrs.

- PHI 2070. Contemporary Moral Issues (3 credits)

Guided Electives: 12 Sem. Hrs.

3-6 hours must come from the Philosophy area; 6-9 hours must come from other areas.

Philosophy Area

- PHI 3160. Sports Ethics (3 credits)
- PHI 3200. Ethics, Politics, and Law (3 credits)
- PHI 3300. Environmental Ethics (3 credits)
- PHI 3760. Medical Ethics (3 credits)
- PHI 4430. Business Ethics (3 credits)

Criminal Justice Area

- CRJ 3700. Ethics in Criminal Justice (3 credits)

Health Care Area

- HLTH 3670. Health Care Ethics (3 credits)

Economics/Finance Area

- ECN 3500. Survey of Ethics in Economics and Finance (3 credits)
  or

- FIN 3500. Survey of Ethics in Economics and Finance (3 credits)

Management Area

- MGT 4310. Sustainability and Corporate Social Responsibility (3 credits)

Total: 15 Sem. Hrs.

Courses: Philosophy

PHI 1000. Introduction to Philosophy (3 credits)

A survey of the major issues and philosophers in the history of western philosophy.

PHI 1010. Logic (3 credits)

The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and fallacies. Computer modeling activities are required.

PHI 1020. Perspectives on Humanity (3 credits)

Crosslisted: (REL 1020)
A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed.

PHI 2040. Introduction to Ethics (3 credits)

A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues.

PHI 2050. Social and Political Philosophy (3 credits)

Studies of opposing philosophical views about humankind and the foundation of political and social life.

PHI 2070. Contemporary Moral Issues (3 credits)

This is a survey course in applied ethics. Issues such as abortion, capital punishment, cloning, and affirmative action will be discussed.

PHI 2110. American Philosophy (3 credits)

A study of the major figures in American philosophy, including Pierce, Royce, James, and Dewey. PREREQ: PHI 1000 or consent of instructor.

PHI 2220. Introduction to Asian Studies (3 credits)

Crosslisted: (PLS 2220/HST 2220)
An introduction to the field of Asian Studies through an interdisciplinary perspective combining history, politics, economics,

philosophy, and culture using a variety of theories, methodologies, and sources (textbook, book chapters, articles, literature). The course focuses on East Asia (China, Japan, Korea) but will also include India, Southeast Asia, and other countries. PREREQ: C or better in ENG 1050.

PHI 3010. Moral Theory (3 credits)

This course will take an in-depth focus on the major theoretical approaches to ethics. The course will begin with a review of the historical origins of moral theory (Aristotle, Kant, and Mill). During the second part of the class, we will examine several attempts to rearticulate virtue ethics, Kantian ethics, and utilitarianism to address contemporary concerns. This course is intended as an advanced course in moral theory and is not a replacement for PHI 2040. PREREQ: PHI 1000 or PHI 2040.

PHI 3080. The Great Philosophers: Ancient and Medieval (3 credits)

Studies in Plato, Aristotle, Augustine, Aquinas, and others. PREREQ: PHI 1000 or consent of instructor.

PHI 3090. Modern Philosophy (3 credits)

Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. PREREQ: PHI 1000 or consent of instructor.

PHI 3110. Theories of Knowledge and Reality (3 credits)

A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. PREREQ: PHI 1000 or consent of instructor.

PHI 3160. Sports Ethics (3 credits)

This course will examine ethical issues that arise in sports. Issues such as sportsmanship, the use of performance-enhancing drugs, and fair play will be discussed.

PHI 3200. Ethics, Politics, and Law (3 credits)

A study of the issues that lie at the intersection of moral theory, political philosophy, and legal philosophy, the course will address several issues of particular interest to all three fields, among them punishment, freedom of speech, and the nature of political obligation. Analysis will be filtered through a careful reading of several important contemporary works in moral, political, and legal philosophy. The course assumes some background in at least one of the three areas being studied. PREREQ: PHI 2040.

PHI 3210. Philosophy of Science (3 credits)

A study of the problems and implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation between the sciences and humans. PREREQ: PHI 1000 or instructor consent.

PHI 3220. Religion and Science (3 credits)

Crosslisted: (REL 3220)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims.

PHI 3300. Environmental Ethics (3 credits)

Ethical issues related to such topics as climate change, overpopulation, animal rights, future generations, and pollution will be explored.

PHI 3400. Writing in Philosophy and Religious Studies (3 credits)

Crosslisted: (REL 3400)
A Writing-in-the-Disciplines course providing instruction and active learning with respect to writing in philosophy and in religious studies. It addresses discipline-appropriate style, audience, organization, research methods, citation, and editing.

PHI 3550. Philosophy of Religion (3 credits)

Crosslisted: (REL 3550)
An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment.

PHI 3600. Internship in Philosophy and Religion (1-3 credits)

Crosslisted: REL 3600
Internship at religious institutions, other non-profits, government offices, or socially responsible businesses. Each credit hour requires 35 contact hours at the internship site. May be taken more than once with a limit of 3 total semester credit hours. PREREQ: Permission of instructor; for PHRL Majors only

PHI 3760. Medical Ethics (3 credits)

An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and health care.

PHI 4000. Contemporary Philosophy (3 credits)

A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual analysis.

PHI 4030. War and Morality (3 credits)

When is a nation justified in going to war, or are we morally obliged to refrain from killing others? Ought decisions to wage war be constrained by morality at all? And, in the event that war is sometimes justified, are there restrictions upon what soldiers are permitted to do in war? This course will explore a range of possible answers to these questions. After a brief overview of contemporary moral theory, students will discuss arguments for and against pacifism and realism and then turn their attention to a middle-ground answer, just war theory, which attempts to place moral limits on the practice of war. PREREQ: PHI 1000.

PHI 4230. Philosophy of Art and Beauty (3 credits)

A study of aesthetic values in nature, art, literature, music, and drama.

PHI 4430. Business Ethics (3 credits)

An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers.

PHI 4500. Advanced Studies in Eastern Philosophies and Religions (3 credits)

Crosslisted: (REL 4500)
In-depth analysis of Eastern (Asian) philosophies/religions/ways of life, based on the reading of primary Hindu, Buddhist, and Taoist texts. Jainism, Sikhism, Confucianism, and Shinto also receive coverage. Comparison of Eastern and Western understandings of the nature of religion, philosophy, ultimate reality, and the human condition and destiny is included.

PHI 4990. Independent Study in Philosophy (1-3 credits)

A student who wishes to enroll in 4990, Independent Study, must: 1. be classified as a senior, 2. Have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Chair. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chair, 3. the Registrar, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library.

PHIS 4xxx. Seminar in Philosophy (1-3 credits)

An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. PREREQ: Consent of instructor.

Religion

REL 1020. Perspectives on Humanity (3 credits)

Crosslisted: (PHI 1020)
A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. PREREQ: PHI 1000 or REL 1300.

REL 1050. Introduction to the Old Testament (3 credits)

A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods.

REL 1060. Introduction to the New Testament (3 credits)

The study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire.

REL 1080. Introduction to Religious Thought (3 credits)

This course will serve as an introduction to key common issues in religious thought, such as the nature of ultimate reality, human nature and ultimate destiny, and how religious people claim to know divine matters through reason and revelation. The course will focus on Judeo-Christian theology, though other perspectives will be treated. Some attention will be paid to the cultural contexts that influence religious thinkers as they formulate questions and offer answers on these inescapable issues.

REL 1220. Understanding Religious Practices (3 credits)

Rituals are a basic component of religions and all of human existence. This course provides an introduction to the study of these routinized practices, considering the ways they develop and change across time and context, the impact that participating has on individual participants, and the similarity of religious practices to non-religious rituals.

REL 1300. Introduction to Religion (3 credits)

This course provides an overview of major world religions in their historical contexts, while exposing students to the academic study of religion, including theories about the nature of religion, key concepts, and methods of study.

REL 1430. Society and Religion (3 credits)

This course provides an introduction to the various ways that religion interacts with society, including issues such as gender, social status, family relations, individual and group identity, economics, social issues, and politics.

REL 2050. Religion, Art, and Culture (3 credits)

A study of the interaction between religion and culture, involving intellectual, aesthetic, and theological dimensions of meaning. A primary focus will be visual art, including painting through Western history and contemporary films.

REL 2090. Religion in America (3 credits)

A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movement, Missions, Black Religion, American Indian traditions, and American religion in ferment will be considered.

REL 2130. American Indian Religious Traditions (3 credits)

Crosslisted: (AIS 2130)
This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such, it is a survey of the religious traditions and practices of American Indians.

REL 2140. Introduction to Religious Ethics (3 credits)

An introduction to and survey of religious ethics, particularly in the Judeo-Christian tradition. The course will examine resources and methods for doing religious ethics from scripture, tradition, and contemporary philosophy, experience, and culture, as well as analyze specific personal and social moral issues.

REL 2160. Asian Religions (3 credits)

A study of the historical development and teachings of Hinduism, Buddhism, Shintoism, and Confucianism.

REL 2180. Middle Eastern Religions (3 credits)

A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians.

REL 2340. Classical Mythology (3 credits)

Myth is a central category of religious studies. This course will survey the mythology of ancient Greece and Rome. It will also address (in a more limited way) the mythologies of ancient Mesopotamia and Egypt. Though the course will focus primarily on a survey of the actual mythic traditions themselves, some attention will also be paid to the function of myth, theories of myth, and the impact of classical mythology on subsequent centuries of art and literature.

REL 3025. Fundamentalisms (3 credits)

Crosslisted: (PLS 3025)
Starting in the 1970s, there has been a substantial growth in the strength of religious radical movements sometimes known as "fundamentalist," which seek to manifest their religious faith in the political arena. The course will examine these phenomena in comparative perspective primarily in Judaism, Christianity, and Islam. We will focus on the religious players in the Middle East conflict. Special attention will be given to the place of Jerusalem as a focal center for religious extremist activity.

REL 3028. Cultural and Religious History of China (3 credits)

Crosslisted: (HST 3028)
The course introduces students to the diverse religious traditions of China within the context of Chinese culture, in particular the interaction between religion, culture, and society throughout the nation's history. It reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of China.

REL 3029. Cultural and Religious History of Korea and Japan (3 credits)

Crosslisted: (HST 3029)
The course introduces students to the diverse religious traditions of Korea and Japan: Confucianism, Buddhism, Shamanism, Christianity, Shintoism, and various new religions. The course considers these traditions within the context of their culture, in particular the interaction between religion, culture, and society throughout the history of the two countries. The course reviews (1) the major concepts and ideas of each religion; (2) the historical background of the emergence or transmission of each religion; and (3) some facets that religions played out in the cultural and political life of Korea and Japan.

REL 3030. Islam (3 credits)

Providing an introduction to the study of Islamic traditions, the course begins with an overview of early Islamic developments, including topics such as Muhammad, the Quran, and the spread of Islam. The course continues with a study of Islamic thought and practices, contextualizing these topics by focusing on the experiences of Muslims in particular locations around the globe.

REL 3150. Judaism (3 credits)

An examination of the history, literature, and faith of Post-Exilic Judaism.

REL 3160. Biblical Wisdom Literature (3 credits)

A study of Proverbs, Job, Qoheleth, intertestamental Wisdom literature, and the aphorisms and parables of Jesus.

REL 3180. Apocalyptic Literature (3 credits)

A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds.

REL 3190. Modern Religious Thought (3 credits)

A study of selected trends and figures in modern religious thought.

REL 3210. The History of Biblical Worship (3 credits)

This course is a study of the theory, theology, and practice of worship as it is presented in the various texts of the Bible. The course will key on the development of worship from the time of the patriarchs, through the wide variety of worship in monarchic era Israel and the synagogues and churches of the first century. The origins and meaning of sacrifice, prayer, priesthood, temple, and the concept of the holy will be examined from historical, sociological, and anthropological perspectives.

REL 3220. Religion and Science (3 credits)

Crosslisted: (PHI 3220)
An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims.

REL 3270. History of Western Religious Thought (3 credits)

An overview of Western religious thought from antiquity through the eighteenth century. The religious dimensions of ancient Greek philosophy, developments in Christian, Jewish, and Islamic theology, as well as reformulations and skeptical responses of the Enlightenment, are covered.

REL 3280. Violence and Religion (3 credits)

This course examines the positive and negative interactions between adherents of differing religions, considering the larger pattern of inter-religious relations and the complex sources of conflicts. The course will focus on specific conflicts as case studies. Specific cases will vary.

REL 3290. Life and Letters of Paul (3 credits)

A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter.

REL 3310. The Books of Moses (3 credits)

A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible, traditionally known as the Books of Moses) and how these narratives and laws were perceived and applied throughout Israel's history.

REL 3350. Sexuality and Religion (3 credits)

This course examines the attitudes of the major world religions regarding human sexuality in general, as well as different types of sexuality in particular. The last half of the course will consist of an in-depth study of the diverse view points within different Christian denominations and factions concerning various types of sexuality.

REL 3360. Life of Jesus (3 credits)

A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus+ death and understanding of the resurrection.

REL 3370. Prophetic Literature of the Bible (3 credits)

A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc.

REL 3400. Writing in Philosophy and Religious Studies (3 credits)

Crosslisted: (PHI 3400)
A Writing-in-the-Disciplines course providing instruction and active learning with respect to writing in philosophy and in religious studies. It addresses discipline-appropriate style, audience, organization, research methods, citation, and editing.

REL 3420. Hindu Traditions (3 credits)

This course focuses on the diverse basic elements associated with Hindu traditions, including sacred texts, philosophical conceptions, gods and goddesses, social relations, and ritualized practices. This course will also consider the ways that Hindus throughout the world practice their Hindu traditions and relate to other religious traditions.

REL 3430. Buddhist Traditions (3 credits)

Following an overview of the historical Buddha, the basic concepts in Buddhism, and the spread of Buddhist traditions throughout Asia, the course examines the major branches of Buddhism, contextualizing this study with a focus on Buddhism in specific locations.

REL 3550. Philosophy of Religion (3 credits)

Crosslisted: (PHI 3550)
An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment.

REL 3600. Internship in Philosophy and Religion (1-3 credits)

Crosslisted: PHI 3600
Internship at religious institutions, other non-profits, government offices, or socially responsible businesses. Each credit hour requires 35 contact hours at the internship site. May be taken more than once with a limit of 3 total semester credit hours. PREREQ: Permission of instructor; for PHRL Majors only

REL 4010. Biblical Narrative (3 credits)

A study of the poetics, genres, and messages of narrative literature in the Old Testament and the New Testament: the Pentateuch, the former Prophets, the Apocrypha, and the Gospels.

REL 4070. Origins of Judaism and Christianity (3 credits)

This seminar examines the work of scholars engaged in redescribing the beginnings of ancient Israel, of Judaism, Christianity, and Islam. It focuses on the critical difference between "beginnings" as a historical category and "origins" as a mythic category, and the implications of this difference for understanding the foundation narratives of Western religious traditions.

REL 4080. The Paranormal (3 credits)

This course will investigate the classifications of paranormal activity and belief in western culture along with the relationship of paranormal belief to religious belief. A variety of ideas and understandings concerning angels, demons, ghosts, extra-terrestrials (aliens), and crypto-zoology, extra-sensory perception, psychokinesis, and near-death experiences will be studied.

REL 4150. Amerindian Oral Traditions (3 credits)

Crosslisted: (AIS 4150)
An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories.

REL 4170. Sociology of Religion (3 credits)

Crosslisted: (SOC 4170)
Religious institutions and relationships in modern society. PREREQ: Consent of instructor.

REL 4230. Jerusalem In Time, Space, and Imagination (3 credits)

Following a chronological order, this course explores the origins, character and ongoing shifts in symbolic meaning of one of the most ancient and continuously settled cities on earth, Jerusalem. Students will acquire basic knowledge of the major periods in this long history as well as of the communities and traditions that have called it their home.

REL 4270. Sects, "Cults," and New Religions (3 credits)

An overview of the new religions that have originated in North America and the world in the last two centuries. The class will study the origins, history, beliefs, and practices of these different religious groups, as well as well as their impact on the world today.

REL 4350. Greek and Roman Religion (3 credits)

An introduction to the religious thought and practices of the ancient Greeks and Romans. Topics include ritual, worship, and sacrifice; beliefs about the underworld and afterlife; the ancient mystery cults; philosophical challenges to religion; the religious context of the origins of Christianity and Rabbinic Judaism; Religion and state politics/ethnicity.

REL 4410. Theories and Methods in Religion (3 credits)

This course examines various methods of studying religions and the historical development of the academic study of religions. Both the critical evaluation and application of various theories and methods are central in this course. Students are expected to apply particular methods to develop a significant research paper.

REL 4500. Advanced Studies in Eastern Philosophies and Religions (3 credits)

Crosslisted: (PHI 4500)
In-depth analysis of Eastern (Asian) philosophies/religions/ways of life, based on the reading of primary Hindu, Buddhist, and Taoist texts. Jainism, Sikhism, Confucianism, and Shinto also receive coverage. Comparison of Eastern and Western understandings of the nature of religion, philosophy, ultimate reality, and the human condition and destiny is included.

REL 4990. Independent Study (1-3 credits)

A student who wishes to enroll in REL 4990, Independent Study, must: (1.) be classified as a senior, (2.) have a cumulative grade point average of 3.0 or better in the major area of study, (3). Request independent study in the major area, and (4.) submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chair responsible for the student's major area of study. It must be approved by the professor supervising the student in independent study; the Department Chair; the Registrar; and the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library.

RELS 4xxx. Special Studies in Religion (3 credits)

A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter. PREREQ: Consent of instructor.

Department of Political Science and Public Administration

Chair: Emily A. Neff-Sharum[4]

Faculty: William G. Albrecht, Gary L. Anderson, Jr., Melissa Buice, Kirill Bumin[3], Tracy Cooper, Kevin S. Freeman, Carole Graham, Sojin Jang, Martin Mayer, Mark Milewicz, Elizabeth L. Normandy[2], Robert O. Schneider, David Ward[1], Joe F. West

[1]Provost and Vice Chancellor for Academic Affairs

[2]Associate Vice Chancellor, Academic Planning and Accreditation
[3]Assistant Dean, The Graduate School

[4]MPA Program Director

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science and Public Administration seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science and public administration students with an educational background that will prepare them for a wide range of career opportunities from the fields of Law, Government Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching. The Department does this by offering a B.A. with four concentration options: General Political Science, Pre-Law, Public Policy and Administration, and International Studies.

The Department also offers the Master of Public Administration (M.P.A.) degree with concentrations in General Public Administration, Criminal Justice, Emergency Management, and Health Administration. For complete information about programs and courses, see the Graduate School section of the catalog.

Major

Political Science, B.A., and Public Administration, M.P.A., Five-Year Combined Track

Five-Year Combined Track

Bachelor of Arts in Political Science and Master of Public Administration

This program is designed to allow students to complete both their Bachelor of Arts in Political Science and the Master of Public Administration with a general concentration in Public Management within five years.[1] The program is open to all students majoring in political science. Students who are pursuing a concentration other than public administration at the undergraduate level will be required to take the course work in public administration in addition to their concentration courses to be eligible for the five-year program.

To be eligible for this program, students are required to apply for the program during the junior year. Students must meet the following eligibility requirements in order to be considered for admission to the Five-Year Combined Track B.A./M.P.A. program:

- Students must have a minimum GPA of 3.4
- Students should have completed at least **12 hours of political science courses at UNCP** to be eligible to apply.

- Students must have taken the following courses before applying for the program at either UNCP or another institution:
    - PAD 3100-Introduction to Public Administration
    - PAD 3190-Introduction to Public Policy and Analysis
- Students must have received a minimum grade of B in each of these courses, even if they were transferred from a different institution.
- Students must complete an application through the Graduate School. Students should apply for the program as a junior.
- Students should include three letters of recommendation with their application materials. Two of those letters must be from faculty in the Department of Political Science and Public Administration.
- Students must attend a program orientation after acceptance. Failure to attend orientation will result in students being disqualified from the program.

Continuing qualifications to maintain program eligibility include the following provisions.

- Students must maintain a cumulative undergraduate GPA of 3.4 and a graduate GPA of 3.0.
- Students must take all graduate course work on campus when available.
- While, officially, students are eligible to pursue any political science concentration for their undergraduate degree, they are required to take the public administration required courses to maintain program eligibility.
- Students must follow the Plan of Graduate Study as seniors (see below).
- Students must follow all Graduate School policies during their fifth year.
- Students must agree not to work during their senior and fifth years.
- Students recognize that tuition during their fifth year will be charged at the graduate school rate and not at the undergraduate rate.
- Students who choose to take fewer credits each semester acknowledge that they will not be able to complete the program in five years.

Course Requirements: Five-Year Combined Track BA/MPA Program

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)

- General Education Electives (6 credits)

Major Requirements: 36-49 Sem. Hrs.

Students may complete any Political Science concentration (General, Pre-Law, International Studies, Public Administration) as part of their bachelor of arts degree, but they are required to take the following courses in addition:

Introductory Requirement: 6 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

Core Courses: 9 Sem. Hrs.

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits) [2]

- PLS 2170. Judicial Process and Behavior (3 credits)
- PLS 3520. Writing in Political Science (3 credits)

Undergraduate Public Administration Courses: 12 Sem. Hrs.

- PAD 2010. American State and Local Government, Administration and Policy (3 credits) or
- PLS 2010. American State & Local Government, Administration & Policy (3 credits) or
- PLS 2150. North Carolina Politics and Government (3 credits)

- PAD 3100. Introduction to Public Administration (3 credits)
- PAD 3190. Public Policy and Analysis (3 credits)

- ECN 2020. Principles of Microeconomics (3 credits) or
- ECN 2030. Principles of Macroeconomics (3 credits)

Electives: 27-39 Sem. Hrs.

Graduate Requirements: 36 Sem. Hrs.

Graduate Crossover Courses: 9 Sem. Hrs.

- PAD 5000. Leadership and Administration in Public Affairs (3 credits) [3]
- PAD 5010. Organizational Behavior (3 credits) 3
- PAD 5050. Analytical Methods (3 credits) [3]

Graduate Course Requirements: 12 Sem. Hrs.

- PAD 5060. Human Resource Administration (3 credits)
- PAD 5080. Quantitative Analysis I (3 credits)
- PAD 5500. Public Institutions and Processes (3 credits)
- PAD 5520. Principles of Budgeting and Finance (3 credits)

Graduate Course Electives: 12 Sem. Hrs.

Students may choose across any 5000-level Public Administration (PAD), Emergency Management (EMG), or Health Administration (HAD) courses.

Graduate Internship: 3 Sem. Hrs.

- PAD 5340. Leadership/Managerial Internship (3 credits)

Total: 150 Sem. Hrs.*

[1]Students wishing to pursue a different concentration in their MPA work--such as Helath Administration, Criminal Justice, or Emergency Management--must apply and proceed through the program post-baccalaureate and will be responsible for the complete coursework.

[2]Students pursuing a concentration in International Studies are required to take both PLS 2000 and PLS 2510.

[3]These courses will count for both the graduate and undergraduate curricula. These courses will be taken during the second semester of the junior year and during the senior year.

Political Science, General Option, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements: 37 Sem. Hrs.

Introductory Requirement: 6 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

Core Courses: 13-16 Sem. Hrs.

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)
  *Students pursuing a concentration in International Studies are required to take both PLS 2000 and 2510

- PLS 2170. Judicial Process and Behavior (3 credits)
- PLS 2330. Introduction to Theory and Methodology (4 credits)
- PLS 3520. Writing in Political Science (3 credits)

Option Courses: 15-18 Sem. Hrs.

Courses for this option package are listed below

General Option Package: 18 Sem. Hrs.

- Choose any six additional Political Science (PLS or PLSS) or Public Administration (PA or PADS) courses with at least four of the six at the 3000 or 4000 level.

Electives: 39 Sem. Hrs.

Total: 120 Sem. Hrs.

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Assumes that said internships are with public or private enterprises with a clear international focus, as determined by the Department Chair.

***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for the purpose of major fulfillment.

Political Science, International Studies Option, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements: 37 Sem. Hrs.

Introductory Requirement: 6 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

Core Courses: 13-16 Sem. Hrs.

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)
  *Students pursuing a concentration in International Studies are required to take both PLS 2000 and 2510

- PLS 2170. Judicial Process and Behavior (3 credits)
- PLS 2330. Introduction to Theory and Methodology (4 credits)
- PLS 3520. Writing in Political Science (3 credits)

Option Courses: 15-18 Sem. Hrs.

Courses for this option package are listed below

International Studies Option Package: 15 Sem. Hrs.

- Students must take both PLS 2000 and 2510 as core courses.

Any two courses from

- PLSS 3000 - PLSS 3100 Regional Area Studies (3 credits each)

Three other courses taken from the following list:

- PLS 2060. Model United Nations (3 credits) ***
- PLS 2070. Model Arab League (3 credits) ***
- PLS 2520. Theories of International Relations (3 credits)
- PLS 3025. Fundamentalisms (3 credits)
- PLS 3220. International Political Economy (3 credits)
- PLS 3312. Political Geography (3 credits)
- PLS 3600. Introductory Internship in Political Science (3 credits) **
- PLS 3610. Advanced Internship in Political Science (3 credits) **
- PLS 3620. International Issues (3 credits)
- PLS 3750. Politics in the Developing World (3 credits)
- PLS 3800. International Organizations (3 credits)
- PLS 3810. International Law (3 credits)
- PLS 4170. International Security Policy (3 credits)
- PLS 4200. Special Topics in Comparative Politics (3 credits)
- PLS 4300. Special Topics in International Politics (3 credits)
- PLS 4400. Comparative Public Administration (3 credits)
- PLS 4510. American Foreign Policy (3 credits)
- PLSS 3100. Regional Area Studies (3 credits)
- WLS 4500. Seminar in International and Intercultural Relations (3 credits)

Electives: 39 Sem. Hrs.

Total: 120 Sem. Hrs.

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Assumes that said internships are with public or private enterprises with a clear international focus, as determined by the Department Chair.

***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for the purpose of major fulfillment.

Political Science, Pre Law Option, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)

- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements: 37 Sem. Hrs.

Introductory Requirement: 6 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

Core Courses: 13-16 Sem. Hrs.

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)
  *Students pursuing a concentration in International Studies are required to take both PLS 2000 and 2510

- PLS 2170. Judicial Process and Behavior (3 credits)
- PLS 2330. Introduction to Theory and Methodology (4 credits)
- PLS 3520. Writing in Political Science (3 credits)

Option Courses: 15-18 Sem. Hrs.

Courses for this option package are listed below

Pre Law Option Package: 18 Sem. Hrs.

Choose four courses from the following:

- PLS 3030. Political Thought (3 credits) or
- PHI 2050. Social and Political Philosophy (3 credits)

- PLS 3040. Legislative Process in the United States (3 credits)
- PLS 3100. Constitutional Law (3 credits)
- PLS 3110. Constitutional Law of Individual and Equal Rights (3 credits)
- PLS 3120. Law of Criminal Procedure (3 credits)
- PLS 3810. International Law (3 credits)
- PLS 4400. Comparative Public Administration (3 credits)
- PAD 3100. Introduction to Public Administration (3 credits)
- two other Political Science courses at the 3000 or 4000 level chosen in consultation with the Pre-Law Advisor

Electives: 39 Sem. Hrs.

Total: 120 Sem. Hrs.

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Assumes that said internships are with public or private enterprises with a clear international focus, as determined by the Department Chair.

***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for the purpose of major fulfillment.

Political Science, Public Policy and Administration Option, B.A.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements: 37 Sem. Hrs.

Introductory Requirement: 6 Sem. Hrs.

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

Core Courses: 13-16 Sem. Hrs.

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)
  *Students pursuing a concentration in International Studies are required to take both PLS 2000 and 2510

- PLS 2170. Judicial Process and Behavior (3 credits)

- PLS 2330. Introduction to Theory and Methodology (4 credits)
- PLS 3520. Writing in Political Science (3 credits)

Option Courses: 15-18 Sem. Hrs.

Courses for this option package are listed below

Public Policy and Administration Option Package: 18 Sem. Hrs.

- PAD 2010. American State and Local Government, Administration and Policy (3 credits) or
- PLS 2010. American State & Local Government, Administration & Policy (3 credits) or
- PLS 2150. North Carolina Politics and Government (3 credits)

- PAD 3100. Introduction to Public Administration (3 credits)
- PAD 3190. Public Policy and Analysis (3 credits)

- PAD 4530. Advanced Public Administration (3 credits) or
- PAD 4500. Policy Studies (3 credits) or
- PAD 4770. Topics in Public Policy (3 credits)

- ECN 2020. Principles of Microeconomics (3 credits) or
- ECN 2030. Principles of Macroeconomics (3 credits)

- Select one 3000- or 4000-level course in Public Administration, Political Science, or Economics

Electives: 39 Sem. Hrs.

Total: 120 Sem. Hrs.

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Assumes that said internships are with public or private enterprises with a clear international focus, as determined by the Department Chair.

***While both PLS 2060 and PLS 2070 can be taken up to four times each, they only count once each for the purpose of major fulfillment.

Minor

General Political Science Minor

This minor is less structured because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. The department wishes to encourage the student to take an "eclectic" approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

Requirements:

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)

- PLS 2330. Introduction to Theory and Methodology (4 credits)
- and any two additional 3000- or 4000-level Political Science courses

Total: 19 Sem. Hrs.

Legal Studies Minor

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements:

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)
- PLS 2170. Judicial Process and Behavior (3 credits)
- PLS 3100. Constitutional Law (3 credits)
- PLS 3110. Constitutional Law of Individual and Equal Rights (3 credits)
- PLS 3120. Law of Criminal Procedure (3 credits)

Total: 18 Sem. Hrs.

Public Administration Minor

Many students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements:

- PLS 1010. Introduction to American National Government (3 credits)

- PAD 2010. American State and Local Government, Administration and Policy (3 credits) or

- PLS 2010. American State & Local Government, Administration & Policy (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)

- PLS 2330. Introduction to Theory and Methodology (4 credits)
- PAD 3100. Introduction to Public Administration (3 credits)
- PAD 3190. Public Policy and Analysis (3 credits)
- One other PAD course at the 3000 or 4000 level

Total: 19 Sem. Hrs.

The Department participates in two interdepartmental minors: Personnel and Organizational Leadership and World Studies. For further details, see Special Programs section.

Academic Concentration

Political Science Academic Concentration

For students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education, the department offers an Academic Concentration of 28 hours. This Academic Concentration is available to other students, regardless of major.

Requirements for an Academic Concentration in Political Science

- PLS 1000. Introduction to Political Science (3 credits)
- PLS 1010. Introduction to American National Government (3 credits)

- PLS 2000. Introduction to Comparative Politics (3 credits) or
- PLS 2510. Introduction to World Politics (3 credits)

- PLS 2170. Judicial Process and Behavior (3 credits)
- PLS 2330. Introduction to Theory and Methodology (4 credits)
- PLS 3520. Writing in Political Science (3 credits)
- Any three additional Political Science courses, with at least one at the 3000 or 4000 level

Total: 28 Sem. Hrs.

Courses: Political Science

PLS 1000. Introduction to Political Science (3 credits)

A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact.

PLS 1010. Introduction to American National Government (3 credits)

An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of national government, and (4) the relations between the national and state governments.

PLS 2000. Introduction to Comparative Politics (3 credits)

This course provides students with a basic understanding of the political science sub-field of Comparative Politics. It is designed to introduce the various approaches to comparative political analysis. Students will analyze, compare, and contrast the basic political structures, political behavior, public policy, and political procedures of several different countries, each of which has a unique political and cultural structure. PREREQ: PLS 1000 or PLS 1010.

PLS 2010. American State & Local Government, Administration & Policy (3 credits)

Crosslisted: Cross-listed with PAD 2010
An examination of the institutions, administrative issues, politics, and policy concerns of state and local governments in the United States.

PLS 2060. Model United Nations (3 credits)

A study of diplomacy and parliamentary procedure culminating in the practical application of these skills via participation in a Model United Nations Conference. May be repeated up to four times. Additional fees may be required.

PLS 2070. Model Arab League (3 credits)

A study of diplomacy and parliamentary procedure culminating in the practical application of these skills via participation in a Model Arab League Conference. May be repeated up to four times. Additional fees may be required.

PLS 2150. North Carolina Politics and Government (3 credits)

A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies.

PLS 2170. Judicial Process and Behavior (3 credits)

An examination of the role of judges, lawyers, and jurors in the decision making process as influenced by their recruitment and socialization of the political framework in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. PREREQ: PLS 1000 or PLS 1010.

PLS 2220. Introduction to Asian Studies (3 credits)

Crosslisted: (HST 2220/PHI 2220)
An introduction to the field of Asian Studies through an interdisciplinary perspective combining history, politics, economics, philosophy, and culture using a variety of theories, methodologies, and sources (textbook, book chapters, articles, literature). The course focuses on East Asia (China, Japan, Korea) but will also include India, Southeast Asia, and other countries. PREREQ: C or better in ENG 1050.

PLS 2330. Introduction to Theory and Methodology (4 credits)

This course concerns basic concepts of political science and teaches the student how to do research, use the library, evaluate

the research of others, draw a graph, construct a table, and use a few simple statistical techniques. PREREQ: PLS 1000 or PLS 1010.

PLS 2510. Introduction to World Politics (3 credits)

Crosslisted: (WLS 2510)
This course gives students a basic understanding of the major issues and aspects of world politics. It includes an overview of trends in world politics in the twenty-first century, considers the relevant global actors, explores the relevance of non-state actors, and focuses on the increasing importance of issues relating to global welfare. A central premise is that world politics is a combination of political, historical, economic, and sociological factors which are not static. PREREQ: PLS 1000 or PLS 1010.

PLS 2520. Theories of International Relations (3 credits)

Analyzes the methods and dominant approaches to the study of international relations including international political economy, theories of conflict, decision making theory, integration theory and deterrence. PREREQ: PLS 1000 or PLS 1010.

PLS 3010. Political Parties and Interest Groups in the United States (3 credits)

The history, development, organization, functions and purpose of parties and interest groups, and the role played by them in the policy-making and election of the government in the United States and other Western democracies. PREREQ: PLS 1010

PLS 3025. Fundamentalisms (3 credits)

Crosslisted: (REL 3025)
Starting in the 1970s, there has been a substantial growth in the strength of religious radical movements sometimes known as "fundamentalist," which seek to manifest their religious faith in the political arena. The course will examine these phenomena in comparative perspective primarily in Judaism, Christianity, and Islam. We will focus on the religious players in the Middle East conflict. Special attention will be given to the place of Jerusalem as a focal center for religious extremist activity.

PLS 3030. Political Thought (3 credits)

A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. PREREQ: PLS 1000 or PLS 1010.

PLS 3040. Legislative Process in the United States (3 credits)

A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and serve as a basis for analyzing the legislative process. PREREQ: PLS 1010

PLS 3050. Public Opinion and Elections in the American Political System (3 credits)

A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. PREREQ: PLS 1010 and PLS 2330.

PLS 3060. The American Presidency (3 credits)

The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. PREREQ: PLS 1010

PLS 3100. Constitutional Law (3 credits)

A study of (1) the federal system, especially the relations between the national government and the States, and (2) the jurisdiction of the federal courts. PREREQ: PLS 1010 and PLS 2170.

PLS 3110. Constitutional Law of Individual and Equal Rights (3 credits)

A study of the U.S. Constitution and appellate court rulings and interpretations of civil liberties and individual rights. PREREQ: PLS 1010 and PLS 2170.

PLS 3120. Law of Criminal Procedure (3 credits)

Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. PREREQ: PLS 1010 and PLS 2170.

PLS 3220. International Political Economy (3 credits)

This course examines the political dynamics of the development and management of the contemporary international economic system. It analyzes major issues in the global political economy, including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, foreign aid, debt, North-South relations, and international environmental issues. PREREQ: PLS 1000 or PLS 1010.

PLS 3312. Political Geography (3 credits)

Crosslisted: (GGY 3312)
An examination of how geography and politics are tied together at a variety of spatial scales and in different global locations. Includes discussions of political geography both within and between states as well as those areas beyond the states, such as the sea and outer space.

PLS 3520. Writing in Political Science (3 credits)

This course provides an introduction to various forms of writing commonly used in political science professions, which may include executive summaries, annotated bibliographies, book reviews, case briefs, and research proposals and papers. Students will learn through researching a single topic of their choosing. This course fulfills the writing in the disciplines requirement. PREREQ: PLS 2330.

PLS 3600. Introductory Internship in Political Science (3 credits)

The acquisition of political and/or legal experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. PREREQ: PLS 1000.or PLS 1010

PLS 3610. Advanced Internship in Political Science (3 credits)

This is a continuation of the internship of PLS 3600. It continues the acquisition of political and/or legal experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. PREREQ: PLS 3600.

PLS 3620. International Issues (3 credits)

This course examines selected contemporary political issues and trends, with emphasis on the influence of major political and social arrangements and institutions that play a role international politics. Topics covered may include: international trade, economic development, wars, arms control, terrorism, ethnic conflict, human rights, status of women, population growth, food security, and environmental degradation. The class will serve as a forum for debate about a number of these issues. PREREQ: PLS 1000 or PLS 1010.

PLS 3750. Politics in the Developing World (3 credits)

This course explores issues relating to the social, economic, and political conditions of the developing world. It intends to answer questions such as: 1) What is the Third World and how is it characterized? 2) What is development and is it desirable? and 3) How do countries attain development? Topics to be discussed include: history and geography; population, food and education; political conflict and instability; trade and the world economy; and women in the developing world. PREREQ: PLS 1000 or PLS 1010.

PLS 3800. International Organizations (3 credits)

A survey of the historical evolution, functions and current policies of various types of regional and universal organizations and their role in contemporary international relations. Organizations that deal with transnational issues, peacekeeping, and international political economy will be featured. Special emphasis will be placed on the United Nations, its structure, and its role in the world. PREREQ: PLS 1000 or PLS 1010.

PLS 3810. International Law (3 credits)

This course introduces students to the field of international law. It emphasizes the connection between international law and world order. Topics covered include sources of international law, its relation to municipal law, the rights and duties of states and individuals, state territory and jurisdiction, international agreements, nationality and the treatment of aliens, diplomatic and consular relations, war and the use of force, and common space resource regimes. PREREQ: PLS 1000 or PLS 1010.

PLS 3980. Directed Research in Political Science I (1-3 credits)

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. PREREQ: PLS 1000 or PLS 1010 and permission of instructor.

PLS 3990. Directed Research in Political Science II (1-3 credits)

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. PREREQ: PLS 1000 or PLS 1010 and permission of instructor.

PLS 4020. Selected Topics in American Government (3 credits)

A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers

on these problems. PREREQ: PLS 1000 or PLS 1010.

PLS 4050. Washington Internship (6-12 credits)

This internship presents an opportunity for a student to get a deeper understanding of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PLS 360, 361, or 364). Scheduled for political science majors with the approval of the Chair of the Department. PREREQ: PLS 1010 and Junior or Senior standing required at time of participation.

PLS 4170. International Security Policy (3 credits)

This course introduces students to the issues, concepts, and theories relating to security in the contemporary international system. It will examine a number of strategies for addressing problems related to war and peace in world politics. It will consider such topics as the nature and origins of war, arms control and proliferation, terrorism, and the causes and consequences of a number of international conflicts, both past and present. Particular attention will be paid to the process of peacekeeping and peacemaking as it relates to international security. PREREQ: PLS 1000 or PLS 1010.

PLS 4180. Special Topics in Theory, Philosophy, and Methodology (3 credits)

An in depth study of a selected topic from the field of political philosophy or methodology. PREREQ: PLS 1000 or PLS 1010.

PLS 4190. Topics in Terrorism (3 credits)

This course will provide an in-depth study of the field of terrorism relative to its impact on national security and comparative international politics. PREREQ: PLS 1000 and CRJ 2010.

PLS 4200. Special Topics in Comparative Politics (3 credits)

An in depth study of a selected topic from the field of comparative politics. PREREQ: PLS 1000 or PLS 1010.

PLS 4225. Environmental Politics and Policy (3 credits)

An analysis of environmentalism as a political phenomenon. Examines controversial political issues about environmental matters and analyzes the impacts of these issues on the formulation and implementation of governmental policies and regulations.

PLS 4300. Special Topics in International Politics (3 credits)

An in depth study of a selected topic in the field of international politics. PREREQ: PLS 1000 or PLS 1010.

PLS 4400. Comparative Public Administration (3 credits)

Examination and analysis are made of the administrative systems of foreign governments of selected Western and non

Western countries; attention is given to practices applicable to administration in the United States. PREREQ: PLS 1000 or PLS 1010.

PLS 4510. American Foreign Policy (3 credits)

This course examines how United States foreign policy is both created and conducted. It characterizes American foreign policy in general, looks at how government institutions act and interact with one another on foreign policy issues, and discusses the position of the United States in world politics. The roles and interrelations of the executive, Congress, the departments of state and defense, the intelligence community, the media, and public opinion are areas that may be covered. PREREQ: PLS 1000 or PLS 1010.

PLS 4990. Independent Study in Political Science (1-3 credits)

Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chair of the Department. PREREQ: PLS 1000 or PLS 1010 and permission of instructor.

PLSS 3000. Regional Area Studies (3 credits)

These courses examine the politics and governments of specific geographic regions. Selected countries within each region may be identified for in-depth comparison. Topics may include political culture, political thought, geography, history, political and economic development, and comparative public policy. The courses may contain an analysis of the foreign policies of a specific geographic region with special attention to the role of the U.S. in that area. Asia, Africa, Latin America, Europe, and the Middle East are areas for possible study in t his course. The area of study and specific focus will rotate. PREREQ: PLS 1000 or PLS 1010.

PLSS 3100. Regional Area Studies (3 credits)

These courses examine the politics and governments of specific geographic regions. Selected countries within each region may be identified for in-depth comparison. Topics may include political culture, political thought, geography, history, political and economic development, and comparative public policy. The courses may contain an analysis of the foreign policies of a specific geographic region with special attention to the role of the U.S. in that area. Asia, Africa, Latin America, Europe, and the Middle East are areas for possible study in t his course. The area of study and specific focus will rotate. PREREQ: PLS 1000 or PLS 1010.

Public Policy and Administration

PAD 2010. American State and Local Government, Administration and Policy (3 credits)

Crosslisted: Cross-listed with PLS 2010
An examination of the institutions, administrative issues, politics, and policy concerns in American state and local government.

PAD 3100. Introduction to Public Administration (3 credits)

An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. PREREQ: PLS 1010

PAD 3190. Public Policy and Analysis (3 credits)

This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. PREREQ: PLS 1010

PAD 3440. Introduction to Budgeting and Financial Management (3 credits)

This course introduces students to budgeting and other aspects of financial management as applied in government and non-profit organizations. Topics covered include financial planning, implementation, and analysis. The purpose and process of public budgeting are also emphasized. PREREQ: PAD 2010 or PLS 2010 and PAD 3100

PAD 3600. Introductory Internship in Public Administration (3 credits)

The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. PREREQ: PAD 3100 and PLS 2330

PAD 3610. Advanced Internship in Public Administration (3 credits)

This is a continuation of the internship of PAD 3600. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. PREREQ: PAD 3600.

PAD 3640. Practicum in Public Administration (6 credits)

Restrictions: Open to majors in Political Science only. This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. PREREQ: PAD 3100 and PLS 2330, and consent of instructor and departmental chair.

PAD 3980. Directed Research in Public Administration I (1-3 credits)

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. PREREQ: PLS 1010 and permission of instructor.

PAD 3990. Directed Research in Public Administration II (1-3 credits)

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. PREREQ: PLS 1010 and permission of instructor.

PAD 4500. Policy Studies (3 credits)

This course will examine the theories and concepts used in the study of public policy. Approaches to analyzing both process and outcomes will be discussed. Students will engage in the study of policy problems and the practical or applied implementation of policy analysis. PREREQ: PLS 1010.

PAD 4530. Advanced Public Administration (3 credits)

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. PREREQ: PAD 3100, PLS 2330 .

PAD 4530/5510. Advanced Public Administration (3 credits)

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. PREREQ: PAD 3100, PAD 2330 .

PAD 4770. Topics in Public Policy (3 credits)

This course will focus on a substantive policy issue area, focusing on policy and administrative issues surrounding the issue area. PREREQ: .PLS 1010 The specific policy will vary by semester.

Department of Psychology

Chair: Kelly A. Charlton

Faculty: Ashley Allen, Tara M. Busch, William Collier, Rachel Morrison, Shilpa Pai Regan, Brian Smith, Erik Tracy

People throughout history have been intrigued by the question, "What is human nature?" Psychology's approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology's fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain's biochemistry influences behavior, and many other significant topics.

The Department's courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology (described below) and Personnel and Organizational Leadership (described under Interdisciplinary Majors and Minors in the Academic Programs section of the catalog) and an academic concentration in Psychology (described below).

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

Major

Psychology, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major Requirements: 40 Sem. Hrs.

The major in psychology consists of 40 semester hours (of which at least 15 hours must be taken at the 3000- level or higher)

Note: No 3000-4000 level courses should be taken until PSY 2080 and PSY 2100 have been completed.

I. Core requirements: 16 Sem. Hrs.

- PSY 1010. Introductory Psychology (3 credits)
- PSY 1900. Career and Professional Perspectives in Psychology (1 credit)
- PSY 2080. Research Statistics (3 credits)
- PSY 2100. Research Methodology (3 credits)
- PSY 3040. History and Systems of Psychology (3 credits)

II. Psychology area requirements: 18 Sem. Hrs.

Select two courses from each area.

Experimental and Cognitive Area:

- PSY 2150. Psychology of Learning (3 credits)
- PSY 3120. Cognitive Processes (3 credits)
- PSY 3550. Sensation and Perception (3 credits)
- PSY 4010. Biopsychology (3 credits)

Social and Personality Area:

- PSY 2160. Social Psychology (3 credits)
- PSY 2700. Industrial/Organizational Psychology (3 credits)
- PSY 3160. Psychology of Leadership (3 credits)
- PSY 3750. Personality Theories (3 credits)

Developmental, Clinical, and Counseling Area:

- PSY 2050. Childhood and Adolescence (3 credits)
- PSY 3050. Psychology of Adult Development and Aging (3 credits)
- PSY 3600. Abnormal Psychology (3 credits)
- PSY 4030. Psychological Testing (3 credits)
- PSY 4170. Clinical and Counseling Psychology (3 credits)

III. Directed electives in psychology: 6 Sem. Hrs.

Select psychology electives for least six semester hours.

Electives: 35 Sem. Hrs.

Total: 120 Sem. Hrs.

All of the courses that are included in the computation of the student's overall QPA and that have a PSY prefix will be included in the computation of the QPA for the psychology major.

Minor

Psychology Minor

Requirements for a Minor in Psychology:

The minor in psychology consists of 18 semester hours (of which at least 6 hours must be taken at the 3000-level or higher).

I. Core requirement: 3 Sem. Hrs.

- PSY 1010. Introductory Psychology (3 credits)

II. Psychology area requirements: 9 Sem. Hrs.

Select one course from each area.

Experimental and Cognitive Area:

- PSY 2150. Psychology of Learning (3 credits)
- PSY 3120. Cognitive Processes (3 credits)
- PSY 3550. Sensation and Perception (3 credits)
- PSY 4010. Biopsychology (3 credits)

Social and Personality Area:

- PSY 2160. Social Psychology (3 credits)
- PSY 2700. Industrial/Organizational Psychology (3 credits)
- PSY 3160. Psychology of Leadership (3 credits)
- PSY 3750. Personality Theories (3 credits)

Developmental, Clinical, and Counseling Area:

- PSY 2050. Childhood and Adolescence (3 credits)
- PSY 3050. Psychology of Adult Development and Aging (3 credits)
- PSY 3600. Abnormal Psychology (3 credits)
- PSY 4030. Psychological Testing (3 credits)
- PSY 4170. Clinical and Counseling Psychology (3 credits)

III. Directed electives in psychology: 6 Sem. Hrs.

Select psychology electives totaling at least six semester hours.

Academic Concentration

Psychology Academic Concentration

Requirements for an Academic Concentration in Psychology

The Academic Concentration in psychology consists of 24 semester hours. Six hours of this 24 may also be used to meet General Education or other requirements. At least 9 hours must be taken at the 3000-level or higher.

Note: No 3000-4000 level courses should be taken until PSY 2080 or PSY 2100 has been completed.

I. Core requirements: 6 Sem. Hrs.

- PSY 1010. Introductory Psychology (3 credits)

- PSY 2080. Research Statistics (3 credits) or (3 hours)
- PSY 2100. Research Methodology (3 credits) (3 hours)

II. Psychology area requirements: 12 Sem. Hrs.

Select one course from each of two areas and two courses from one area.

Experimental and Cognitive Area

- PSY 2150. Psychology of Learning (3 credits)
- PSY 3120. Cognitive Processes (3 credits)
- PSY 3550. Sensation and Perception (3 credits)
- PSY 4010. Biopsychology (3 credits)

Social and Personality Area

- PSY 2160. Social Psychology (3 credits)
- PSY 2700. Industrial/Organizational Psychology (3 credits)
- PSY 3160. Psychology of Leadership (3 credits)
- PSY 3750. Personality Theories (3 credits)

Developmental, Clinical, and Counseling Area

- PSY 2050. Childhood and Adolescence (3 credits) or
- PSY 3050. Psychology of Adult Development and Aging (3 credits)
- PSY 3600. Abnormal Psychology (3 credits)
- PSY 4030. Psychological Testing (3 credits)
- PSY 4170. Clinical and Counseling Psychology (3 credits)

III. Directed electives in psychology: 6 Sem. Hrs.

Select psychology electives totaling at least six semester hours.

Department of Sociology and Criminal Justice

Chair: John Porter Lillis

Faculty: Yawo Bessa, Calvina Ellerbe, Jessica Godsey, Kristin Godwin, Matthew R. Hassett, E. Brooke Kelly, Renee Lamphere, Robert McDonnell, Ottis Murray, Lauren Norman, Mario Paparozzi, Sam Pearson, Abigail Reiter, E. Miranda Reiter, James W. Robinson, Robert Michael Spivey, Tracy Vargas

The purpose of the Department of Sociology and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about the social environment and to prepare students for meaningful participation in society.

The Department offers both a major and an academic concentration in Sociology and a major in Criminal Justice. In addition, minors are available in Sociology, Criminal Justice, Substance Abuse, Medical Sociology, International Sociology, Gender Studies, and Community Development.

The Department places emphasis on applied sociology and criminal justice. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students' employment opportunities following graduation.

The Department of Sociology and Criminal Justice strongly recommends that prospective majors, minors, and those developing specialty concentrations consult the Department Chair.

Graduate Courses in Criminal Justice and Sociology

The department participates in the Concentration in Criminal Justice of the Master's of Public Administration program. Undergraduate enrollment for graduate courses is permitted for some seniors subject to the policies of the School of Graduate Studies and Research. See the Graduate Programs section of this catalog for those policies and a description of the MPA program and courses.

See the Graduate Programs section of this catalog for a description of graduate Sociology courses offered as electives for the M.A. and M.A.T. in Social Studies Education.

Major

Criminal Justice, B.A.

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required for most students, but an additional criminal justice course may be substituted for students with extensive prior work experience related to criminal justice.

The Criminal Justice major is fully articulated with many North Carolina community college criminal justice associate's degree programs and accepts equivalent transfer credits under negotiated articulation agreements for transfer students entering UNCP within five years of earning an associate's degree. Transfer students must earn at least 19 hours in UNCP criminal justice courses to earn the Criminal Justice degree from UNCP.

*The Criminal Justice Program at UNC Pembroke is certified as meeting the educational and program requirements of the

North Carolina Criminal Justice Education and Training Standards Commission.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Criminal Justice Core (required): 21 Sem. Hrs.

- CRJ 2000. Introduction to Criminal Justice (3 credits)
- CRJ 2400. Criminology (3 credits) *
- CRJ 3000. Criminal Law (3 credits)
- CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
- CRJ 3600. Social Statistics (3 credits) *
- CRJ 3610. Social Research (3 credits) *
- CRJ 4000. Criminal Procedure (3 credits)

Criminal Justice Electives: 15 Sem. Hrs.

- five additional courses with a CRJ prefix or cross-listed with CRJ

University-wide Electives: 39 Sem. Hrs.

Total: 120 Sem. Hrs.

*Cross-listed equivalents of SOC 2400, SOC 3600, SWK 3600 and SOC 3610 may be substituted.

Courses: Psychology

PSY 1010. Introductory Psychology (3 credits)

A survey of major areas of psychology, with emphasis on issues, concepts, and terminology needed for more advanced courses.

PSY 1030. Psychology of Parenthood (3 credits)

The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development.

PSY 1250. Human Potential (3 credits)

A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises.

PSY 1900. Career and Professional Perspectives in Psychology (1 credit)

This course is intended for majors and will examine psychology as a discipline and a profession. Students will be introduced to career options in psychology at the bachelor's, master's, and doctoral level. Strategies for job searches and graduate school admission will be discussed. Because course topics are highly relevant to their immediate and long-term success, students are strongly encouraged to take this course early in their undergraduate career, typically immediately after completing PSY 1010.

PSY 2050. Childhood and Adolescence (3 credits)

A survey of the stages and processes of the development of human behavior from conception through adolescence. Emphasis on physical, cognitive and psychosocial development. PREREQ: PSY 1010.

PSY 2060. Animal Cognition and Behavior (3 credits)

A survey of evolutionary and ecological processes that promote the vast diversity of behaviors found in the animal kingdom with an emphasis on animal cognition. From an evolutionary perspective, this course may include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, communication, cooperation, tool use, problem-solving, spatial cognition, and others. PREREQ: PSY 1010 and BIO 1000 or BIO 1060.

PSY 2080. Research Statistics (3 credits)

An introduction to simple descriptive and inferential statistics that are frequently used by psychologists. The selection, application, and reporting of procedures appropriate to specific types of psychological research and testing will be emphasized. PREREQ: MAT 1050 (or higher).

PSY 2100. Research Methodology (3 credits)

An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. PREREQ: PSY 1010.

PSY 2150. Psychology of Learning (3 credits)

An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. PREREQ: PSY 1010.

PSY 2160. Social Psychology (3 credits)

An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. PREREQ: PSY 1010

PSY 2200. Behavior Modification (3 credits)

Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches.

PSY 2250. Health Psychology: Wellness and Health (3 credits)

Crosslisted: (HLTH 2250)
The course will cover the biopsychosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise.

PSY 2700. Industrial/Organizational Psychology (3 credits)

Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. PREREQ: PSY 1010.

PSY 3040. History and Systems of Psychology (3 credits)

A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. PREREQ: PSY 1010.

PSY 3050. Psychology of Adult Development and Aging (3 credits)

Crosslisted: (HLTH 3050)
The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. PREREQ: PSY 1010.

PSY 3120. Cognitive Processes (3 credits)

An examination of human memory and thinking within the human information processing model context. PREREQ: PSY 1010.

PSY 3150. Guiding Young Children (3 credits)

This course presents guidance, counseling, and discipline concepts within a framework of child development, developmentally appropriate practices, and constructivist education.

PSY 3160. Psychology of Leadership (3 credits)

A look at the psychological processes in small group leadership. Topics include compliance, self-assertion, decision-making, and persuasion. Emphasis on theory, research, and practical leadership skills acquisition. PREREQ: PSY 1010.

PSY 3550. Sensation and Perception (3 credits)

A look at the structures and processes involved in perception. Visual and auditory perception will be emphasized. PREREQ: PSY 1010; any other three PSY courses strongly recommended.

PSY 3600. Abnormal Psychology (3 credits)

A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. PREREQ: PSY 1010; any other three PSY courses strongly recommended.

PSY 3750. Personality Theories (3 credits)

Various theoretical approaches to the study of personality. PREREQ: Any three PSY courses.

PSY 3990. Directed Study (1-6 credits)

Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Each 1 credit hour is equal to 45 hours of work in a semester. PREREQ: A written plan of the project should be approved by the Department Chair no later than two weeks prior to registration.

PSY 4000. Research Methods Capstone (3 credits)

Intended for psychology majors, the course is designed to teach written and oral communication skills used in psychological research. Students will learn to write research papers in psychology and will make use of skills learned in PSY 2080 and PSY 2100. Students will be expected to develop their skills using library resources and applying APA guidelines. PREREQ: C or better in ENG 1050 and ENG 1060; PSY 2080, PSY 2100; declared major, minor, or concentration in PSY.

PSY 4010. Biopsychology (3 credits)

Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. PREREQ: PSY 1010, 15 hours of psychology or biology.

PSY 4030. Psychological Testing (3 credits)

An intensive lead into basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. PREREQ: PSY 2080 recommended.

PSY 4090. Psychology and Law (3 credits)

An introduction to the issues relevant to understanding human behavior from the perspective of psychology and law. Specifically, current and theoretical perspectives, and the contributions of psychology as a behavioral science to such legal issues as legal evidence, assessment, juries, sentencing, and criminal and civil responsibility. PREREQ: PSY 1010 required,

PSY 2080 and PSY 2100 strongly recommended

PSY 4150. Motivation and Emotion (3 credits)

Various theoretical and applied approaches to the study of motivation and emotion. PREREQ: PSY 1010.

PSY 4170. Clinical and Counseling Psychology (3 credits)

A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. PREREQ: PSY 3600.

PSY 4900. Internship in Psychology (1 credit)

Supervised work (paid or unpaid) at an internship site related to psychology. Amount of credit given will be agreed upon prior to registration and will depend on the number of hours committed to the internship site. Each 1 credit hour is equal to 45 hours of work in a semester/session. Credit will range from 1-3 credit hours and cannot exceed 3 hours for completion of the degree. PREREQ: Must be a Psychology major, have a minimum GPA of 3.0 (both overall and within psychology), have completed at least 9 hours in Psychology at UNCP and 60 hours towards graduation at the time of application. A written plan of the internship experience including the signature of the faculty sponsor and internship supervisor must be approved by the Department Chair no later than two weeks prior to registration.

PSYS 2xxx. Current Topics in Psychology (3 credits)

Treatment of selected topics in psychology. Content will vary, depending on interests of participants. For a list of all topics, see the Department Chair. (repeatable up to 9 credits)

PSYS 3xxx. Current Topics Seminar (3 credits)

Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chair). (repeatable up to 9 credits)

Sociology, B.A.

Sociologists seek to understand and study the social world and how human beings come to think and act as they do. Sociology majors develop an understanding of how society is developed out of intricate patterns of human social organization, learn to create and use scientific tools of analysis, and practice the application of scientific knowledge to the analysis of social problems and the transformation of society. Students have available many opportunities to apply the theories and research methods of sociology through classroom-based activities and community-based experiential learning and internships as they explore career alternatives. Sociology is a liberal arts major that prepares students for a wide variety of career fields.

The Sociology B.A. degree program is flexible. Beyond the core of required courses, students choose among a wide variety of options and can use these options to meet personal or career interests by developing a concentration or carefully selecting individual courses. Students can also opt to continue exploring Sociology by completing an academic concentration or one or more of the minors focused on sociological specializations available within the Department: Community Development; International Sociology; or Medical Sociology or an Interdisciplinary Minor supported by Sociology: Gender Studies or Substance Abuse.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Sociology Major Requirements: 18 Sem. Hrs.

- SOC 1020. Introduction to Sociology (3 credits)
- SOC 2090. Social Problems in Modern Society (3 credits)
- SOC 3000. Sociological Writing/Rhetoric (3 credits)
- SOC 3060. Sociological Theory (3 credits)
- SOC 3600. Social Statistics (3 credits)
- SOC 3610. Social Research (3 credits)

Sociology Electives: 15 Sem. Hrs.

Five additional courses with a SOC prefix or cross-listed with SOC, at least one of which must be at the 3000 or 4000 level

University-wide Electives: 42 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor

Applied Gerontology Minor

Coordinator:

The Programs in Biology; Nursing; Health, Physical Education, and Recreation; Sociology; and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal

linkages between the changes in biological functioning and their psychosocial adaptations. The Minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life. Any course that is offered by the Southeastern Gerontology Consortium [SGC] is automatically approved for the Minor. For more information about the SGC, see www.uncp.edu/gerontology.

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

Requirements for an Applied Gerontology Minor

Select 17 hours from the following:

- BIO 1030. Basic Human Biology (3 credits) or
- EXPH 2100. Anatomy and Physiology (3 credits)

- SWK 2700. Medical Terminology (2 credits)
- NUR 3300. Gerontological Nursing (3-3-0 credits)
- PSY 3050. Psychology of Adult Development and Aging (3 credits)
- RSA 4250. Leisure and Wellness for Older Adults (3 credits)
- SWK 3000. Narrative Approaches to Understanding Today's Older Population (3 credits)
- SOC 3750. Death and Dying (3 credits)
- SWK 3840. Gerontological Social Work (3 credits)
- and any course with the GERS designation sponsored by the Southeastern Gerontology Consortium

Field Practicum

Complete a field practicum in an agency that serves the elderly population

Total: 17 Sem. Hrs.

Criminal Justice Minor

Requirements for a Minor in Criminal Justice

- CRJ 2000. Introduction to Criminal Justice (3 credits)
- CRJ 2400. Criminology (3 credits)
- 12 hours of other CRJ lecture or independent study

Total: 18 Sem. Hrs.

Gender Studies Minor

Requirements for a Minor in Gender Studies

Students must take 18 hours from the courses listed below, selecting courses from at least two different disciplines (AIS, CRJ, ENG, HST, REL, SAB, SOC, or SWK)*:

- AIS 4230. Indigenous Women (3 credits)
- CRJ 4520. Women and Crime (3 credits)
- ENG 2080. Women's Literature (3 credits)
- HST 3800. Women and the Development of U.S. Society (3 credits)
- HST 3820. Growing Up American (3 credits)
- HST 4070. Women in U.S. History Since 1870 (3 credits)
- HST 4120. History of Sexuality (3 credits)
- HST 4230. Indigenous Women (3 credits)
- HST 4620. Gender and Power in Native North America to 1900 (3 credits)
- REL 3350. Sexuality and Religion (3 credits)
- SAB 4610. Addiction and Women (3 credits)
- SOC 3030. The Family (3 credits)
- SOC 3540. Gender and Society (3 credits)
- SOC 3890. Exploring Masculinities (3 credits)
- SOC 4520. Women and Crime (3 credits)
- SOC 4610. Addiction and Women (3 credits)
- SWK 3870. Women in Society (3 credits)
- SWK 3890. Social Work Practice with LGBTQ Populations (3 credits)

Total: 18 Sem. Hrs.

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

Medical Sociology Minor

Requirements for a Minor in Medical Sociology

- SOC 2800. Health and Society (3 credits)
- SOC 3010. Community Health Organizations & Services (3 credits)

12 hours chosen from:

- AIS 4600. American Indian Health (3 credits)
- HLTH 3060. Human Sexuality (3 credits)
- PHI 3760. Medical Ethics (3 credits)
- SOC 3170. Social Gerontology (3 credits)
- SOC 3270. Health Inequalities (3 credits)
- SOC 3690. Sociology of Mental Disorders (3 credits)
- SOC 3730. Health Promotion and Wellness (3 credits)
- SOC 3750. Death and Dying (3 credits)
- SOC 3780. Sociology of Drug Use (3 credits)

Recommended University-wide elective:

- SAB 2700. Medical Terminology (2 credits) or
- SWK 2700. Medical Terminology (2 credits)

Recommended General Education elective:

- BIO 1030. Basic Human Biology (3 credits)

Total: 18 Sem. Hrs.

Non-Profit Leadership Minor

Coordinator: James W. Robinson

The interdisciplinary Non-Profit Leadership Minor offers an innovative curriculum that prepares students for service in the non-profit sector. This minor provides coursework and experiential training to position students to be effective 21st-century non-profit leaders in paid or volunteer capacities.

Requirements for a Minor in Non-Profit l Leadership

Required Courses: 15-18 Sem. Hrs.

- MGT 3060. Organization and Management (3 credits)
- MGT 3090. Organizational Leadership (3 credits)
- SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
- SOC 4420. Community Resource Development (3 credits)

- SOC 4850. Internship in Sociology (3 credits) or
- MGT 4800. Management Internship (3 credits)

Elective Courses: 3-6 Sem. Hrs.

select 3 hours from the following list if SOC 4850 is taken or 6 hours if MGT 4800 is taken:

- MGT 4070. Organization Theory (3 credits)
- MKT 3120. Principles of Marketing (3 credits)
- PRE 2200. Introduction to Public Relations (3 credits)
- PRE 3500. Organizational Communications (3 credits)
- SOC 2090. Social Problems in Modern Society (3 credits)
- SOC 4250. Organizations in Society (3 credits)

- CRJ 4400. Conflict Management (3 credits) or
- SOC 4400. Conflict Management (3 credits)

Total: 21 Sem. Hrs.

Sociology Minor

Requirements for a Minor in Sociology

- SOC 1020. Introduction to Sociology (3 credits)
- SOC 2090. Social Problems in Modern Society (3 credits)

Total: 18 Sem. Hrs.

Substance Abuse Minor

Coordinator: Lauren Norman

An 18 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinator will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.

Requirements for a Minor in Substance Abuse

Required Courses: 12 Sem. Hrs.

- SAB 2830. Interviewing Skills (3 credits) or
- CRJ 2830. Interviewing Skills (3 credits) or
- SWK 3800. Social Work Practice I (3 credits)
- SAB 3770. Drug Use and Abuse (3 credits)
- SAB 4550. Treatment of Alcohol and Drug Addiction (3 credits)
- SOC 3780. Sociology of Drug Use (3 credits)

Elective Courses: 6 Sem. Hrs.

Select 6 hours from the following:

- CRJ 3670. Social Deviance (3 credits) or
- SOC 3670. Social Deviance (3 credits)
- CRJ 3500. Offender Rehabilitation (3 credits)
- SWK 2700. Medical Terminology (2 credits)
- SOC 2090. Social Problems in Modern Society (3 credits)
- SOC 3030. The Family (3 credits)
- SWK 2450. Human Diversity (3 credits)
- SOC 3790. Substance Abuse Prevention (3 credits)

Total: 18 Sem. Hrs.

Terrorism Studies Minor

Coordinator: Robert McDonnell

The minor in terrorism studies is designed to accommodate the student who is majoring in criminal justice, political science, religion, or some other discipline and is interested in pursuing a career in law enforcement, corrections, law, and/or government. It provides the student an interdisciplinary approach within the social sciences and addresses the unique challenges presented by terrorism and its impact on our national security and the political world. The program examines how this phenomenon impacts democratic societies and the geo-political environment in the face of an unparalleled threat environment.

Requirements for a Minor in Terrorism Studies

Core Courses: 9 Sem. Hrs.

- CRJ 2010. Introduction to Terrorism Studies (3 credits)
- CRJ 4200. Homeland Security (3 credits)
- CRJ 4230. Intelligence Studies (3 credits)

Electives: 9 Sem. Hrs.

select three of the following courses:

- CRJ 3440. Organized Crime (3 credits)
- CRJ 3520. Human Trafficking and Slavery (3 credits)
- SOC 3520. Human Trafficking and Slavery (3 credits)
- CRJ 4210. Counterterrorism Strategies (3 credits)
- CRJ 4220. Terrorism: Constitutional and Legal Issues (3 credits)
- PLS 4170. International Security Policy (3 credits)

- REL 3025. Fundamentalisms (3 credits) or
- PLS 3025. Fundamentalisms (3 credits)

- REL 3280. Violence and Religion (3 credits)

Total: 18 Sem. Hrs.

Academic Concentration

Sociology Academic Concentration

Requirements for an Academic Concentration in Sociology

Required Sociology Courses: 15 Sem. Hrs.

- SOC 1020. Introduction to Sociology (3 credits)
- SOC 2090. Social Problems in Modern Society (3 credits)
- SOC 3030. The Family (3 credits)
- SOC 3130. The Community (3 credits)

- SOC 3600. Social Statistics (3 credits) or
- SOC 3610. Social Research (3 credits)

Sociology electives: 9 Sem. Hrs.

three additional courses with a SOC prefix

Total: 24 Sem. Hrs.

Courses: Sociology

SOC 1020. Introduction to Sociology (3 credits)

An introduction to scientific study of human society and social behavior.

SOC 1050. Introduction to Cultural Anthropology (3 credits)

Crosslisted: (AIS 1050)
A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures.

SOC 2090. Social Problems in Modern Society (3 credits)

Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence.

SOC 2200. Computers and Society (3 credits)

An introduction to the impact of computers on modern society and computer applications in the social sciences.

SOC 2400. Criminology (3 credits)

Crosslisted: (CRJ 2400)
Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation logic and the application of the scientific method to the explanation of crime.

SOC 2650. Popular Culture (3 credits)

An introduction to popular culture in both national and international contexts, with a further focus on two broad areas of

study: popular culture as contested "texts" in TV, film, popular music, advertising, cyber-culture, etc., and as lived in youth sub-cultures, shopping, fan clubs, etc. Critical concepts employed include ideology, representation, identity, articulation, and hegemony.

SOC 2800. Health and Society (3 credits)

An introduction to medical sociology and the sociological analysis of health and illness. Topics covered include how persons respond to illness, health care selection, social factors in therapy, and the social consequences of illness.

SOC 3000. Sociological Writing/Rhetoric (3 credits)

Students will learn to develop sociological rhetoric and to write, edit, and revise various types of sociological papers including book reviews, literature reviews, and research papers. This course emphasizes writing concisely from evidence rather than opinion. Students also learn how to do blind reviews and use sociological citation standards. PREREQ: ENG 1050, ENG 1060.

SOC 3010. Community Health Organizations & Services (3 credits)

This course explores and analyzes, from a local, national, and international perspective, current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues.

SOC 3030. The Family (3 credits)

Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change.

SOC 3060. Sociological Theory (3 credits)

This course provides students with a foundation in classical and contemporary sociological theory. Students learn to use theory to critically analyze the social world. This course prepares students for upper-level courses. PREREQ: SOC 1020, SOC 3000.

SOC 3120. Sports in Contemporary Society (3 credits)

A study of sports from a socio-cultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined.

SOC 3130. The Community (3 credits)

This course grounds the student in the multiple meanings of community: community as a territorial unit; community as a psycho-social unit; and community as a cultural unit. In addition, case studies will be used to illustrate how different types of "community" are created and maintained and how structural changes in the society affect community. PREREQ: SOC 1020 or SOC 2090.

SOC 3140. Collective Behavior and Social Movements (3 credits)

Provides a theoretical background and some analytical tools for understanding the nature and scope and cultural and historical roots of social movements world-wide and examines the growing linkages among local, national and global movements.

Collective behavior movements covered include those of peasants, indigenous peoples, women and others to achieve greater local autonomy, environmental and gender justice.

SOC 3160. Development and Globalization (3 credits)

Globalization is a collection of processes by which people around the world are interconnected in economic, political, cultural and environmental linkages. This course examines these processes via sociological theories of modernization and dependency, focusing on a commodity chains framework and world systems theory, consumption and homogeneity patterns.

SOC 3170. Social Gerontology (3 credits)

Aging as psychological, biological, and social phenomena. Review of current and emerging topics and major gerontological theories on aging and the life course.

SOC 3180. Community Development (3 credits)

This course examines sociological perspectives on contemporary theory and practice in community development. Attention will be given to development theory as well as applied sociological investigation into creating community social change. Problems and opportunities that arise from social and demographic change and the dynamics of local economies in a global context will be examined. Portfolio requirement includes an agency assessment.

SOC 3210. Social Inequalities (3 credits)

This course examines contemporary and historical theories on inequality, the ways in which it develops and how it is sustained in society, using both local and global approaches. Inequalities involving class, race, gender, age and sexual orientation are examined, and ways to create social change to reduce social inequalities will be considered.

SOC 3240. Sociology of Poverty (3 credits)

This course examines sociological perspectives on the causes and extent of poverty in the United States. Attention will be given to social theory, social policy, lived-experiences and the impact of poverty on communities. An emphasis on the extent and nature of poverty in North Carolina is provided. Portfolio requirement includes a demographic county profile.

SOC 3270. Health Inequalities (3 credits)

This course is designed to provide students with an introduction to the study of the social determinants of health. We will examine how health disparities are defined and measured and explore issues such as how the structure of society affects who gets sick and who gets care when they are sick. We will study the intersections of socio-demographic, stigmatizing and socioeconomic factors that characterize marginalized populations at the individual, institutional and systemic levels. This course will review determinants that influence health outcomes of the most disadvantaged populations in the United States. Special attention will be given to socioeconomic, racial, ethnic, and gender status and their relationships with health disparities and inequities.

SOC 3400. Life Course Criminology (3 credits)

Crosslisted: (CRJ 3400)
Taking a sociological perspective on criminal correlation, etiology and criminogenesis, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. PREREQ: SOC 2400.

SOC 3520. Human Trafficking and Slavery (3 credits)

Crosslisted: (CRJ 3520)
This course addresses a worldwide crime phenomenon and social problem that involves men, women, and children ensnared in an unthinkable life of slavery, torture, and early death. The following topics are covered in-depth: the rise and costs of human trafficking; the financial side of human trafficking; the trafficking markets in Asia, Eurasia, Eastern Europe, Latin America, Africa, and the United States. PREREQ: CRJ 2000 or SOC 1020.

SOC 3540. Gender and Society (3 credits)

Examines gender in social life focusing on the social construction of both masculinity and femininity. Covers theoretical explanations of gender differentiation, with an emphasis on socialization, stratification, family, work, education, politics and social change.

SOC 3600. Social Statistics (3 credits)

Crosslisted: (CRJ 3600, SWK 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. PREREQ: MAT 1050 or MAT 1070 or permission of the instructor.

SOC 3610. Social Research (3 credits)

Crosslisted: (CRJ 3610)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. PREREQ: SOC 1020 or SOC 2400/CRJ 2400, SOC 2250/CRJ 2350.

SOC 3670. Social Deviance (3 credits)

Crosslisted: (CRJ 3670)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. PREREQ: SOC 2400.

SOC 3680. Law and Society (3 credits)

Crosslisted: (CRJ 3680)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts.

SOC 3690. Sociology of Mental Disorders (3 credits)

Social Factors in the definition, incidence, etiology, and treatment of mental disorders are examined. Topics include the social role of the mental patient, societal views toward and responses to mental disorders and the development of mental health policy.

SOC 3730. Health Promotion and Wellness (3 credits)

A study of community problems and opportunities for health care and the social factors that mold health habits. Project

development and implementation required.

SOC 3750. Death and Dying (3 credits)

Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed.

SOC 3780. Sociology of Drug Use (3 credits)

A sociological analysis of historical and contemporary drug use. Topics include demographic, occupational, social and health correlates of drug use, drugs and the economy, societal and legal responses to drug use, drugs and crime, therapeutic and educational responses to drug use and drug policy initiatives.

SOC 3790. Substance Abuse Prevention (3 credits)

A sociological analysis of primary, secondary, and tertiary approaches to preventing substance use and abuse. Topics include socio-cultural issues affecting the initiation of substance use and the role of the family, health professionals and the community in responding to substance abuse.

SOC 3870. Women in Society (3 credits)

Crosslisted: (SWK 3870)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. PREREQ: SWK 2000 is recommended.

SOC 3880. Native American Populations (3 credits)

Crosslisted: (SWK 3880/AIS 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. PREREQ: SWK 2000 is recommended.

SOC 3890. Exploring Masculinities (3 credits)

The study of men as men within gender orders. The student will be exposed to masculinities as socially constructed in relationship to femininities and other masculinities. Special attention will be paid to how masculinities are constructed through gender practices within gender relations, both historically and currently, and how these practices and relations arise from and continue to maintain gender inequalities. Particular attention will be paid to how one is to "be a man" in American society, both currently and historically. PREREQ: SOC 1020.

SOC 3960. The Sociology of Everyday Life (3 credits)

A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations in interpersonal interaction.

SOC 4170. Sociology of Religion (3 credits)

Crosslisted: (REL 4170)
Religious institutions and relationships in modern society. PREREQ: SOC 1020.

SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)

Students learn how voluntary associations and non-profit organizations provide support for individuals and communities. This course teaches the practical skills needed to organize and maintain voluntary associations and non-profit organizations. Students will complete a portfolio containing a mission statement, a fund raising letter, plans for a fund raising event, an outline for a grant proposal, and a marketing plan.

SOC 4250. Organizations in Society (3 credits)

One can hardly avoid coming into contact with and being influenced by complex organizations in contemporary society. Functions that have traditionally been carried out by the family, the neighborhood, and other non-organizational forms of social group have been increasingly taken over by complex organizations in contemporary society. This course will analyze organizations from a sociological standpoint and help students better understand both the structure of contemporary society and changing societal conditions.

SOC 4400. Conflict Management (3 credits)

Crosslisted: (CRJ 4400)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches.

SOC 4420. Community Resource Development (3 credits)

This course will focus on community change by developing grant writing skills and related competencies including research, resource identification, program development, capacity building and change/intervention strategies to aid in the creation of proposals designed to address specific community needs. Portfolio requirement includes a completed grant application.

SOC 4520. Women and Crime (3 credits)

Crosslisted: (CRJ 4520)
A study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies. PREREQ: SOC 2400/CRJ 2400 or permission of instructor.

SOC 4530. Family Violence (3 credits)

Crosslisted: (CRJ 4530)
See listing under Criminal Justice, below.

SOC 4610. Addiction and Women (3 credits)

Crosslisted: (SAB 4610)

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

SOC 4620. Sociological Social Psychology (3 credits)

This course explores the sociological side of the contemporary field of social psychology to help students understand the processes by which we become social individuals, how we construct social reality, and how the social reality we construct influences us as individual members of human groups. Students will analyze and critique various sociological social psychological approaches and methods of understanding individuals within social contexts and assess their various strengths and weaknesses.

SOC 4850. Internship in Sociology (3 credits)

Supervised and evaluated participation in the regular activities of an organizational setting for two days a week. In consultation with the instructor, the student is expected to prepare an analysis of the organization's social structure and interactional dynamics. Course meets in the seminar setting one hour per week. Pass/Fail grading. PREREQ: Instructor permission, with the approval of the Sociology Internship Coordinator and the Department Chair.

SOC 4990. Independent Study in Sociology (3 credits)

Restrictions: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. PREREQ: Acceptance by the Department faculty member who will supervise, and approval by the Department Chair.

SOCS 4xxx. Special Topics (3 credits)

This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest.

Criminal Justice

CRJ 2000. Introduction to Criminal Justice (3 credits)

A study of the operations and processes of the justice system and its agencies (the police, courts, corrections), how the justice system influences human behavior, and how it is influenced by social, economic, and environmental factors, including the American political system.

CRJ 2010. Introduction to Terrorism Studies (3 credits)

This course will provide a comprehensive multi-disciplinary exploration of terrorism from both a historical and contemporary perspective. Emphasis will be placed on the study of domestic and international terrorist motivations, strategies, and methods through the analysis of modern terrorist organizational structures and case studies of actual events. Attention will be provided to the strategic and political response the American criminal justice community has made since the attacks of September 11, 2001.

CRJ 2100. Police in Society (3 credits)

A study of police in society, to include the history, jurisdiction and organization of police forces, police power and authority, police problems and issues, and the recruitment, training and careers of police officers. PREREQ: CRJ 2000.

CRJ 2200. The Judiciary-An Introduction (3 credits)

A study of the American judicial system, with an emphasis on the North Carolina courts, covering the activities of lawyers, prosecutors, public defenders, judges, court clerks, bailiffs and related occupations and professions. PREREQ: CRJ 2000.

CRJ 2300. Contemporary Corrections (3 credits)

A study of corrections, imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories; problems and issues, and the recruitment, training and careers of corrections officers PREREQ: CRJ 2000.

CRJ 2400. Criminology (3 credits)

Crosslisted: (SOC 2400)
Historical and contemporary theories of criminal behavior are examined, with emphasis on the sources of information on crime and the application of the scientific method to the explanation of crime.

CRJ 2410. Juvenile Justice System (3 credits)

Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as due process, venue, adjudication and dispositions, commitments, and alternatives to incarceration. PREREQ: CRJ 2000 or CRJ 2400.

CRJ 2830. Interviewing Skills (3 credits)

Crosslisted: (SAB 2830)
This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises.

CRJ 3000. Criminal Law (3 credits)

An analysis of the substantive criminal law studied from the development of the common law tradition to the present. The origins, nature, and consequences of societal reactions to crime are examined. Emphasis will be placed on social and political factors active in the creation of substantive criminal law, with particular emphasis on law as an instrument of social control. PREREQ: CRJ 2000.

CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)

This course will provide an analysis of writing formats and rhetoric techniques used by criminal justice professionals. The class will focus on the skills needed to write in a manner that is complete, clear, accurate, and convincing as well as use professional prose and concepts of rhetoric and style. Additional attention will be given to literature review and citation guidelines using both the APA and ASA styles. Lesson formats will include literature and case reviews, investigative reports, affidavits for search and arrest warrants, and the development of strategic plans and résumés. PREREQ: ENG 1050, ENG 1060.

CRJ 3020. Wrongful Convictions and Miscarriages of Justice (3 credits)

This course examines the contemporary issue of wrongful convictions and other miscarriages of justice within the criminal justice system. The unintended consequences of various actions within the system will be critically analyzed and their impact on modern society will be reviewed. Beyond issues, potential solutions to modern systematic problems will be discussed with their vitality examined in light of existing criminological and sociological empirical research.

CRJ 3100. Private Security (3 credits)

An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made.

CRJ 3150. Criminal Investigation (3 credits)

A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing 'high technology' relating to criminal investigation. PREREQ: CRJ 2100.

CRJ 3180. Criminal Justice Administration and Management (3 credits)

This course examines the duties of administrators and managers in a criminal justice agency by studying the formal nature of bureaucratic organizations, the processes of leadership, management, decision- making, organizational communications, staffing, training, planning, budgeting, evaluation, organizational development and controlled change; and acquaints students with historical developments, applications of managerial and organizational theories, principles and practices and problems of administering and managing criminal justice organizations. PREREQ: CRJ 2000.

CRJ 3300. Probation and Parole (3 credits)

Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. PREREQ: CRJ 2000.

CRJ 3400. Life Course Criminology (3 credits)

Crosslisted: (SOC 3400)
Taking a sociological perspective on criminal correlation, etiology, and criminogenics, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. PREREQ: CRJ 2400

CRJ 3440. Organized Crime (3 credits)

A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). PREREQ: CRJ 2000.

CRJ 3500. Offender Rehabilitation (3 credits)

Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution.

CRJ 3520. Human Trafficking and Slavery (3 credits)

Crosslisted: (SOC 3520)
This course addresses a worldwide crime phenomenon and social problem that involves men, women, and children ensnared in an unthinkable life of slavery, torture, and early death. The following topics are covered in-depth: the rise and costs of human trafficking; the financial side of human trafficking; the trafficking markets in Asia, Eurasia, Eastern Europe, Latin America, Africa, and the United States. PREREQ: CRJ 2000 or SOC 1020.

CRJ 3600. Social Statistics (3 credits)

Crosslisted: (SOC 3600, SWK 3600)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. PREREQ: MAT 1050 or MAT 1070 or permission of the instructor.

CRJ 3610. Social Research (3 credits)

Crosslisted: (SOC 3610)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. PREREQ: SOC 1020 or SOC 2400/CRJ 2400.

CRJ 3670. Social Deviance (3 credits)

Crosslisted: (SOC 3670)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. PREREQ: CRJ 2400 (SOC 2400) or permission of the instructor.

CRJ 3680. Law and Society (3 credits)

Crosslisted: (SOC 3680)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts.

CRJ 3700. Ethics in Criminal Justice (3 credits)

Overview of the major philosophical schools of ethics and application of ethical systems and standards to decision making by professionals working in every part of the criminal justice system. PREREQ: CRJ 2000.

CRJ 3750. Criminal Profiling (3 credits)

This course examines the basis for the process of criminal profiling and its use in the criminal justice system. Various facets of the profiling process will be examined utilizing numerous case studies, including the typology of the offender, deception, crime scene analysis, and interpretation of evidence. Consideration of the foundational assumptions for, basic approaches to, the limitation and the alternatives to criminal profiling will also be included.

CRJ 3910. Constitutional Rights of Prisoners (3 credits)

This course provides an introduction to the rights and responsibilities of inmates from both a national and international perspective. The course will place an emphasis on the rights of male and female prisoners with respect to use of force, visitation, use of mail, internet, and telephone, administrative segregation, religion, legal services, disciplinary proceedings, parole and probation, rehabilitation programs and medical care, and human rights among other topics. PREREQ: CRJ 2000.

CRJ 4000. Criminal Procedure (3 credits)

A critical examination of the due process rights guaranteed to individuals in the justice system. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors, and judges. Evolving constitutional foundations of the justice system are examined, along with a review of the remedies available for the violation of these rights. PREREQ: CRJ 3000 or permission of the instructor.

CRJ 4020. Sex Crimes (3 credits)

This course will serve as an introductory course for students wishing to gain a better understanding of how the criminal justice system deals with sex offenders and their offenses. Knowledge from various sources and disciplines will be synthesized to develop a theoretical framework for conceptualizing the role of the criminal justice system in deterring and punishing this special class of offender.

CRJ 4120. Judicial Decisions (3 credits)

A critical analysis of the process and impact of judicial decisions. Includes an examination of judicial selection, political influence, public opinion, and agenda setting. The role of precedent, policy, politics, and a range of extra-legal factors will be considered. The qualifications, selection, and role of jurors are also discussed in this examination of the interaction of law in society.

CRJ 4140. Restorative Justice (3 credits)

The concept of restorative justice and related "criminology as peace-keeping" and integrative-constitutive approaches to crime. Restorative justice offers a series of values, intending to repair the harm done by crime, bringing about closure, healing, and forgiveness.

CRJ 4150. Police Community Relations (3 credits)

This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, victims, and the mass communications media. PREREQ: CRJ 2100.

CRJ 4200. Homeland Security (3 credits)

This course will provide a broad understanding of the organizational structure, mission, and challenges faced by the Department of Homeland Security (DHS) and its role within the criminal justice community in protecting the nation from terrorism. Emphasis will be placed on the critical evaluation of the effectiveness of America's current national security policy by exploring contemporary efforts to protect the nation against terrorist attack by reducing our strategic vulnerabilities and developing creative antiterrorism strategies. Case studies and practical exercises will be instrumental in meeting course objectives. PREREQ: CRJ 2010.

CRJ 4210. Counterterrorism Strategies (3 credits)

This course will take a cross-disciplinary approach to analyze proactive methods used by the criminal justice and intelligence

community and its international partners to combat terrorism and political violence. Case studies of contemporary terrorist groups and counterterrorism strategies used by law enforcement to reduce the effectiveness of terrorist activities will be provided along with scenariobased practical exercise learning techniques. PREREQ: CRJ 2010.

CRJ 4220. Terrorism: Constitutional and Legal Issues (3 credits)

This course will provide an overview of constitutional, legislative, and legal issues impacting criminal justice professionals at all levels of government engaged in combating terrorism. Emphasis will be placed on examining the social, ethical, practical, and political implications of legislation such as the Patriot Act, which is designed to protect the homeland and American interests throughout the world. Particular focus will be provided the legal implications of terrorism on the judicial system and in particular the challenges facing government prosecutors. This course will utilize contemporary case studies in furtherance of its objectives. PREREQ: CRJ 2010.

CRJ 4230. Intelligence Studies (3 credits)

This course will critically examine the role of intelligence in supporting the National Security Policy of the United States. It will explore the mission and structure of the American Intelligence Community and examine the stages of the intelligence cycle process and the issues experienced in each step. A particular focus will be placed on the importance of intelligence in combating terrorism and transnational crime. Practical exercise analytical learning techniques will be used to examine contemporary case studies of terrorist attacks and violent crime events. PREREQ: CRJ 2010.

CRJ 4350. Death Penalty (3 credits)

Legal, social, ethical, moral, and practical issues surrounding capital punishment, examining the nature, practice and functions of the death penalty in American and Western societies.

CRJ 4400. Conflict Management (3 credits)

Crosslisted: (SOC 4400)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches.

CRJ 4520. Women and Crime (3 credits)

Crosslisted: (SOC 4520)
A study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies. PREREQ: SOC 2400/CRJ 2400 or permission of instructor.

CRJ 4530. Family Violence (3 credits)

Crosslisted: (SOC 4530)
Historical, cross-cultural and current issues in family and domestic violence, with attention to child abuse, couple violence, and the responses of criminal justice, counseling and social service agencies.

CRJ 4550. Victimology (3 credits)

This course is designed to introduce students to the topic of victimology, the scientific study of victims. In this course, students will examine the field of victimology, including its scope and development, review of the problems associated with victimization, examine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society. PREREQ: SOC/CRJ 2400, or instructor permission

CRJ 4750. Computer Applications in Criminal Justice (3 credits)

An overview of the applications and emerging issues of computer technology in law enforcement, corrections, jurisprudence, and criminological research. Special attention is paid to the application of computer technology to decision-making in the criminal justice system. A variety of computer applications are presented.

CRJ 4800. Internship in Criminal Justice (3 credits)

Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Prior to field placement students will be instructed in operating policies and procedures of the host agency. Pass/Fail Basis. PREREQ: Senior standing, faculty advisor's recommendation, and consent of Coordinator of Criminal Justice Internships and the Department Chair.

CRJ 4990. Independent Study in Criminal Justice (3 credits)

Restrictions: Limited to seniors majoring in criminal justice whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. PREREQ: Acceptance by a Department faculty member who will supervise, and approval by the Department Chair.

CRJS 4xxx. Special Topics in Criminal Justice (3 credits)

This course title provides flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest.

College of Health Sciences

Dean: Todd Telemeco

Established in 2018, the College of Health Sciences is comprised of four departments: Department of Counseling, Department of Health and Human Performance, Department of Nursing, and Department of Social Work. Undergraduate degrees offered include the Bachelor of Science in Athletic Training, Bachelor of Science in Exercise Sport Science, Bachelor of Science in Health/Physical Education, Bachelor of Science in Nursing and the Bachelor of Social Work. Graduate degrees available through the Graduate School include the Master of Arts in Education in Clinical Mental Health Counseling, the Master of Arts in Health and Physical Education, the Master of Science in Nursing, the Master of Arts in Education in Professional School Counseling and the Master of Social Work, as well as graduate certificates in Addictions Counseling, Advanced School Counseling for Postsecondary Success, and Nursing Education.

The College's programs maintain professional accreditations through the Commission on Accreditation of Athletic Training Education (CAATE), Council for the Accreditation of Counseling and Related Programs (CACREP), Commission on Collegiate Nursing Education (CCNE) and the Council on Social Work Education (CSWE). Programs that lead to North Carolina educator licensure are administered with the School of Education and are accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina Department of Public Instruction.

Department of Counseling

Chair: Jeffrey Warren

Faculty: Whitney Akers[1], Ki Chae, Shenika Jones[2], Gary W. Mauk, Jonathan Ricks, Stephanie Robinson, Nicole Stargell, Dana Unger

[1]Director, Clinical Mental Health Counseling Program
[2]Director, Professional School Counseling Program

The Department of Counseling offers two distinct graduate degree programs in counseling: Professional School Counseling (M.A.Ed.) and Clinical Mental Health Counseling (M.A.Ed.). The department also offers graduate certificate programs in in Advanced School Counseling for Postsecondary Success and in Addiction Counseling. As an affiliated program within the Teacher Education Program, the Professional School Counseling program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina State Board of Education. The Professional School Counseling and Clinical Mental Health Counseling programs are also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For complete information about these programs and courses leading to the Master of Arts in Education (M.A.Ed.) in either Professional School Counseling or Clinical Mental Health Counseling, see The Graduate School .

Clinical Mental Health Counseling, M.A.Ed.

Professional School Counseling, M.A.Ed.

Department of Kinesiology

Chair: Bryan Winters

Faculty: Lars Andersson, Brittany Bennett, Michael Blackburn, Johnny Cox, Kendra Eaton, Susan Edkins[4], Leah Fiorentino, Laura Fenton, Stephanie Graziani, John Haskins, Kriston Jacobs, Jeff Jefferson, Othello Johnson, Tony Jones, Beverly Justice, Billy Lindquist, Ellen McGill, Michael Musselwhite, Paul O'Neil, Peter Ormsby, Brittany Padilla, Alyssa Price, Drew Richards, Shane Richardson, Oscar Roverato, Theresa Schlosser, Jessica Siegele, Matthew Stuck, David Synan, Joey Tamburo, Caroline Taylor, Thomas Trendowski[1,5], William Young, Marian Wooten[3], Chi-Emeke Worthington

[1]Graduate Program Director
[2]Health Promotion Program Coordinator
[3]Recreation and Sport Administration Program Coordinator
[4]Athletic Training Program Director

[5]Health and Physical Education Program Coordinator

[6]Exercise Physiology Program Coordinator

The purposes of the Department of Kinesiology are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of health and physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; and (4) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

The Department offers the Master of Arts (M.A.) and the Master of Arts in Teaching (M.A.T.) graduate programs in Health and Physical Education and the Master of Science (M.S.) program in Athletic Training. For complete information about programs and courses leading to these graduate degrees, see The Graduate School.

Major

3+2 BS EXSS Exercise Physiology/MS Athletic Training

This program allows qualified students to complete the BS EXSS: Exercise Physiology in four years and the MS Athletic Training after the fifth year. Students in this accelerated program will be evaluated for MSAT admission after the completion of the sophomore year. A maximum of 15 students will be guaranteed admission upon completion of the ATCAS and the Graduate School application process.

MSAT admission requirements include: 50 observation hours under the direct supervision of a licensed athletic trainer, a minimum 3.0 overall GPA, and a C or higher in the following pre-requisite courses

BIO 1000/BIOL 1000

CHM 1300/1100 or 1400/1120

EXPH 2100/2110

EXPH 2200/2210

EXPH 3450/3460 or EXPH 4100/4110*

EXPH 4120/4130

HLTH 2100

MAT 2100

PHY 1500/1560

PSY 1010

Formal admittance will be granted in the junior year and students will begin the MSAT program in the summer after their junior year. The MSAT is a full-time, year-round professional program and students admitted into the MSAT will be involved in clinical immersions that will prevent participation in extracurricular activities.

Students who are not meeting admission requirements at the completion of the sophomore year will not be allowed to continue in the accelerated program and will be required to change their major. Students recommended for admission who fall below admissions standards or fail to complete the admissions requirements during the junior year will not be allowed to matriculate into the MSAT. These students will be required to complete the fourth year of the BS EXSS: Exercise Physiology degree, but would still have the option to apply to the MSAT through the standard application process.

*Both are required for the degree, but the course with the higher grades will be used for admission purposes.

NOTE: Students must complete at least two WE courses within their General Education requirements in order to meet the university writing requirement.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Program Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. These courses are required for the degree but also fulfill General Education requirements. BIO 1000, CHM 1300 or CHM 1400, MAT 2100, and PSY 1010 are pre-requisites to the MSAT and require a C or higher.

- BIO 1000. Principles of Biology (3 credits)

- CHM 1300. General Chemistry I (3 credits)
  or
- CHM 1400. Chemistry for Health Sciences I (3 credits)
- MAT 1070. College Algebra (3 credits) or higher
- MAT 2100. Introduction to Statistics (3 credits)
- PHI 2040. Introduction to Ethics (3 credits)
  or
- PHI 2070. Contemporary Moral Issues (3 credits)
- PSY 1010. Introductory Psychology (3 credits)
- SOC 1020. Introduction to Sociology (3 credits)
  or
- SOC 1050. Introduction to Cultural Anthropology (3 credits)
  or
- SOC 2090. Social Problems in Modern Society (3 credits)

Exercise Physiology Major Requirements 32 Sem. Hrs.

These courses count toward the BS EXSS: Exercise Physiology major. HLTH 2100 and EXPH 2100, 2110, 2200, 2210, 4120, 4130 and either 3450/3460 or 4100/4110 are pre-requisites for the MSAT and require a C or higher.

- EXPH 2100. Anatomy and Physiology (3 credits)
- EXPH 2110. Anatomy and Physiology I Lab (1 credit)
- EXPH 2200. Anatomy and Physiology II (3 credits)
- EXPH 2210. Anatomy and Physiology II Lab (1 credit)
- EXPH 3400. Sport and Exercise Psychology (3 credits)
- EXPH 3450. Kinesiology (3 credits)
- EXPH 3460. Kinesiology Lab (1 credit)
- EXPH 4100. Biomechanics (3 credits)
- EXPH 4110. Biomechanics Lab (1 credit)
- EXPH 4120. Exercise Physiology (3 credits)
- EXPH 4130. Exercise Physiology Lab (1 credit)
- EXPH 4200. Advanced Exercise Prescription (3 credits)
- HLTH 2100. Applied Nutrition (3 credits)
- HLTH 4100. Health and Fitness Behavior Changes (3 credits)

3+2 Specific Courses 9 Sem. Hrs.

These courses are required for the degree but are specific to the 3+2 program. BIOL 1000, CHM 1120, PHY 1500 and PHY 1560 are pre-requisites to the MSAT and require a C or higher.

- ATH 1040. Introduction to Athletic Training (3 credits)
- BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
- CHM 1100. General Chemistry Laboratory I (1 credit)
  or
- CHM 1120. Chemistry for Health Sciences Laboratory I (1 credit)
- PHY 1500. College Physics I (3 credits)
- PHY 1560. College Physics Lab I (1 credit)

BS EXSS/MSAT Courses 35 Sem. Hrs.

These courses will be taken starting in the summer after the junior year and will be used to complete the BS EXSS: Exercise Physiology degree.

- ATR 5000. Functional Anatomy (3 credits)
- ATR 5010. Emergency Care (4 credits)
- ATR 5100. Clinical Experience I (1 credit)
- ATR 5120. Clinical Examination and Diagnosis I (4 credits)
- ATR 5130. Evidence-Based Practice I (2 credits)
- ATR 5140. Therapeutic Interventions I (2 credits)
- ATR 5200. Clinical Experience II (2 credits)
- ATR 5220. Clinical Examination and Diagnosis II (4 credits)
- ATR 5230. Evidence-Based Practice II (2 credits)
- ATR 5240. Therapeutic Interventions II (4 credits)
- ATR 5300. Clinical Experience III (2 credits)
- ATR 5340. Therapeutic Interventions III (4 credits)
- ATR 5350. Diagnostic Imaging and Casting (1 credit)

MSAT Courses 31 Sem. Hrs.

These courses will be taken in the summer after the fourth year and in the fifth year to complete the MS Athletic Training degree.

- ATR 5320. Clinical Examination and Diagnosis III (2 credits)
- ATR 5330. Evidence-Based Practice III (2 credits)
- ATR 5400. Clinical Experience IV (2 credits)
- ATR 5420. Clinical Examination and Diagnosis IV (3 credits)
- ATR 5430. Evidence-Based Practice IV (2 credits)
- ATR 5440. Therapeutic Interventions IV (2 credits)
- ATR 5500. Clinical Experience V (5 credits)
- ATR 5560. Leadership of Athletic Training (3 credits)
- ATR 5570. Wellness Promotion Across the Lifespan (3 credits)
- ATR 5600. Clinical Experience VI (4 credits)
- ATR 5660. Transition to Professional Practice (3 credits)

Total: 152 Semester Hours

Exercise and Sport Science, Exercise Physiology Track, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Courses: 13 Sem. Hrs.

- HHP 3270. Funding and Grant Writing (1 credit)
- HHP 4030. Facilities Design (3 credits)
- HHP 4000. Applied Research (3 credits)
- HHP 4999. Internship (6 credits)

Track Option (see listings below)

Exercise Physiology Track

- EXPH 2100. Anatomy and Physiology (3 credits)
- EXPH 2110. Anatomy and Physiology I Lab (1 credit)
- EXPH 2200. Anatomy and Physiology II (3 credits)
- EXPH 2210. Anatomy and Physiology II Lab (1 credit)
- EXPH 3400. Sport and Exercise Psychology (3 credits)
- EXPH 3450. Kinesiology (3 credits)
- EXPH 3460. Kinesiology Lab (1 credit)
- EXPH 3500. Motor Behavior (3 credits)
- EXPH 3510. Motor Behavior Lab (1 credit)
- EXPH 4100. Biomechanics (3 credits)
- EXPH 4110. Biomechanics Lab (1 credit)
- EXPH 4120. Exercise Physiology (3 credits)
- EXPH 4130. Exercise Physiology Lab (1 credit)
- EXPH 4200. Advanced Exercise Prescription (3 credits)
- HLTH 1060. Safety and First Aid (1 credit)
- HLTH 2100. Applied Nutrition (3 credits)
- RSA 4000. Introduction to Therapeutic Recreation (3 credits)

Departmental Elective:

Pick one course from:

- HHP 4160. Leadership in Health and Human Performance (3 credits)
- HLTH 4100. Health and Fitness Behavior Changes (3 credits)

Track Total: 43 Sem. Hrs.

Electives: 19 Sem. Hrs.

Water Survival Test

All Exercise and Sport Science majors must pass the department's Water Survival Test (WST) as a requirement of graduation.

Total: 120 Sem. Hrs.

Exercise and Sport Science, Health Promotion Track, B.S.

Health Promotion Coordinator: Bradley Fevrier

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Core Courses: 13 Sem. Hrs.

- HHP 3270. Funding and Grant Writing (1 credit)
- HHP 4030. Facilities Design (3 credits)
- HHP 4000. Applied Research (3 credits)
- HHP 4999. Internship (6 credits)

Track Option (see listings below)

Health Promotion Track

EXPH and HLTH: 40 Sem. Hrs.

- EXPH 2100. Anatomy and Physiology (3 credits)
- HLTH 1060. Safety and First Aid (1 credit)
- HLTH 2000. Principles of Health and Fitness Promotion (3 credits)
- HLTH 2100. Applied Nutrition (3 credits)
- HLTH 3060. Human Sexuality (3 credits)
- HLTH 3070. Women's Health Issues (3 credits)
- HLTH 3080. Ethnic and Cultural Implications in Health Promotion (3 credits)
- HLTH 3300. Health Promotion and Fitness Skills (3 credits)
- HLTH 3650. Epidemiology of Human Diseases (3 credits)
- HLTH 3660. Health Advocacy (3 credits)
- HLTH 3670. Health Care Ethics (3 credits)
- HLTH 3770. Drugs, Society, and Behavior (3 credits)
- HLTH 4100. Health and Fitness Behavior Changes (3 credits)
- HLTH 4700. Planning, Administration, and Evaluation of Programs (3 credits)

Minor or Concentration chosen from the following list: 18-21 Sem. Hrs.

African American Studies, American Indian Studies, American Studies, Economics, Entrepreneurship, Gender Studies, Information Technology, International Sociology, Journalism, Legal Studies, Management, Marketing, Medical Sociology, Personnel and Organizational Leadership, Psychology, Public Policy and Administration, Social Welfare, Sociology, Spanish, Substance Abuse, Sustainable Agriculture, World Studies

Electives: 1-4 Sem. Hrs.

Water Survival Test

All Exercise and Sport Science majors must pass the department's Water Survival Test (WST) as a requirement of graduation.

Total: 120 Sem. Hrs.

Exercise and Sport Science, Recreation and Sport Administration Track, B.S.

Coordinator: Marian Wooten

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)

- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Track-Specific General Education Requirements: 15 Sem. Hrs.

- ECN 1000. Economics of Social Issues (3 credits)
- PSY 1010. Introductory Psychology (3 credits)
- SOC 1020. Introduction to Sociology (3 credits)
- MAT 1070. College Algebra (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)

Core Courses: 13 Sem. Hrs.

- HHP 3270. Funding and Grant Writing (1 credit)
- HHP 4030. Facilities Design (3 credits)
- HHP 4000. Applied Research (3 credits)
- HHP 4999. Internship (6 credits)

Track Option (see listings below)

Recreation and Sport Administration Track: 39 Sem. Hrs.

- PED 2040. Adaptive Physical Education (1 credit)
- EXPH 2100. Anatomy and Physiology (3 credits)
- EXPH 3400. Sport and Exercise Psychology (3 credits)
- RSA 2000. Introduction to Sport Administration (3 credits)
- RSA 2010. Introduction to Community Recreation (3 credits)
- RSA 3320. Recreation Programming (3 credits)
- RSA 4000. Introduction to Therapeutic Recreation (3 credits)
- RSA 4160. Outdoor Recreation Service (3 credits)
- RSA 4250. Leisure and Wellness for Older Adults (3 credits)
- RSA 4400. Tourism and Commercial Recreation (3 credits)
- HHP 4150. Organization and Administration of Physical Education and Athletics (3 credits)
- HLTH 2100. Applied Nutrition (3 credits)

Minor chosen from the following list:

Business, Economics, Marketing, Psychology, Sociology, or advisor approval

Track Total: 57 Sem. Hrs.

Electives: 5 Sem. Hrs.

Total: 120 Sem. Hrs.

Health/Physical Education (K-12), B.S.

Coordinator: Thomas Trendowski

Location: Department of Health and Human Performance

Program Description

The program of study in Health/Physical Education consists of four curricular components: freshman seminar and general education, the content courses, the professional studies core, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an Initial Professional License (IPL) to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Health/Physical Education program is one of 12 teacher education programs offered at UNCP. Health/Physical Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Health/Physical Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Health/Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

Freshman Seminar and General Education: 45 (44)*

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many major have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and health/physical education (K-12) requirements including:

- PED 1380. Rhythms and Dance (1 credit)

Content Courses: 40 Sem. Hrs.

- PED 1010. Wellness and Fitness (1 credit)
- PED 1380. Rhythms and Dance (1 credit) (also meets Gen Ed. Req.)*
- PED 2000. Motor Learning and Development (1 credit)
- PED 3100. Adapted Physical Education (3 credits)
- PED 3120. PE and Sport in Contemporary Society (3 credits)
- EXPH 3450. Kinesiology (3 credits)
- EXPH 2100. Anatomy and Physiology (3 credits)
- EXPH 2200. Anatomy and Physiology II (3 credits)
- EXPH 3500. Motor Behavior (3 credits)
- EXPH 3510. Motor Behavior Lab (1 credit)
- EXPH 4120. Exercise Physiology (3 credits)
- HHP 4150. Organization and Administration of Physical Education and Athletics (3 credits)
- HLTH 1060. Safety and First Aid (1 credit)
- HLTH 2100. Applied Nutrition (3 credits)
- HLTH 3650. Epidemiology of Human Diseases (3 credits)
- HLTH 3770. Drugs, Society, and Behavior (3 credits)
- HLTH 4100. Health and Fitness Behavior Changes (3 credits)

Professional Studies Core: 12 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Pedagogy: 24 Sem. Hrs.

- PED 3420. Introduction to Health/PE (3 credits)
- PED 3060. Elementary School Methods Health/PE (3 credits)
- PED 3070. Middle School Methods Health/PE (3 credits)
- PED 3080. High School Health/PE Methods (3 credits)
- PED 4040. Classroom Discipline (1 credit)
- PED 4060. Health/PE Teaching Seminar (2 credits)
- EDN 4490. Internship (Full Semester) (9 credits)

Total: 120 Sem. Hrs.

NOTE: Students who desire teacher licensure in Health/Physical Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

Minor

Health Promotion Minor

Requirements for a Minor in Health Promotion

- HLTH 2000. Principles of Health and Fitness Promotion (3 credits)
- HLTH 3300. Health Promotion and Fitness Skills (3 credits)
- HLTH 3650. Epidemiology of Human Diseases (3 credits)
- HLTH 4100. Health and Fitness Behavior Changes (3 credits)
- HLTH 4700. Planning, Administration, and Evaluation of Programs (3 credits)

and one from:

- HLTH 3060. Human Sexuality (3 credits)
- HLTH 3070. Women's Health Issues (3 credits)
- HLTH 3080. Ethnic and Cultural Implications in Health Promotion (3 credits)
- HLTH 3660. Health Advocacy (3 credits)
- HLTH 3670. Health Care Ethics (3 credits)

Total: 18 Sem. Hrs.

Recreation Minor

Requirements for a Minor in Recreation

- RSA 2010. Introduction to Community Recreation (3 credits)
- RSA 3320. Recreation Programming (3 credits)
- RSA 4000. Introduction to Therapeutic Recreation (3 credits)
- RSA 4160. Outdoor Recreation Service (3 credits)
- RSA 4250. Leisure and Wellness for Older Adults (3 credits)
- RSA 4400. Tourism and Commercial Recreation (3 credits)

Total: 18 Sem. Hrs.

Sport Leadership Minor

Requirements for a Minor in Sport Leadership

- HHP 4150. Organization and Administration of Physical Education and Athletics (3 credits)
- HHP 4160. Leadership in Health and Human Performance (3 credits)
- HHP 4920. Three-Credit Internship (3 credits)
- HLTH 4700. Planning, Administration, and Evaluation of Programs (3 credits)
- RSA 3320. Recreation Programming (3 credits)

and one from:

- EXPH 4200. Advanced Exercise Prescription (3 credits) or
- HLTH 3660. Health Advocacy (3 credits) or
- RSA 4750. Sport Business and Management (3 credits)

Total: 18 Sem. Hrs.

Courses: Athletic Training

ATH 1040. Introduction to Athletic Training (3 credits)

An introductory course to the field of athletic training for potential athletic trainers and HPER students; topics include professional development, risk management, pathology of sports injuries, management of athletic injuries, etc. Required for admission to the AT Program.

ATH 2000. Clinical Education I (2 credits)

This course is the first in the Clinical Education sequence of courses. It is the cornerstone of the clinical skill acquisition in athletic training. The clinical focus of this course is wound care, vital signs, environmental monitoring, and taping, bracing, and padding. PREREQ: Admission to the AT Program.

ATH 2010. Clinical Education II (3 credits)

This course is the second in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is clinical examination and diagnosis of the lower extremity using evidence-based practice, taping, bracing, and padding. PREREQ: C or better in ATH 2000.

ATH 2040. Lower Extremities Assessment (3 credits)

A course in athletic injury evaluation of the major joints of the lower body and the spine, including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. PREREQ: Admission to the AT Program.

ATH 2050. Upper Extremities Assessment (3 credits)

A course in athletic injury evaluation of the major joints of the upper body, head, neck, thorax, and abdomen, including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. PREREQ: C or higher in ATH 2040.

ATH 2900. Evidence-Based Practice (3 credits)

This course introduces students to the concepts of evidence-based practice, as well as the role of research in the field of athletic training. Acquisition of knowledge and skills in these areas will provide the building blocks necessary for becoming an evidence-based practitioner. PREREQ: Admission to the AT Program.

ATH 3000. Clinical Education III (3 credits)

This course is the third in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is acute care of injury and illness, clinical examination and diagnosis of the upper extremity injuries, and therapeutic exercise using evidence-based practice. PREREQ: C or better in ATH 2010.

ATH 3010. Clinical Education IV (3 credits)

This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic modalities and prevention and health promotion using evidence-based practice. PREREQ: C or better in ATH 3000. NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.

ATH 3040. Therapeutic Modalities (3 credits)

An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be placed on establishing a foundation for selecting a treatment protocol for an injury. PREREQ: Enrollment in or credit for ATHL 3040 and junior standing in the AT Program.

ATH 3050. Therapeutic Exercise (3 credits)

An advanced course covering the principles of the rehabilitation of athletic injuries from the time of injury until the athlete returns to competition. PREREQ: Enrollment in or credit for ATHL 3050 and junior standing in the AT Program.

ATH 3200. Emergency Procedures (3 credits)

Students will learn to recognize and assess the acute injuries and illnesses of the physically active, prevent disease transmission, employ critical thinking skills when dealing with an emergency situation, and implement the appropriate acute care techniques required of the situation. PREREQ: Junior standing in the AT Program

ATH 3300. Exercise and Nutrition Prescription (3 credits)

Study of body mass regulation including the understanding of food, digestion, metabolism, and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques. PREREQ: Junior standing in the AT Program NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.

ATH 3310. Exercise and Nutrition Prescription (2 credits)

Study of body mass regulation including the understanding of food, digestion, metabolism, and different intervention strategies such as diet and exercise. Students learn assessment and prescription principles and techniques. PREREQ: Junior standing in the AT Program NOTE: This course is required for ATH majors who enter in fall 2016 or later.

ATH 4000. Clinical Education V (4 credits)

This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills. PREREQ: C or better in ATH 3010. NOTE: This course is required for ATH majors who entered in fall 2015 or earlier.

ATH 4050. Organization & Administration of Athletic Training (3 credits)

Designed to provide the advanced athletic training student with organizational skills and an understanding of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations. PREREQ: Senior standing in the AT Program

ATH 4100. General Medical Conditions and Pharmacology I (2 credits)

This course provides the senior athletic training student with a background of the general medical evaluation and an introduction to pharmacokinetics and pharmacodynamics. In addition, students will learn to recognize the common medical conditions of the respiratory system, cardiovascular system, gastrointestinal system, and genitourinary and gynecological systems along with the common medications used to treat those conditions. PREREQ: Senior standing in the AT Program

ATH 4110. Clinical Education IV (3 credits)

This course is the fourth in the Clinical Education sequence of courses. It continues the clinical skill acquisition in athletic training by building on the didactic courses of the previous semester. Although the student may be exposed to multiple learning opportunities, the clinical focus of this course is therapeutic modalities and prevention and health promotion using evidence-based practice. PREREQ: C or better in ATH 3000. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

ATH 4200. General Medical Conditions and Pharmacology II (2 credits)

This course is a continuation of General Medical Conditions and Pharmacology I. Students will learn to recognize the common medical conditions of the eye, ear, nose, throat, and mouth, neurological system, systemic disorders, infectious diseases, dermatological conditions, musculoskeletal disorders, psychological and substance abuse disorders, and the common medications used to treat those conditions. In addition, working with special populations will be addressed. PREREQ: C or better in ATH 4100.

ATH 4220. Clinical Education V (3 credits)

This course is the culmination of the clinical education series of courses. It requires the student to use critical thinking and problem solving skills to demonstrate mastery of the clinical integration proficiencies in the five domains of athletic training. The learning focus of this course is psychosocial intervention skills. PREREQ: C or better in ATH 4110. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

ATH 4970. BOC Preparation I (2 credits)

A seminar designed to prepare senior athletic training majors for the entry-level Board of Certification examination. PREREQ: Senior standing in the AT Program.

ATH 4980. BOC Preparation II (1 credit)

A continuation of ATH 4970 designed to prepare the senior athletic training majors for the entry-level Board of Certification examination. PREREQ: C or better in ATH 4970.

Athletic Training Laboratory

ATHL 2045. Lower Extremity Assessment Lab (1 credit)

This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for lower extremity assessment. PREREQ: Enrollment in or credit for ATH 2040. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

ATHL 2055. Upper Extremity Assessment Lab (1 credit)

This course provides the student with the formal instruction and evaluation of the psychomotor skills necessary for upper extremity assessment. PREREQ: Enrollment in or credit for ATH 2050. NOTE: This course is required for ATH majors who enter in fall 2016 or later.

ATHL 3040. Therapeutic Modalities Lab (1 credit)

This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic modalities. PREREQ: Enrollment in or credit for ATH 3040.

ATHL 3050. Therapeutic Exercise Lab (1 credit)

This course provides the student with the formal instruction and evaluation of the psychomotor skills in therapeutic exercise. PREREQ: Enrollment in or credit for ATH 3050.

Exercise Physiology

EXPH 2100. Anatomy and Physiology (3 credits)

A study of the anatomical and physiological functions, parts, and processes of the various systems of the human body to include cell, tissue, and organ, and structural study.

EXPH 2110. Anatomy and Physiology I Lab (1 credit)

This laboratory will provide students with exposure to basic laboratory study of the cells, tissues, and structures of the human body. COREQ: EXPH 2100

EXPH 2200. Anatomy and Physiology II (3 credits)

This course will provide students with the advanced knowledge and application of anatomy and physiology that is necessary for professions that include exercise physiology, cardiac rehabilitation specialist, physical therapist, occupational therapist, and physician's assistant. Advanced concepts of anatomical and physiological integration and interaction of systems will be the primary focus. PREREQ: EXPH 2100 and 2110

EXPH 2210. Anatomy and Physiology II Lab (1 credit)

This laboratory will provide students with opportunities for advanced application of laboratory procedures and cell, structure, and landmark identification. COREQ: EXPH 2200

EXPH 3400. Sport and Exercise Psychology (3 credits)

Crosslisted: (REC 3400)
A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport.

EXPH 3450. Kinesiology (3 credits)

A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement.

EXPH 3460. Kinesiology Lab (1 credit)

This course will provide students with the opportunity to experience advanced laboratory applications in the mechanics of the human body manipulating forces to provide motion. The lab will focus on levers; origins, insertions and lines of pull of muscles; and the manipulation of angles in a practical sense. COREQ: EXPH 3450

EXPH 3500. Motor Behavior (3 credits)

This course will provide students with in-depth study of the mechanisms of developing and refining skills in motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance.

EXPH 3510. Motor Behavior Lab (1 credit)

This lab will provide students with opportunities to apply the techniques associated with developing and refining skills in

motor activities, such as motor development patterns, factors affecting motor learning, improving motor skills, and advanced training for peak motor performance. COREQ: EXPH 3500

EXPH 4100. Biomechanics (3 credits)

A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts. PREREQ: EXPH 2100 and EXPH 2200 or 3450

EXPH 4110. Biomechanics Lab (1 credit)

This course will provide students with the opportunity to experience advanced laboratory applications in analyzing how body position, joint angles, and forces affect human movement. COREQ: EXPH 4100

EXPH 4120. Exercise Physiology (3 credits)

An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well.

EXPH 4130. Exercise Physiology Lab (1 credit)

This course will provide students with the opportunity to experience advanced laboratory applications for testing the human body's response to exercise demands. COREQ: EXPH 4120

EXPH 4200. Advanced Exercise Prescription (3 credits)

This lecture course will merge the concepts of the prerequisite courses together to provide the students with practical, applied knowledge of how to prescribe exercise for normal, clinical, and elite clienteles. PREREQ: EXPH 4100 and 4120

Health Promotion

HLTH 1060. Safety and First Aid (1 credit)

A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course.

HLTH 2000. Principles of Health and Fitness Promotion (3 credits)

A generic introduction for students pursuing professional preparation in health promotion. It will discuss the historical and philosophical perspectives of the development of health promotion and examine the delivery of health promotion in a variety of settings.

HLTH 2060. Nutrition (1 credit)

Crosslisted: (PED 2060)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester course.

HLTH 2100. Applied Nutrition (3 credits)

This course will provide an overview of basic nutrition (micronutrients and macronutrients) as well as applied work relevant to metabolic disorders, specialty diets for different comorbidities, performance nutrition, and dispelling diet myths. PREREQ: EXPH 2100

HLTH 3060. Human Sexuality (3 credits)

This course will provide the student with an examination of the physiological, psychological and sociological factors of human sexuality. Topics include social and biological foundations of human sexuality, human reproduction and contraception, cross-cultural perspectives on sexual behavior and society, gender roles, sexual stereotyping, issues in sex education, and the effects of various climates (economics, policy, politics, etc) on the expression of human sexuality.

HLTH 3070. Women's Health Issues (3 credits)

Course will provide the student with an examination of the various health issues that are specific to women. Topics will include, but are not limited to, the menstrual cycle, reproductive health and menopause, osteopenia and osteoporosis, the female athlete triad, female-specific illnesses including cancers, etc.

HLTH 3080. Ethnic and Cultural Implications in Health Promotion (3 credits)

This course will provide in-depth study of the importance of cultural competence and cultural sensitivity in the practice of health promotion and education. Students in this course will develop a better understanding of those cultural behaviors, often considered by Westerners as exotic, that will need to be embraced when employing health promotion programming.

HLTH 3300. Health Promotion and Fitness Skills (3 credits)

This course will acquaint students with various learning theories and teaching methods. The focus will be upon selecting methods, media and techniques best suited for teaching health promotion and fitness content to specific learners.

HLTH 3650. Epidemiology of Human Diseases (3 credits)

Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. PREREQ: HLTH 3060, 3070, and 3080

HLTH 3660. Health Advocacy (3 credits)

Health advocacy is a cornerstone of the health education profession. This course will provide students with a concentrated study of the techniques and reasons for advocating for changes in health policy, practice, and legislation. PREREQ: HLTH 3060, 3070, and 3080

HLTH 3670. Health Care Ethics (3 credits)

This course will provide students with a concentrated study of the basic ethical principles and precedents in health care, with heavy emphasis on case study. Health care ethics are a foundational unit of health education, public health, and health administration. PREREQ: HLTH 3080; completion of 60 hrs

HLTH 3770. Drugs, Society, and Behavior (3 credits)

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. PREREQ: SOC 1020 or completion of 60 hrs

HLTH 4100. Health and Fitness Behavior Changes (3 credits)

This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups. PREREQ: 90 credit hours passed and a 2.0 GPA

HLTH 4250. Leisure and Wellness for Older Adults (3 credits)

Crosslisted: (REC 4250)
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adults related to fitness and leisure activities utilizing a theoretical and practical approach.

HLTH 4700. Planning, Administration, and Evaluation of Programs (3 credits)

This course will provide an in-depth examination of program-planning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings. PREREQ: 90 credit hours passed and a 2.0 GPA

HLTH 4910. Three-Credit Internship (3 credits)

A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship.

Health and Human Performance

HHP 3270. Funding and Grant Writing (1 credit)

Practical experience in researching and writing grant proposals, fund-raising, etc., as it applies to possible avenues for funding from a variety of potential sources to support a variety of exercise, fitness, recreational, sport, and other human movement activities.

HHP 4000. Applied Research (3 credits)

This course will provide students with the tools necessary to generate research interests, develop appropriate research methods, collect data, test hypotheses through the manipulation of that data, and generate critical evaluations of their findings relevant to the industry. PREREQ: 90 credit hours passed

HHP 4030. Facilities Design (3 credits)

Course will provide an introduction to planning, designing, architecture, budgeting, and construction of both indoor and outdoor facilities for PE, recreation, health, athletic training, gymnasiums, playing fields, etc. Design and construction areas such as aquatics, dance, ball fields, playgrounds, handicap accessibility, etc., will be addressed.

HHP 4150. Organization and Administration of Physical Education and Athletics (3 credits)

A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc.

HHP 4160. Leadership in Health and Human Performance (3 credits)

In this course, students will analyze leadership through experience-based learning, investigate various styles of leadership and communication, and examine techniques for planning large and small group meetings.

HHP 4920. Three-Credit Internship (3 credits)

A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Majors must have at least a 2.0 QPA within the major to be eligible for the internship.

HHP 4999. Internship (6 credits)

Intern will be assigned practical, related field/work experience and be supervised by an on-site supervisor. The intern must get all arrangements satisfied with the program coordinator early in the semester before the internship begins. PREREQ: Approval of program director.

Physical Education

PED 1010. Wellness and Fitness (1 credit)

Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness.

PED 1300. Fitness Walking (1 credit)

PED 1310. Archery (1 credit)

PED 1320. Badminton (1 credit)

PED 1330. Golf (1 credit)

PED 1340. Swimming (1 credit)

PED 1350. Tennis (1 credit)

PED 1360. Soccer (1 credit)

PED 1370. Bowling (1 credit)

PED 1380. Rhythms and Dance (1 credit)

Aimed at teachers.

PED 1390. Racquetball (1 credit)

PED 1410. Physical Conditioning (1 credit)

PED 1450. Volleyball (1 credit)

PED 1460. Weight Training (1 credit)

PED 1640. Fall Sport Varsity Athlete (1 credit)

Course open only to varsity athletes. Can take only one time. Grading is P/F

PED 1650. Spring Sport Varsity Athlete (1 credit)

Course open only to varsity athletes. Can take only one time. Grading is P/F

PED 1770. Advanced Physical Conditioning (1 credit)

Aimed at varsity athletes and/or extremely well-conditioned students; very intense training/conditioning; must have special permission to take.

PED 1790. Aerobic Dance (1 credit)

PED 1800. Military Physical Training (1 credit)

Crosslisted: (MSC 1800)
Must be approved to register for this course.

PED 1810. Stage Dance I (1 credit)

Crosslisted: (THE 1810)
Basic dance technique for the stage. PREREQ: Permission of instructor.

PED 1820. Stage Dance II (1 credit)

Crosslisted: (THE 1820)
Basic dance technique for the stage. PREREQ: Permission of instructor.

PED 1900. Outdoor Fitness (1 credit)

A course designed to initiate students to outdoor fitness elements such as hiking, orienteering, climbing, etc.

PED 1910. Indoor Cycling (1 credit)

PED 1950. Water Aerobics (1 credit)

PED 2000. Motor Learning and Development (1 credit)

Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of physical education, sports, etc.

PED 2040. Adaptive Physical Education (1 credit)

Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered.

PED 2060. Nutrition (1 credit)

Crosslisted: (HLTH 2060)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control.

PED 2070. Technology Applications in HPER (1 credit)

Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted instruction will be discussed and developed in a variety of disciplines.

PED 2300. Officiating Sports (1 credit)

Crosslisted: (REC 2300)
An overview of the rules and mechanics of officiating sports; practical experience via intramural officiating.

PED 3000. Health/PE Activities for Grades K-3 (2 credits)

A study of the appropriate teaching methodologies of health and movement materials/activities in grades K-3 as it relates to health, wellness, and fitness that's appropriate for this age level.

PED 3020. Health/PE Activities in Grades 10-12 (2 credits)

A study of the appropriate teaching methodologies of health and movement materials/activities in grades 10-12 as it relates to health, wellness, and fitness that's appropriate for this age level. PREREQ: Must be admitted into Teacher Education in order to take this course.

PED 3060. Elementary School Methods Health/PE (3 credits)

This course is designed to explore physical education teaching education methods and strategies with a specific emphasis on designing and delivering learning experiences in a K-5 setting. Basic effective instruction will be discussed. Students will be instructed on how to provide appropriate learning experiences through various teaching styles. Instructional content development, student motivation, and inclusion techniques along with observational tools will be covered. Part 1 of edTPA will be discussed in depth. PREREQ: PED 3100

PED 3070. Middle School Methods Health/PE (3 credits)

This course is designed to explore physical education teaching education methods and strategies with a specific emphasis on

designing and delivering learning experiences for middle school health and PE. Basic effective instruction will be discussed. Students will be instructed on how to provide appropriate learning experiences and assessment techniques such as student motivation, inclusion techniques and appropriate reflection with QMTPS. Students will create a professional website, learn about integrating technology into the classroom/gym, and cross-curricular integration. Placements at middle schools will be required. Students will be required to take Praxis II.More contact time is needed with the students. It takes about 7-8 classes to explain edTPA part 2 to students. This semester I ran out of time. Additionally, the grade levels were not specific for middle school. The eseential standards (our state standards) have high school starting at 9th grade. This course will discuss applying motor skills to various scenarios along with proper health education. Placements at middle schools will be required. Most students never have placements at this level.
PREREQ: PED 3100

PED 3080. High School Health/PE Methods (3 credits)

This course is designed to explore physical education teaching education methods and strategies with a specific emphasis on designing and delivering learning experiences for high school health/PE. Basic effective instruction will be discussed. This course covers assessment/evaluation, statistical analysis of classroom data, program design, and CSPAP. Part 3 of edTPA will be covered. Students will create a unit plan/scope and sequence curriculum for a multiple units. Students will be required to have field observation hours. PREREQ: PED 3100

PED 3100. Adapted Physical Education (3 credits)

This course is concerned with the role of physical education in providing services to students with disabilities. Particular areas of knowledge will focus upon growth and development, motor learning, and the psycho-social factors affecting students with disabilities. In addition, this course will deal with planning, operating, teaching, and evaluation of students with disabilities as well as focus on the various disorders, their etiology and pathology, as they relate to the kinds of intervention strategies that may be provided.

PED 3120. PE and Sport in Contemporary Society (3 credits)

Crosslisted: (SOC 3120)
A study of the historical and philosophical aspects of PE and sport from sociocultural, psychological, and political perspectives, including the relationship of sport and PE to other social institutions and schools as well as the changing concepts and evolution of leisure, PE and sports. Literature on past events, current issues, and the sociological foundation of modern PE will be examined.

PED 3170. Health/PE Activities for Grades 4-6 (2 credits)

A study of the appropriate teaching methodologies of health and movement materials/activities in grades 4-6 as it relates to health, wellness, and fitness that's appropriate for this age level.

PED 3175. Health/PE Activities in Grades 7-9 (2 credits)

A study of the appropriate teaching methodologies of health and movement materials/activities in grades 7-9 as it relates to health, wellness, and fitness that's appropriate for this age level.

PED 3260. Practicum in Athletic Coaching (1 credit)

Practical field experience in coaching athletic teams. Student can be assigned to either a member of the University coaching staff, a junior or senior high school coaching staff as an assistant, a recreation team, etc.

PED 3320. Teaching Swimming (1 credit)

Methods, materials, techniques, and skills of teaching swimming.

PED 3330. Lifeguard Training (2 credits)

Will include first aid, CPR for professional rescuer, AED, and disease-transmission certification.

PED 3340. Lifeguard Instructor (1 credit)

Instructor's course leading to Red Cross certification. PREREQ: Must be Red Cross certified lifeguard training course (PED 3330).

PED 3350. Water Safety Instructor (WSI) (1 credit)

Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. PREREQ: PED 3330, Lifeguard Training and current First Aid/CPR certification card(s).

PED 3420. Introduction to Health/PE (3 credits)

This course is designed to explore physical education/health methods for basic effective instruction. The main purpose is for the student to study, practice, and acquire basic teaching skills applicable to K-12 physical education/health. The course prepares the student to use North Carolina standards-based instruction, appropriate curriculum and introduce students to assessment. Professionalism, edTPA, Taskstream, Praxis, appropriate PE/health topics, lesson planning, and instruction will be discussed.

PED 3500. Coaching Football (1 credit)

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

PED 3510. Coaching Basketball (Men or Women) (1 credit)

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

PED 3520. Coaching Track and Field (1 credit)

A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events.

PED 3530. Coaching Baseball (1 credit)

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

PED 3540. Coaching Wrestling (1 credit)

A study of fundamentals, moves, strategies, and conditioning.

PED 3550. Coaching Soccer (1 credit)

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

PED 3560. Coaching Softball (1 credit)

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

PED 3640. Coaching Volleyball (1 credit)

A study of offensive and defensive play, strategies, fundamentals, and conditioning.

PED 3660. Coaching Tennis (1 credit)

A study of fundamentals, individual techniques, conditioning, drills, and conducting matches.

PED 4020. Applied Exercise and Sport Science (3 credits)

Provides students with a comprehensive knowledge of exercise and sport science laboratory techniques, safety concerns, treatment of subjects, modalities, and use and maintenance of lab equipment. The class focuses on research techniques, applied statistical methodology, and the development, practice, and evaluation of laboratory testing of exercise/athletic populations.

PED 4040. Classroom Discipline (1 credit)

This course will explore and examine various methods of school classroom control, management, discipline, and punitive actions if needed based on appropriate grade level(s). Liability issues will the examined as it relates to school discipline policy(ies). PREREQ: May only be taken by physical education majors during the student teaching semester.

PED 4060. Health/PE Teaching Seminar (2 credits)

A seminar that will explore and examine health/PE teaching methods, materials, techniques, and evaluation procedures as it relates to the teaching of both health and physical education. PREREQ: May only be taken by physical education majors during the student teaching semester.

PED 4240. Tests and Measurement in Physical Education (3 credits)

An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation.

Recreation

REC 2300. Officiating Sports (1 credit)

Crosslisted: (PED 2300)
An overview of the rules and mechanics of officiating various sports; practical experience via intramural officiating.

REC 3400. Exercise and Sport Psychology (3 credits)

Crosslisted: (PED 3400)

A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport.

Recreation and Sport Administration

RSA 1010. Survey of Athletic Leadership (1 credit)

A curriculum of workshops and experiences designed to cultivate leadership excellence. Provides students with an understanding of the key attributes of good leadership necessary for success in various team environments. Concepts include the study of foundational leadership theories through an array of select readings, case studies, and lectures from various lecturers.

RSA 2000. Introduction to Sport Administration (3 credits)

This course introduces students to the field of sport management and its role within contemporary American society.

RSA 2010. Introduction to Community Recreation (3 credits)

An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership.

RSA 3320. Recreation Programming (3 credits)

Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations.

RSA 4000. Introduction to Therapeutic Recreation (3 credits)

Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities.

RSA 4160. Outdoor Recreation Service (3 credits)

Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation.

RSA 4250. Leisure and Wellness for Older Adults (3 credits)

Crosslisted: (HLTH 4250)
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach.

RSA 4400. Tourism and Commercial Recreation (3 credits)

Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields.

RSA 4750. Sport Business and Management (3 credits)

Course covers the sports administration and management industry to include economics, finance, budgeting, marketing, promotion, public relations, business administration, athletic enterprise, business ethics, situational analysis, decision-making, sponsorship, licensing, etc.

RSAS 4xxx. Special Topics in Recreation (1-3 credits)

Crosslisted: (PEDS 4xxx)
Investigations into special topics in health, physical education, or recreation.

Department of Nursing

Interim Chair: Cherry M. Beasley

Faculty: Kelly Blackmon-Moran, Anna Bryan, Jowana Clinkscales, Kelly Evans, Julie Harrison-Swartz[5], Deborah Hummer, Debbie Locklear, Kathy Locklear[1], Kathy McAllister, Amy Purser Medina, Melonie Moody[2], Pamela Morgan[3], Astrid Oviedo, Rosemarie Pilarczyk[4], William Puentes, Misty Stone, John Toth, Jennifer Wells, Cynthia Woodrup

[1]RN-BSN Coordinator
[2]Director, Clinical Learning Center
[3]Director, Undergraduate Programs
[4]Learning Enhancement Center Coordinator
[5]Director, Graduate Programs

Program Overview

The Department of Nursing provides students with the educational experiences needed to excel as competent, professional nurses and leaders who will continue to shape health care in an ever changing healthcare environment. The Department offers Bachelor of Science in Nursing and Master of Science in Nursing degree programs.

The Bachelor of Science in Nursing degree program offers two options for study: 1) Pre-Licensure BSN option which is open to all high school graduates and college students who wish to pursue a nursing major, and 2) RN-BSN Completion option for registered nurses with evidence of having earned an Associate's Degree in Nursing or a Hospital Diploma in nursing from an accredited program. A bachelor's degree with a major in nursing at UNCP requires a total of 120 semester credit hours of study.

The Master of Science in Nursing degree program has two entry pathways: 1) Direct entry pathway for registered nurses with a BSN, and 2) RN-MSN pathway providing educational mobility for registered nurses, with an Associate Degree in Nursing (ADN) or Diploma in Nursing. The Master of Science in Nursing offers three concentrations: nursing education, clinical nurse leader, and rural case management. For information about requirements leading to a Master of Science in Nursing (M.S.N.), see the Master of Science in Nursing section within the Graduate School section of this catalog.

Mission and Purposes

The Department of Nursing is dedicated to carrying out the mission of the College of Health Sciences and the University of North Carolina at Pembroke. As an integral academic unit of the University, the UNCP Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others.

The primary purposes of the UNCP Department of Nursing program are to:

1. Provide accessible, seamless, high quality undergraduate and graduate nursing education to diverse student populations to shape nursing graduates who are leaders in professional nursing practice.
2. Prepare graduates to provide high quality, cost-effective professional nursing services, to improve health outcomes across the life span, for individuals, families, groups, and communities.

The Department of Nursing is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large.

Courses

NOTE: The numbers enclosed in parentheses immediately following course numbers indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Lecture and laboratory hours are normally scheduled each week - for one semester in the course. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

Graduate Courses

For information about courses leading to a Master of Science in Nursing (M.S.N.), see the Graduate School section of this catalog.

Major

Pre-Licensure BSN, B.S.N.

Pre-Licensure BSN Option

The Pre-licensure BSN option is 4 years in length and encompasses two phases. The first phase is comprised of 61 semester credit hours of lower-division work (liberal arts and nursing prerequisites) which may be completed at any regionally accredited college or university but must be comparable to those offered at UNCP. The broad educational background in the physical, social, and behavioral sciences afforded by this phase provides the foundation for the nursing major. The second phase is comprised of 59 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. Taken during the junior and senior years, these courses are designed to prepare the baccalaureate nurses for practice in a variety of settings.

Admission to the Department of Nursing is very competitive. Admission to UNCP does not guarantee admission to the Department of Nursing. Applicants must be eligible to return to all educational institutions previously attended. Applicants who are attending or have attended another nursing school are required to provide a letter with the application from the Dean/Chair or Director of previous nursing program stating that they are eligible to continue in that nursing program in order to be considered for admission to UNCP Department of Nursing. Students are admitted to the pre-licensure baccalaureate nursing program at the upper division level. Lower division courses must be completed before beginning nursing courses. The first nursing courses begin in the fall semester of the junior year. The nursing curriculum includes both didactic and clinical experiences for students to develop a beginning level of competency and independence in the provision of quality professional nursing services, across the life span, for individuals, families, groups, and communities. Integrated throughout the nursing curriculum are concepts and skills most critical to the delivery of professional nursing services to culturally diverse rural populations.

The Bachelor of Science in Nursing will be awarded to students who successfully complete both phases of the requirements for the degree. Degree recipients will then be eligible to take the NCLEX-RN® licensure examination administered by the National Council of State Boards of Nursing. A registered nurse (RN) license will be awarded upon a successful "Pass" on NCLEX-RN® and satisfaction of other Board of Nursing licensure requirements.

Admission Requirements

1. Admission to UNCP by meeting general requirements for admission as a regular degree-seeking student.
2. Successful completion of all 61 hours of general education nursing core and pre-requisite nursing major courses with a grade of C or better by end of spring semester of the year of admission.
3. A Total GPA of 2.5 (4.0=A) is required for admission consideration. Each student's total GPA is calculated on the required general education nursing core courses and nursing pre-requisite coursework.

4. A cumulative GPA of 2.5 in the following mathematics and science courses: MAT 1050 or higher, BIO 2110, BIO 2120, BIO 3150, CHM 1300 and CHM 1100 OR CHM 1400 and CHM 1120, NUR 3250, and statistics.
5. Physical, mental, and emotional health that enables a student to participate in and complete the program (see departmental policies).
6. Submission of a supplemental application to the Department of Nursing by February 15 of the year they plan to enter the BSN program. All applicants will be notified of acceptance status no later than March 15.
7. Completion of the Test of Essential Academic Skills (TEAS™) prior to submission of the Supplemental Application. A minimum level of "Proficient" on the test is required for admission consideration. (See TEAS™ Registration and Administration Guidelines.)

Academic Standards for Progression

The following requirements must be met in order to progress in the nursing program:

1. Maintain a cumulative grade point average of C (2.0) or higher.
2. Achieve a grade of C or higher in each nursing course before proceeding to next nursing course.
3. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
4. Only one nursing course may be repeated one time during progression in the nursing program. A remediation plan established by the department must be successfully completed prior to re-taking the nursing course in which the student was not successful.
5. A student who is unsuccessful in or withdraws from NUR 3010, Introduction to Professional Nursing, or NUR 3030, Foundations of Professional Nursing, will need to apply to the program during the following admissions cycle and complete the entire admission process. The student will be considered for admission as a new applicant and will be required to meet the admission criteria of the cohort that the student is seeking to join.
6. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and professional liability insurance while enrolled in the nursing program.
7. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the courses listed below under General Education and Support Courses to meet your general education and BSN requirement.

General Education and Support Courses: 61 Sem. Hrs.

Composition: 6 Sem. Hrs.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)

Arts and Humanities: 12 Sem. Hrs.

restricted selection*--Choose one of the following:

- PHI 1000. Introduction to Philosophy (3 credits) or
- PHI 1010. Logic (3 credits) or
- PHI 2040. Introduction to Ethics (3 credits)
  required

General Education Electives: 3 Sem. Hrs.

restricted selection*

Social Sciences: 9 Sem. Hrs.

- PSY 1010. Introductory Psychology (3 credits)
- SOC 1020. Introduction to Sociology (3 credits) recommended
- restricted selection*

Natural Sciences/Math: 11 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- MAT 1050. Introduction to College Mathematics (3 credits) or higher
- BIO 2110. Anatomy and Physiology I (4 credits)

Physical Education: 2 Sem. Hrs.

- restricted selection*

Anatomy and Physiology: 4 Sem. Hrs.

- BIO 2120. Anatomy and Physiology II (4 credits)

Microbiology: 4 Sem. Hrs.

- BIO 3150. Microbiology (4 credits)

Biology: 3 Sem. Hrs.

- BIO 1000. Principles of Biology (3 credits)

Statistics: 3 Sem. Hrs.

- PSY 2080. Research Statistics (3 credits)
- SOC 3600. Social Statistics (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)

Nursing Pre-requisite Courses: 4 Sem. Hr.

- NUR 2020. Critical Thinking in the Nursing Discipline (1 credits)
- NUR 3250. Pathophysiology Across the Life Span (3-3-0 credits)

Required Nursing Courses: 59 Sem. Hrs.

- NUR 3010. Introduction to Professional Nursing (2 credits)
- NUR 3030. Foundations of Professional Nursing Practice (5-3-6 credits)
- NUR 3040. Normal and Therapeutic Nutrition (2-2-0 credits)
- NUR 3050. Pharmacology for Clinical Practice (3-3-0 credits)
- NUR 3100. Transcultural Nursing (3-3-0 credits)
- NUR 3150. Adult Health Nursing I (5-3-6 credits)
- NUR 3200. Health Assessment Across the Life Span (3-2-3 credits)
- NUR 3450. Family Nursing I (5-3-6 credits)
- NUR 3500. Family Nursing II (5-3-6 credits)
- NUR 4000. Nursing Research and Theory (3-3-0 credits)
- NUR 4120. Leadership in Nursing (5-3-6 credits)
- NUR 4150. Psychiatric/Mental Health Nursing (5-3-6 credits)
- NUR 4350. Community Health Nursing (5-3-6 credits)
- NUR 4450. Adult Health Nursing II (5-3-6 credits)
- NUR 4510. Transition to Professional Nursing: A Capstone Experience (3 credits)

Total: 120 Sem. Hrs.

*Refer to General Education Requirements section of this catalog for restricted elective choices.

RN-BSN Completion, B.S.N.

The RN-BSN completion option is designed for registered nurses who wish to earn the baccalaureate nursing degree. The RN-BSN completion option may be completed in one to two calendar years depending on each student's previous coursework

and individual plan of study. Building on competencies attained by the registered nurse, the program extends the student's knowledge, skills, attitudes, and scope of practice for expanded career opportunities, enhances personal and professional satisfaction, and develops a foundation for further study in graduate nursing education.

Admission Requirements

1. Be admitted to UNCP by meeting general requirements for admission as a regular degree-seeking student.
2. Present evidence of having earned an Associate Degree in Nursing or a Hospital Diploma in nursing, from an accredited program.
3. Have a current, unrestricted North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
4. Successfully complete all but 15 semester hours of the 59 hours of general education and nursing support courses.
5. A cumulative GPA of 2.5 (4.0=A) is required for admission consideration. Each student's total GPA is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the UNCP Admissions Office guidelines. Each student's GPA is calculated on the required 62 hours of general education nursing core courses and the 16 hours of nursing pre-requisite coursework.
6. A GPA of 2.5 in the following mathematics and science courses is required for admission consideration: MAT 1050 or higher, BIO 2110, BIO 2120, BIO 3150, CHM 1300 OR CHM 1400, CHM 1100 OR CHM 1120, NUR 3250.

Academic Standards for Progression

The following requirements must be met in order to progress in the nursing program:

1. Have a current, unrestricted North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
2. Maintain a cumulative grade point average of C (2.0) or higher.
3. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
4. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
5. Only one nursing course may be repeated one time during progression through the nursing program.
6. A RN-BSN student who is unsuccessful in or withdraws from NUR 3000, Transition to Professional Nursing, will not be allowed to progress in the program. The student will be required to reapply to the program.
7. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and professional liability insurance while enrolled in the nursing program.
8. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

Validation of Previous Nursing Education

Validation of previous nursing education is achieved by successful completion of NUR 3000 and NUR 3200.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)

- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the courses listed below under General Education and Support Courses to meet your general education and BSN requirement.

General Education and Support Courses: 58 Sem. Hrs.

Composition: 6 Sem. Hrs.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)

Arts and Humanities: 12 Sem. Hrs.

restricted selection*--Choose one of the following:

- PHI 1000. Introduction to Philosophy (3 credits) or
- PHI 1010. Logic (3 credits) or
- PHI 2040. Introduction to Ethics (3 credits)
  required

General Education Program Elective: 3 Sem. Hrs.

- restricted selection*

Social Sciences: 9 Sem. Hrs.

- PSY 1010. Introductory Psychology (3 credits)
- SOC 1020. Introduction to Sociology (3 credits) recommended
- restricted selection*

Natural Sciences/Math: 11 Sem. Hrs.

- CHM 1300. General Chemistry I (3 credits)
- CHM 1100. General Chemistry Laboratory I (1 credit)
- MAT 1050. Introduction to College Mathematics (3 credits) or higher
- BIO 2120. Anatomy and Physiology II (4 credits)

Physical Education: 1 Sem. Hr.

- restricted selection*

Anatomy and Physiology: 4 Sem. Hrs.

- BIO 2110. Anatomy and Physiology I (4 credits)

Microbiology: 4 Sem. Hrs.

- BIO 3150. Microbiology (4 credits)

Statistics: 3 Sem. Hrs.

- MAT 2100. Introduction to Statistics (3 credits)
- PSY 2080. Research Statistics (3 credits) or
- SOC 3600. Social Statistics (3 credits)

Nursing Pre-requisite Courses: 4 Sem. Hr.

- NUR 2020. Critical Thinking in the Nursing Discipline (1 credits)
- NUR 3250. Pathophysiology Across the Life Span (3-3-0 credits)

Validation of Previous Nursing Experience: 30 Sem. Hrs.

Required Nursing Courses: 28 Sem. Hrs.

- NUR 3000. Transition to Professional Nursing (3 credits)
- NUR 3100. Transcultural Nursing (3-3-0 credits)
- NUR 3200. Health Assessment Across the Life Span (3-2-3 credits)
- NUR 3300. Gerontological Nursing (3-3-0 credits)
- NUR 4000. Nursing Research and Theory (3-3-0 credits)
- NUR 4120. Leadership in Nursing (5-3-6 credits)
- NUR 4350. Community Health Nursing (5-3-6 credits)
- NUR 4550. Professional Nursing Issues in Practice (3 credits)

General Electives: 5 Sem. Hrs.

Total: 120 Sem. Hrs.

*Refer to General Education Requirements section of this catalog for restricted elective choices.

Certificate

Post-master's Certificate in Nursing Education

The Post-Master's Certificate allows a nurse who currently holds at least a Master of Science in another specialty to meet the qualifications to practice as a nurse educator. The concentration is 9 credits in Nursing Education coursework, providing persons who are interested in practicing in any of the three nurse educator roles of professional development, client educator and academic nurse educator with the necessary theoretical foundations. This program meets the requirements to teach nursing in the state of North Carolina.

Requirements for a Post-Master's Certificate in Nursing Education

- NUR 5310. Curriculum Theory and Design in Nursing Education (3 credits)
- NUR 5320. Classroom Teaching and Integration of Technology (3 credits)
- NUR 5340. Measurement and Evaluation in Nursing Education (3 credits)

Total: 9 Sem. Hrs.

Master

Nursing, Rural Case Manager Specialization, M.S.N.

Rural Case Manager-This concentration prepares nurses to coordinate and implement case management services at the system and community levels to promote quality cost-effective health outcomes for rural populations. Graduates of the program are able to hold leadership and case manager positions across all health care settings and specialties and with the appropriate clinical experience are eligible to take case management certification examination.

Requirements for a Master of Science in Nursing

Professional Core Courses: 15 Sem. Hrs.

- NUR 5000. Advanced Nursing Concepts in Theory and Practice (3 credits)
- NUR 5010. Research Methods for Evidence-Based Practice (3 credits)
- NUR 5020. Advanced Pathophysiology (3 credits)
- NUR 5030. Advanced Concepts of Pharmacology in Nursing (3 credits)
- NUR 5040. Advanced Health Assessment and Clinical Decision Making (3 credits)

Advanced Practice Area Courses: 24 Sem. Hrs.

Rural Case Manager Concentration:

- NUR 5100. Rural Health Care: Theoretical Foundations (2 credits)
- NUR 5110. Policy, Organization, and Financing of Health Care (3 credits)
- NUR 5120. Human Relations Management (3 credits)
- NUR 5130. Nursing Case Management Process (4 credits)
- NUR 5140. Epidemiology and Global Health (3 credits)
- NUR 5150. Case Management Capstone Practicum (6 credits)

- NUR 5160. Master's Rural Case Manager Research or Action Project (3 credits)

Program Total: 39 Sem. Hrs.

Courses: Nursing

NUR 2010. Medical Terminology for Professional Nursing (3 credits)

30
The course focuses on building basic medical vocabulary, including spelling and pronunciation, and the appropriate use of terms related to anatomy, physiology, pathological conditions and their treatment. Students are introduced to medico-legal rationales for the use of a standardized communication method within the healthcare environment and the nurse's role in using proper terminology to ensure safe, quality, and effective nursing care. PREREQ: Pre-nursing majors, enrolled undergraduate nursing students, or approval of course instructor.

NUR 2020. Critical Thinking in the Nursing Discipline (1 credits)

This course provides students with an overview of the concept of critical inquiry. The importance of validation of observations and assumptions about the world and the process of critical thinking is examined to help students devleop the habits of effective reasoning through a variety of teaching approaches. Application of the critical inquiry process is accomplished through the use of case studies reflecting the worldview of the nursing discipline. PREREQ: minimum of sophomore classification; declared nursing majors only

NUR 3000. Transition to Professional Nursing (3 credits)

3-0
This course builds on the registered nurse's previous knowledge and experiences applicable to the practice of professional nursing. Emphasis is placed on continuing the formation of a professional identity by addressing the values, societal mandate for nursing, legal parameters of practice, scope and standards of professional nursing practice and the roles and responsibilities of the professional nurse within a rapidly changing health care delivery system. Philosophical and theoretical concepts and principles underlying professional nursing practice are examined, with a focus on the concepts used in the Department of Nursing. PREREQ: Admission to Professional Program. RN-BSN, RN-MSN students only.

NUR 3010. Introduction to Professional Nursing (2 credits)

2-0
This course introduces the beginning nursing student to the multiple dimensions of professional nursing. Emphasis is placed on initiating the formation of a professional identity and exploring ways of knowing as a nurse by addressing the values, societal mandate for nursing, legal parameters of practice, scope and standards of professional nursing practice and the roles and responsibilities of the professional nurse. Philosophical and theoretical concepts and principles underlying professional nursing practice are examined, with a focus on the concepts used in the Department of Nursing. PREREQ: Admission to Professional Program. Pre-licensure BSN students only.

NUR 3030. Foundations of Professional Nursing Practice (5-3-6 credits)

This course uses theoretical and evidence-based frameworks to introduce students to the knowledge, skills, and attitudes fundamental to professional nursing practice across all practice settings. Emphasis is placed on the application of the nursing process to guide clinical reasoning and decision-making for the provision of safe and appropriate nursing care in accordance

with standards of professional nursing practice. The clinical component provides the opportunity for students to integrate theory and practice and develop beginning proficiency in the delivery of basic nursing care with individual clients. Clinical learning includes simulation experiences and placement in clinical settings. PREREQ: Admission to Professional Program, Pre-licensure BSN students only. COREQ: NUR 3010.

NUR 3040. Normal and Therapeutic Nutrition (2-2-0 credits)

This course introduces the principles of nutrition and ways in which these principles are applied to promote an optimal level of functioning for individuals throughout the life cycle. Emphasis is placed on nutrition assessment and interventions in relation to nutritional standards and national health goals which form the basis for understanding the therapeutic application of dietary principles and the nurse's role and responsibility in this aspect of client care. PREREQ: Prelicensure BSN Students Only

NUR 3050. Pharmacology for Clinical Practice (3-3-0 credits)

This course examines the major categories of pharmacotherapeutic agents used in the promotion, maintenance, and restoration of health and treatment of illness in individuals across the lifespan. Emphasis is placed on understanding the pharmacologic actions of the drugs, expected client responses, adverse/side effects, and implications for nursing care. PREREQ: Prelicensure BSN Students Only or permission of instructor (RN-BSN only)

NUR 3100. Transcultural Nursing (3-3-0 credits)

This course is designed to assist students in expanding their view of humans as cultural beings and the influence of culture on health behaviors and health care decisions. Emphasis is placed on the concepts of cultural belief systems, the health continuum and caring, and how these concepts affect professional nursing practice. PREREQ: Admission to Professional Program, RN-BSN or Prelicensure BSN Students Only

NUR 3150. Adult Health Nursing I (5-3-6 credits)

This course uses theoretical and evidence-based frameworks to assist students in gaining the knowledge, skills, and attitudes to meet the healthcare needs of adults from diverse cultures experiencing acute and chronic alterations in health. Emphasis is placed on the use of the nursing process to guide clinical reasoning and decision-making for the provision of safe and appropriate nursing care in accordance with standards and competencies of professional nursing practice. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning includes simulation experiences and placement in a variety of acute care settings. PREREQ: NUR 3100, 3450, 3500, 4000

NUR 3200. Health Assessment Across the Life Span (3-2-3 credits)

This course prepares students to perform a comprehensive health assessment of clients across the lifespan. Emphasis is placed on the acquisition, processing, interpretation, documentation of data to develop a clinical decision. In the laboratory component students practice interviewing skills by obtaining health histories, performing physical and psychosocial assessments to establish a client data base and formulate appropriate nursing diagnosis. PREREQ: Admission to Professional Program, RN-BSN or Prelicensure BSN Students Only

NUR 3250. Pathophysiology Across the Life Span (3-3-0 credits)

This course focuses on health deviations and their impact on human health and functioning. Emphasis is on the integration and application of basic pathophysiological concepts as they relate to clinical decision-making for health promotion, risk

reduction, and disease management across the lifespan. The nursing process is used as a framework for examining clients with varied pathologies. PREREQ: BIO 2110, BIO 2120

NUR 3300. Gerontological Nursing (3-3-0 credits)

This course examines the physiological, psychological, sociocultural, and spiritual aspects of aging, within the context of family and society. Emphasis is on trends, theories, evidence-based findings, and multidimensional changes of aging and the use of the nursing process as a framework for addressing issues related to health promotion, risk reduction, and disease prevention in older adults. PREREQ/COREQ: NUR 3000

NUR 3450. Family Nursing I (5-3-6 credits)

This course uses theoretical and evidence-based frameworks and standards of professional nursing practice to focus on the health of the childbearing family. The nursing process provides direction to promote, restore and maintain the health of childbearing women, newborns and families from diverse cultures. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of clinical settings. PREREQ: NUR 3010, 3030, 3040, 3050, 3200

NUR 3500. Family Nursing II (5-3-6 credits)

This course uses theoretical and evidence-based frameworks and standards of professional nursing practice to focus on the health of the childrearing family. Emphasis includes cultural diversity, family dynamics, growth and development and the use of the nursing process to provide direction for the promotion, restoration, and maintenance of health of the childrearing family. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of clinical settings. PREREQ: NUR 3010, 3030, 3040, 3050, 3200

NUR 4000. Nursing Research and Theory (3-3-0 credits)

This course provides students with an overview of the role of theory and research in the development of nursing as a profession. Students are introduced to the research process, principles and concepts in both quantitative and qualitative research approaches. With a focus on the role of the professional nurse as a consumer of research, students develop skills in critically reading and evaluating research findings based on nursing theory and practice needs. PREREQ/COREQ: Statistics-PSY 2080, SOC 3600, MAT 2100, CRJ 3600, SWK 3600, or HON 2520

NUR 4120. Leadership in Nursing (5-3-6 credits)

The course focuses on leadership and management competencies needed by professional nurses to be full partners in interprofessional teams. Emphasis is on the use of theoretical and evidence-based frameworks in the analysis of current best practices related to leadership roles, organizational communications, team dynamics, quality improvement, safe client-centered care, and the role of nursing related to information systems. The clinical component provides opportunities for students to expand basic leadership skills needed in professional nursing practice and to assume role as change agent in the development and implementation of a change project. Clinical learning experiences occur in a variety of clinical settings. PREREQ: Admission to Professional Program, RN-BSN or Prelicensure BSN Students Only

NUR 4150. Psychiatric/Mental Health Nursing (5-3-6 credits)

This course focuses on the use of selected theoretical and evidence-based frameworks and the nursing process to guide the planning and delivery of nursing care for individuals, families, and groups at risk for and/or experiencing alterations in social

and psychological functioning. Emphasis is placed on the concepts of therapeutic communication, integration of standards of professional nursing practice, and legal and ethical considerations. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. PREREQ: NUR 3100, 3450, 3500, 4000

NUR 4210. Nursing and Women's Health (3 credits)

3-0
This course focuses on the current health care challenges and issues of women's health and implications for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self-awareness as consumers and providers in the health care delivery system.

NUR 4350. Community Health Nursing (5-3-6 credits)

This course addresses diverse population focused health promotion and disease and injury prevention based on social determinants of local, state, national, and global health. Emphasis is on the use of theoretical and evidence-based frameworks, standards for public health nursing, and the nursing process to guide the planning and delivery of nursing care for families, populations, and aggregates within the community. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles. Clinical learning experiences occur in a variety of community settings. PREREQ: Admission to Professional Program, RN-BSN or Prelicensure BSN Students Only

NUR 4400. Professional Nursing Honors Practicum (1 credit)

0-0
This course provides outstanding academic nursing students the opportunity to identify and analyze a nursing topic and/or problem of major interest. Students enrolled will create their project and learning objectives in collaboration with faculty facilitator. PREREQ: Must be classified as a senior and have a minimum overall cumulative GPA of "B" (3.0) and Department Chair approval. This course is NOT REQUIRED FOR THE DEGREE. Students are encouraged to consider this course if planning to attend graduate school.

NUR 4450. Adult Health Nursing II (5-3-6 credits)

This course focuses on nursing care needs of adults with acute and complex health problems related to major body systems. Emphasis is on the use of theoretical and evidence-based frameworks, standards of professional nursing practice, and the nursing process as a guide to for the planning and delivery of nursing care for adults experiencing complex health problems. The clinical component provides the opportunity for students to enhance clinical reasoning and decision-making skills and further develop proficiency in professional nursing roles to meet the rapidly changing needs of clients with complex health problems. Clinical learning experiences occur in a variety of clinical settings. PREREQ: NUR 3150, 4150, 4350

NUR 4510. Transition to Professional Nursing: A Capstone Experience (3 credits)

2-(8*)
This course facilitates the transition of students into professional practice through preceptorships with professional nurses in a variety of clinical settings. Through this culminating experience, students synthesize knowledge of nursing cognates and general education and refine their professional nursing roles. The experience allows faculty to assess each student for minimal achievement of competencies within the program outcomes. PREREQ: Pre-licensure BSN students only. COREQ: NUR 4150, NUR 4450. To enroll in this course students must have adhered to all Department of Nursing policies and procedures during this and prior semesters.

NUR 4550. Professional Nursing Issues in Practice (3 credits)

3-0
This course is the capstone experience that includes synthesis of nursing cognates and general education. The experience allows the students to demonstrate achievement of competencies within the program outcomes. The course incorporates essential knowledge, skills, and attitudes of the professional nurse in practice. PREREQ/COREQ: To be taken simultaneously with or after completing all other requirements for the BSN degree. RN-BSN students only.

NURS 4xxx. Special Topics in Nursing (x credits)

(x)(x)
The course offers the student the opportunity to study through trips designed to acquaint students with nursing education, practice, and health care policy from a global perspective. Students will be expected to compare nursing education, practice, and health care policy in a variety of geographical settings. As announced. Acceptance is competitive.

Department of Social Work

Chair: Yale Kodwo-Nyameazea

Faculty: Tina Barr, Josphine Chaumba, Joseph Davis, David Dran, Kennard DuBose, Sherry Edwards, Susan Frauenholtz, Latricia Freeman*, Rezell Gore, Veronica Hardy, Alice Locklear, Cindy Locklear**, Tamara Savage, Frederick Stephens, Jody Thomas*, Summer Gainey Woodside***

*BSW and MSW Field Director **BSW Director ***MSW Director

The Social Work Program has been fully accredited by the Council on Social Work Education since 1987. The primary objective of the Department of Social Work is preparation for entry-level professional social work practice. Courses are offered in social work practice; social policy and social justice; human diversity and populations-at-risk; human behavior and the social environment; social work values and ethics; research, and field work. In order to declare a Social Work Major, students are required to:

1. submit an application for admission to the BSW Program (while enrolled in SWK 3050);
2. demonstrate and maintain a minimum overall QPA of 2.50;
3. submit two reference letters (while enrolled in SWK 3050);
4. be accepted by the BSW Admissions Committee. To be accepted by the BSW Admissions Committee, students must:

- complete all the foundation year or Junior Year Semester I courses with a minimum grade of C or a QPA of 2.0 in each course.
- complete with a passing grade, all general education courses that are prerequisites for core social work courses. These include ENG 3700, BIO 1030 or EXPH 2100 or equivalent; PSY 1010; SOC 1020 or 2090; PLS 1000 or 1010; ECN 1000, 2020, 2030, 2410 or ECN (GGY) 2060, and MAT 1050 or MAT 1070.
- complete at least 13 of the 17 general education courses.

Note: Students must read *The BSW Student Handbook* and BSW Advisement Guide for more details about the BSW admission and curriculum policies or requirements.

Students cannot be accepted in the Social Work Program until they have completed SWK 2000, SWK 3800, SWK 2450, and SWK 3050 with a grade of C or better.

If a student is denied admission by the BSW Admission Committee, the student has the right to appeal to the Social Work Department's Appeals Committee. Prior to enrolling in SWK 2000, Introduction to Social Work, students must successfully complete ENG 1050, ENG 1060, ENG 3700, and 75 percent of their General Education requirements with a minimum QPA of 2.5. Students who are accepted into the program and fail to maintain an overall QPA of 2.5 in General Education or the major are placed on academic probation. In addition, students are required to complete SWK 2000, SWK 2450, SWK 3050, SWK 3450, SWK 3480, SWK 3800, SWK 3810, SWK 3850, SWK 3910, SWK 4450, SWK 4600, SWK 4800, SWK 4900 and SWK 4910 with a minimum QPA of 2.0 in each course. Students need to read *The BSW Student Handbook* for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors' meetings, and meet regularly with their academic advisor. In addition, eligible students can join the Department of Social Work's Chapter of *Phi Alpha*, the Social Work Honor Society.

An integral and required part of the program is the successful completion of field work with a minimum of 400 clock hours in a semester. The Department of Social Work will not accept past social work practice experience for academic credit (see *The BSW Student Handbook* for more details).

Major

Social Work, B.S.W.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Social Work Major Requirements: 51 Sem. Hrs.

- SWK 2000. Introduction to Social Work (3 credits)
- SWK 3050. Success and Professionalism in Social Work (3 credits)
- SWK 2450. Human Diversity (3 credits)
- SWK 3450. Human Behavior and Social Environment I (3 credits)
- SWK 3480. Social Welfare and Policies (3 credits)
- ENG 3700. Advanced Composition (3 credits)
- SWK 3800. Social Work Practice I (3 credits)
- SWK 3810. Statistics for Social Workers and Helping Professionals (3 credits)
- SWK 3850. Social Work Practice II (3 credits)
- SWK 3910. Understanding Social Research (3 credits)
- SWK 4450. Human Behavior and Social Environment II (3 credits)
- SWK 4600. Social Justice and Practice Ethics (3 credits)
- SWK 4800. Social Work Practice III (3 credits)
- SWK 4900. Field Work (9 credits)
- SWK 4910. Integrative Seminar for Field Work (3 credits)

Social Work Electives: 6 Sem. Hrs.

Select 6 hours from population-at-risk/social and econcomic justice electives:

- SWK 3000. Narrative Approaches to Understanding Today's Older Population (3 credits)
- SWK 3700. Practice with Children and Adolescents (3 credits)
- SWK 3750. Social Work Practice with Latinx Populations (3 credits)

- SWK 3820. African-American Populations (3 credits)
- SWK 3830. Child Welfare Services (3 credits)
- SWK 3540. School Social Work (3 credits)
- SWK 3840. Gerontological Social Work (3 credits)
- SWK 3870. Women in Society (3 credits)
- SWK 3880. Native American Populations (3 credits)
- SWK 3890. Social Work Practice with LGBTQ Populations (3 credits)
- SWK 4460. Medical Social Work (3 credits)
- SWK 4700. Social Work Practice with Individuals with Disabilities (3 credits)
- SWK 4490. Social Work Practice with Justice-Involved Populations (3 credits)
- SWK 4470. Fundamentals of Crisis Intervention (3)

University-wide Electives*: 18 Sem. Hrs.

It is highly recommended that Social Work majors take additional Social Work elective courses to meet some of their unitversity-wide elective requirements.

Total: 120 Sem. Hrs.

Minor

Social Welfare Minor

Requirements for a Minor in Social Welfare

- SWK 2000. Introduction to Social Work (3 credits)
- SWK 2450. Human Diversity (3 credits)
- SWK 3480. Social Welfare and Policies (3 credits)
- and 9 hours from any Social Work elective course

Total: 18 Sem. Hrs.

NOTE: Students must have an overall QPA of 2.0 or higher before enrolling in any courses for the Minor in Social Welfare.

Licensure

School Social Work Licensure (Bachelor's Level)

School Social Work Licensure (A) Level

This program prepares candidates as a NC School Social Worker for level A licensure and is approved by the NC Department of Public Instruction. Applicants for this program must fall into one of the following two categories: (1) those who hold a BSW degree from a CSWE accredited program and are employed as social workers full-time in a NC public school setting or

(2) those who are enrolled in UNCP's BSW program.

Candidates employed full-time as a NC public school social worker complete the following two courses:

1. SED 3310 Introduction to the Exceptional Child

2. SWK 3540 School Social Work

Additionally, post-BSW practitioners complete one year of employment in a NC Public School under the supervision of a school social worker licensed in NC at the MSW (A) level of licensure. Coursework is to be completed in conjunction with employment experience.

Candidates currently enrolled as BSW students at UNCP complete the following courses:

1. SED 3310 Introduction to the Exceptional Child

2. SWK 3540 School Social Work

3. SWK 4900 Field Work

4. SWK 4910 Integrative Seminar for Field Work

Practicum must be completed in a NC Public School under the supervision of a school social work licensed in NC at the BSW (A) level of licensure. Coursework is to be completed prior to or in conjunction with the field practicum.

Students must earn a grade of C or better in all courses. Upon completion of all requirements, students should submit the following documentation to the School Social Work Coordinator:

1. Official transcript indicating completion of all required coursework with a grade of C or higher.

2. Documentation of a satisfactory final field evaluation, or for professionals seeking school social work licensure who already

hold a Bachelor in Social Work degree, documentation of one year of employment on signed letterhead by the employing district's human resources office in lieu of the field practicum requirement.

3. A final evaluation using the School Social Work evaluation instrument completed in partnership with the field instructor and/or principal.

The School Social Work Program Coordinator will evaluate the documentation then submit written notification of approval/ disapproval to the student and UNCP School of Education Licensure Specialist and/or NC Department of Public Instruction.

Requirements for School Social Work Licensure

Candidates for licensure must hold a BSW degree from a CSWE accredited institution or be enrolled in UNCP's BSW program, complete a field placement (or one year of full-time employment) in a public school setting under the supervision of a licensed school social worker who holds a social work degree from a CSWE accredited program. and complete the following courses:

- SED 3310. Introduction to the Exceptional Child (3 credits)
- SWK 3540. School Social Work (3 credits)
- SWK 4900. Field Work (9 credits)
- SWK 4910. Integrative Seminar for Field Work (3 credits)
  For professionals seeking school social work licensure who already hold a Bachelor or Master in Social Work degree, one year of employment in a school setting may be documented on signed letterhead by the employing district's human resources office in lieu of the field practicum requirement.

Social Work

SWK 2000. Introduction to Social Work (3 credits)

This course provides an historical and current overview of the social welfare system and the field of social work. It covers basic social work concepts, social welfare structure and services, and an overview of social work intervention methods. Field experience required Historical and current overview of the social welfare system and the field of social work. PREREQ: ENG 1050 Required for: Social Work Major.

SWK 2450. Human Diversity (3 credits)

Crosslisted: (SOC 2450)
This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for the following: African-Americans, Asian-Americans, Native-Americans, Latin- Americans, women, LGBT, and religious group populations. *Social work majors must complete this course with a minimum of grade C*. PREREQ: ENG 1050, 1060

SWK 2700. Medical Terminology (2 credits)

Crosslisted: (SAB 2700)
Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations.

SWK 3000. Narrative Approaches to Understanding Today's Older Population (3 credits)

Participants will interview members of their community in their 5th, 6th and 7th decade of life to understand how the roles of older people are changing in cultures of North Carolina and in particular the cultures accessible to the University. Participants will be able to understand how life stories from social history can preserve cultural and personal identity. The use of story will also be examined in preserving the personhood of people with Alzheimer's disease. PREREQ: SWK 2000 is recommended.

SWK 3040. Social Aspects of Human Sexuality (3 credits)

Human sexuality is analyzed as a social, psychological, and biological process. Included is a discussion of sexual values and behaviors and their relationship to social structure.

SWK 3050. Success and Professionalism in Social Work (3 credits)

This course is designed to provide students with tools for success in undergraduate social work education and beyond. Topics include understanding and attaining CSWE Educational Competencies, APA writing style and requirements, professionalism in the classroom and field settings, social work ethics, understanding the social work curriculum sequence, understanding and using advising, class portfolio assignments, maintaining and developing the BSW portfolio, and planning for graduate school and the workplace in the here and now. Students will apply to the formal BSW program in this course. As a part of this application, students will complete a 40 hour volunteer experience. PREREQ: ENG 1050, ENG 1060

SWK 3450. Human Behavior and Social Environment I (3 credits)

This course focuses on human development from infancy through old age within the context of families and communities. Biological changes and social, cultural, and psychological behaviors through the life- cycle are discussed. PREREQ: SOC 1020; BIO 1030 or EXPH 2100; PSY 1010; SWK 2000; SWK 2450; SWK 3050; SWK 3800; and formal admission to the BSW Program.

SWK 3480. Social Welfare and Policies (3 credits)

This course introduces students to policy practice by focusing on the historical and contemporary contexts of social welfare policy, policy analysis and policy development processes, and the social, cultural, economic, and political influences that affect social welfare policy. PREREQ: PLS 1000 or PLS 1010; SOC 1020; SWK 2000; ECN 1000 or ECN 2060/GGY 2060; and formal admission to the BSW Program or declaration of social welfare minor.

SWK 3540. School Social Work (3 credits)

An overview of school social work as an area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. PREREQ: SWK 2000 is recommended.

SWK 3700. Practice with Children and Adolescents (3 credits)

This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies

that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. PREREQ: SWK 2000 recommended.

SWK 3750. Social Work Practice with Latinx Populations (3 credits)

This course provides an overview of social work practice with Latino/as. It explores culturally sensitive/competent practice in general, and with Latino/as in particular. Students will become familiar with Latino/a cultural, history, values, in addition to the political and social realities of Latino/as. Inter and intra group differences will be highlighted. Special attention will be given to the social service needs and context of Latino/as in the United States, and the growing phenomena of transnationalism. PREREQ: SWK 2000 is recommended.

SWK 3800. Social Work Practice I (3 credits)

This course is designed to provide students with the necessary foundation or pre-practice skills to proceed as a generalist social worker. It covers historical development of social work ethics and values, provides a basic understanding of social work practice theories and applications, and offers students a set of skills for basic interviewing in social work. *Social work majors must complete this course with a minimum of grade C*. PREREQ: ENG 1050, 1060 PREREQ/COREQ: SWK 2000, SWK 2450

SWK 3810. Statistics for Social Workers and Helping Professionals (3 credits)

This course introduces students to the fundamentals of social statistics. It focuses on basic statistical concepts, computation and summarization of numeric data, computation of descriptive statistics, applying probability theory to test of hypothesis, computation and interpretation of inferential and multivariate statistics, and identification of appropriate technique for research questions and sets of variables. PREREQ: MAT 1050 or 1070 or 1080 or 1090 or 2150 or 2210

SWK 3820. African-American Populations (3 credits)

This course is designed to provide the student with a theoretical perspective on the African American family. The course offers an opportunity for students to explore, analyze, and experience various aspects of African American culture via the study of history, oppression, social programs, and acculturation. This course will equip students with skills, sensitivities, and knowledge necessary to help them function more intelligently within a pluralistic society and can serve as a guide for better race relations. The student will learn how to analyze the impact of society on family structure and functioning, and the reciprocal impact of families on society. PREREQ: SWK 2000 is recommended.

SWK 3830. Child Welfare Services (3 credits)

Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. PREREQ: SWK 2000 is recommended.

SWK 3840. Gerontological Social Work (3 credits)

Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. PREREQ: SWK 2000 is recommended.

SWK 3850. Social Work Practice II (3 credits)

A continuation of SWK 3800, this course provides students with the necessary skills for working with groups, organizations and communities to effect social change. The course enables students to learn to design projects, programs and engage policies that benefit a large group of people and communities. It challenges social work students to look critically at their role in society

as change agents. PREREQ: SWK 2000, SWK 2450, SWK 3050, and SWK 3800 and formal admission to BSW Program.

SWK 3870. Women in Society (3 credits)

Crosslisted: (SOC 3870)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. PREREQ: SWK 2000 is recommended.

SWK 3880. Native American Populations (3 credits)

Crosslisted: (SOC 3880/AIS 3880)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. PREREQ: SWK 2000 is recommended.

SWK 3890. Social Work Practice with LGBTQ Populations (3 credits)

This course brings together the essential knowledge for effective and affirmative social work practice with LGBTQ populations who are coping with all usual crises of everyday life in addition to concerns related to their individual uniqueness and their status as a population-at-risk. Knowledge is incorporated under an exosystem-interactional framework for a multidimensional understanding of the many complexities and nuances of life as a LGBTQ person. PREREQ: SWK 2000 is recommended.

SWK 3910. Understanding Social Research (3 credits)

This course introduces students to social and behavioral science research processes and provides them with foundational research skills to inform their use of research in generalist social work practice. PREREQ: SOC 1020; MAT 1050 or MAT 1070; SWK 2000; SWK 2450; SWK 3450; SWK 3480; SWK 3810; SWK 3050; SWK 3800; SWK 3850 and formal acceptance to the BSW Program.

SWK 3970. Experiential Learning I (3 credits)

Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration.

SWK 3980. Directed Research I (1 credit)

Written acceptance by a supervising faculty member is required. Based on the student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration.

SWK 3990. Directed Research II (2 credits)

Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration.

SWK 4030. Supervision in Human Service Organizations (3 credits)

A survey of administrative considerations such a manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expected to be in a supervisory position. PREREQ: SWK 3480.

SWK 4450. Human Behavior and Social Environment II (3 credits)

This course focuses on the social environment from a large systems perspective. These larger systems impact individual human behavior and include societal institutions, communities, and organizations. Particular attention is given to the influence of ethnic, racial, gender and social class, sexual orientation, and cultural diversity in a pluralistic society. PREREQ: SWK 2000; SWK 2450; SWK 3050; SWK 3450; SWK 3480; SWK 3800; SWK 3810; SWK 3850; formal acceptance to the BSW Program.

SWK 4460. Medical Social Work (3 credits)

This elective course explores the delivery of social work services, including theories and tools used in a variety of health care settings. Social work roles in interdisciplinary medical settings and in the promotion of health and wellness among vulnerable populations will be discussed. PREREQ: SWK 2000 is recommended

SWK 4470. Fundamentals of Crisis Intervention (3)

The course provides a brief overview of selected crisis and crisis intervention theories, discusses some of the tools and models for intervention, and illustrates how social workers may intervene and/or deal with selected crisis situations. PREREQ: SWK 2000 is recommended

SWK 4490. Social Work Practice with Justice-Involved Populations (3 credits)

This course develops the understanding of the role of social workers with clients within the criminal justice system and legal system. This course will focus on theory, evidence-based practice, intervention, and advocacy with diverse justice-involved populations including offenders, victims, juveniles, and related systems. This course assumes a strengths-based, systemic and interdisciplinary approach. PREREQ: Completion of SWK 2000 recommended.

SWK 4550. Treatment of Alcohol and Drug Addiction (3 credits)

Crosslisted: (SAB 4550)
Substance abuse treatment and rehabilitation involving individual clients, families and groups is addressed. Modalities of treatment, treatment planning, case management and managed care in addictions are also addressed.

SWK 4600. Social Justice and Practice Ethics (3 credits)

Students will develop an understanding of social and economic justice along with ethical social work decision making by exploring and applying ethics, values, policies and organizational theories. Students will integrate theory and practice by reviewing ethical dilemmas, value conflicts, and social injustices related to social work practice and populations. A central focus of this course is the examination and analysis of the relationship between social forces (e.g. politics, social inequities, socioeconomic status) and populations at risk. PREREQ: SWK 2000, SWK 2450, SWK 3050, SWK 3450, SWK 3480, SWK 3800, SWK 3810, SWK 3850; and formal admission to the BSW Program.

SWK 4700. Social Work Practice with Individuals with Disabilities (3 credits)

This course introduces the student to the emerging, multidisciplinary field of disabilities. This course will teach the social construction of disabilities, which is distinct from a medical model of disabilities. Included are definitions, early history of disabilities, the disability rights movements and eugenics, policies that impacts people with disabilities, legal issues, self-advocacy, and disability culture with a focus on disabilities across the life span. Empowerment and ecological perspectives are integrated into course content, enabling students to develop an appreciation for the power and value of understanding and supporting clients in their various contexts, social networks, and environments. PREREQ: SWK 2000 is recommended.

SWK 4800. Social Work Practice III (3 credits)

This course is designed to further develop students' generalist social work skill. Practice content also emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the clients. This course includes content regarding knowledge, values and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes. PREREQ: SWK 2000; SWK 2450; SWK 3050; SWK 3450; SWK 3480; SWK 3800; SWK 3810; SWK 3850 and formal acceptance to the BSW Program.

SWK 4900. Field Work (9 credits)

Each student will complete a minimum of 32 hours per week in an assigned supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester in order to receive a passing grade. The field work experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, and values. Pass/Fail basis. PREREQ: SWK 2000, SWK 2450, SWK 3050; SWK 3450, SWK 3480, SWK 3800, SWK 3810, SWK 3850, SWK 3910, SWK 4450, SWK 4600, SWK 4800 and formal acceptance to the BSW Program.

SWK 4910. Integrative Seminar for Field Work (3 credits)

This course will focus on the transition from student to entry level professional. Each student will engage in field work activity that will allow the development of generalist skills; will explore multi cultural/lifestyle and practice issues and will present a case in order to demonstrate the integration of social work skills, knowledge and values. Each student will demonstrate the development of professional communication skills and will be able to function in a human service setting. PREREQ: SWK 2000, SWK 2450, SWK 3450, SWK 3480, SWK 3600 , SWK 3710 , SWK 3800, SWK 3850, SWK 3910, SWK 4450, SWK 4600, SWK 4800; formal acceptance into the BSW Program; a minimum overall QPA of 2.5; and permission of instructor. Students may only enroll in 12 hours during their field work.

SWK 4970. Experiential Learning II (3 credits)

Written acceptance by a supervising faculty member is required. The student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration.

SWKS 4xxx. Special Topics in Social Work (3 credits)

This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest

Substance Abuse

SAB 2700. Medical Terminology (2 credits)

Crosslisted: (SWK 2700)
Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations.

SAB 2830. Interviewing Skills (3 credits)

Crosslisted: (CRJ 2830)
This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises.

SAB 3770. Drug Use and Abuse (3 credits)

Crosslisted: (HLTH 3770)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. PREREQ: SOC 1020 or permission of instructor.

SAB 4550. Treatment of Alcohol and Drug Addiction (3 credits)

Crosslisted: (SWK 4550)
Substance abuse treatment and rehabilitation involving individual clients, families, and groups is addressed. Modalities of treatment, treatment planning, case management, and managed care in addictions are also addressed.

SAB 4610. Addiction and Women (3 credits)

Crosslisted: (SOC 4610)
An analysis of women's experiences of addiction, the societal response to female addiction, and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women.

School of Business

Dean: M. Barry O'Brien

Associate Dean: William Stewart Thomas

The School of Business is fully accredited by AACSB International, the Association to Advance Collegiate Schools of Business.

The mission of the School of Business is to provide each student an outstanding business education. The School values internationalization to prepare students for a competitive global environment, diversity to enrich personal growth and enhance the learning experience, ethical decision making to prepare students to serve as business leaders, and scholarship to benefit our students' education. We also value and provide a personal learning environment where each student's success matters, as well as engagement in service that adds value to our institution, professions, and communities.

The School offers the Bachelor of Science degree with a major in either Business Administration (BSBA) or Accounting (BSA). The University of North Carolina at Pembroke also offers the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for the MBA program.

Business students have opportunities for internships and study abroad with programs that include The Magellan Exchange, and membership in student organizations: the Beta Gamma Sigma International Honors Society, the Omicron Delta Epsilon International Honors Society in Economics, the Accounting Student Association, the Society for Human Resource Management (SHRM), the Economics Club, and the International Business Students Association.

Business Programs

The School of Business offers the Bachelor of Science degree with a major in either Accounting or Business Administration. Business Administration majors must choose a track in Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. Students who want to have more than one track must successfully complete all requirements for each track. A minimum of 50% of the semester hours in the Business major must be taken at UNCP.

The School of Business offers minors in Business Administration, Economics, Finance, Management, Marketing, Quantitative Economics, and Quantitative Finance for non-Business majors only. Currently, Business majors cannot obtain a minor from the School of Business.

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

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

The Passport to Professional Success Program (Required of all School of Business majors)

All students majoring in Business Administration or Accounting must complete the Passport to Professional Success Program (hereafter referred to as the Passport Program). The goal of the Passport Program is to enable Business and Accounting students to become more professional in the way they interact with their colleagues, employers, and other professionals in their field.

"Professionalism" is defined by the Cambridge dictionary as "the combination of all the qualities that are connected with trained and skilled people," and by the Merriam-Webster dictionary as "the conduct, aims, or qualities that characterize or mark a profession or a professional person." These are skills that students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting will acquire during their program of study at the School of Business at UNC Pembroke.

These "work-readiness" skills will assist our graduates in finding and maintaining successful business careers. The Passport Program will also help differentiate our graduates from others entering the market from other schools.

Benefits for Students:

- Learn strategies for success in business
- Practice and improve business communication skills
- Gain confidence in different settings outside the classroom
- Obtain assistance in making career decisions
- Understand the importance of a professional appearance
- Strengthen individual interests
- Impact the local community
- Inspire and lead others
- Engage in networking opportunities.

The Passport Program requires the completion of BUS 1001, BUS 1002, BUS 1003, BUS 1004, BUS 1005, and BUS 1006.

NOTE: The Bachelor of Science in Business Administration with a track in Entrepreneurship is offered by the School of Business in consultation with the Office of Engaged Outreach. For complete information on this degree program, as well as Entrepreneurship course listings and requirements for a minor or certificate in Entrepreneurship, see the Entrepreneurship section of the catalog.

Minor (for non-Business majors only)

Business Administration Minor

The minor in business administration provides a general overview of the business environment to students in majors outside of business. Students who want to gain a core understanding of business without making it the center of their education should pursue this minor. Students who fulfill the requirements for the minor in business administration will gain an understanding of functional areas of business administration and the basic concepts of a solid business education-the fundamentals of economics, management, and marketing, and core concepts of financial accounting.

Requirements for a Minor in Business Administration

- ACC 1020. Accounting for Non-Business Majors (3 credits) or
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)

- MGT 3060. Organization and Management (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

- FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits) or
- FIN 3100. Business Finance (3 credits)

- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- ECN 1000. Economics of Social Issues (3 credits)

- ECN 2030. Principles of Macroeconomics (3 credits) or
- ECN 2020. Principles of Microeconomics (3 credits)

Total: 18 Sem. Hrs.

Students preparing for the MBA program should take

- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)

- ECN 2020. Principles of Microeconomics (3 credits) or
- ECN 2030. Principles of Macroeconomics (3 credits)

- FIN 3100. Business Finance (3 credits)

Business

BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)

The Passport for Professional Success Program Awareness 1 cluster requires students to attend an Introduction to the Passport Program, attend a Study Abroad information session, and attend a Student Involvement and Leadership Session. This course will be graded on a Complete/Incomplete basis.

BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)

The Passport for Professional Success Awareness 2 cluster requires students to participate in engagement activities with School of Business Faculty and / or Alumni and attend a Student Internship Information Session. This course will be graded on a Complete/Incomplete basis.

BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)

The Passport for Professional Success Program Fundamentals 1 cluster requires students to attend a Career Center Resume Workshop and attend at least two sessions at the Professional and Career Development Institute (PCDI). This course will be graded on a Complete/Incomplete basis.

BUS 1004. Passport for Professional Success-Transition (0 credits)

The Passport for Professional Success Program Transition cluster requires students to attend a Career Expo (or Fair), complete a Career Center mock interview, and complete a Senior Exit Interview. This course will be graded on a Complete/Incomplete basis.

BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)

Passport for Professional Success Extended Engagement activities are long-term in nature and revolve around a core area engaging utilization of student skills in an extended activity of the School of Business. Each student must complete one of the

following engagement activities: (1) participate in an approved student organization, (2) participate in an approved study abroad experience, (3) participate in approved civic and community activities, or (4) participate in and complete an approved internship. This course will be graded on a Complete/Incomplete basis.

BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)

The Passport for Professional Success Fundamentals 2 cluster requires students to complete a series of verbal presentations requiring professional attire and to attend the following: University-sponsored formal dinners, professional networking events, School of Business-approved seminars, special speaker presentations, or other approved presentations. This course will be graded on a Complete/Incomplete basis.

BUS 2000. Introduction to Business (3 credits)

This course introduces the student to the terminology and concepts used in the world of business through a comprehensive approach designed around the functional areas of business administration. The course will focuses on how the business entity interacts with its employees (management), customers (economics and marketing), and lenders and creditors (accounting and finance). An emphasis is placed on understanding the global business environment (international business). Topics include the components and actions needed to start a business (entrepreneurship), the skills needed to manage the firm, how products and services of the business are effectively priced and marketed, sources of funds to start and grow the company, and the accounting tools that are used to track income and expenses. Business ethics and social responsibility will be emphasized, as well the use of technology within each of the functional areas mentioned above, and effective business communication skills.

BUS 3000. Study Abroad in Business (3 credits)

This course is intended for students who are selected to participate in a business-focused short-term visit to a foreign country. Prior to departure to the foreign country, participating students will receive an introduction to the basic concepts and principles of intercultural communication and cultural engagement as well as to business in the foreign country. While in the foreign country, participating students will experience the foreign country's culture and gain essential insight as to the business environment which exists in the foreign country.

BUS 3020. International Business (3 credits)

An overview of the economic, financial, institutional, cultural, and political forces that drive international business. Topics are addressed from a global perspective and include political economy and trade, legal and financial concerns, culture, technology, leadership, human resources, marketing, and ethical considerations. PREREQ: none

BUS 4020. Senior Seminar in Business (3 credits)

An assessment of current issues in business, including topics related to professional and career development. Instructional methods include but are not limited to case studies, simulations, and outside speakers. PREREQ: BLAW 2150, ECN 2020, ECN 2030, FIN 3100, MGT 3060, MKT 3120, and senior standing.

Department of Accounting and Finance

Chair: Rebecca Gonzalez-Ehnes

Faculty: Victor Bahhouth, Jane Baird, Dena D. Breece, David O. Fricke, Rebecca Gonzalez, Joseph P. Lakatos, Mohammad Rahman, Craig D. Shoulders, Christopher Solano, William Stewart Thomas

The objective of the B.S. in Accounting is to prepare graduates for entry level positions whether in Public, Corporate, or Governmental Accounting or to continue further study in graduate school. The course offerings provide students with the knowledge and requirements to sit for the CPA exam in North Carolina upon graduation. In addition to the University graduation requirements, all Accounting majors must attain an overall 2.00 QPA in the courses listed below under Accounting Requirements.

The Finance Track within the Bachelor of Science in Business Administration offers proficiencies and research capabilities needed for careers in the banking and insurance sectors and in securities markets, as well as careers as financial managers, financial analysts, and personal financial advisors. In addition to the University graduation requirements, all Finance majors must attain an overall 2.00 QPA in the courses listed below under Finance Requirements.

Major

Accounting, B.S.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that each major has specific general education requirements. You will be required to take the following courses to meet your general education and accounting requirements including:

- MAT 1070. College Algebra (3 credits)
  *a higher-level general education math course may be substituted
- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- PHI 2040. Introduction to Ethics (3 credits)
- PSY 1010. Introductory Psychology (3 credits)

General Business Requirements: 33 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Accounting Requirements: 30 Sem. Hrs.

- ACC 3210. Financial Reporting & Analysis I (3 credits)
- ACC 3220. Financial Reporting and Analysis II (3 credits)
- ACC 3310. Cost Analysis and the Decision Making Process (3 credits)
- ACC 4130. Accounting Information Systems and Data Analysis (3 credits)
- ACC 4170. Tax Planning for Individuals and Related Ethical Issues (3 credits)
- ACC 4180. Tax Planning for Business Entities and Related Ethical Issues (3 credits)
- ACC 4220. Financial Reporting for Complex Business Entities, Governments, and Not-for-Profit Entities (3 credits)
- ACC 4580. Auditing Financial Statements with a Forensic Mindset (3 credits)
- ACC 4660. Forensic Accounting and Fraud Examination (3 credits)
- BLAW 3180. Ethical Standards and Commercial Regulations and Their Impact on Business (3 credits)

Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Business Administration, Finance Track, B.S.

The Finance Track offers proficiencies and research capabilities needed for careers in the banking and insurance sectors and in securities markets, as well as careers as financial managers, financial analysts, and personal financial advisors. And it equips students with means of success in pursuing graduate degrees. The Finance tracks is available for traditional (face-to-face) and fully online modes of delivery.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- MAT 1070. College Algebra (3 credits)
  (MAT 2150 or MAT 2210 would be accepted in lieu of MAT 1070)
- PSY 1010. Introductory Psychology (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)

- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- BUS 3020. International Business (3 credits)
- BUS 4020. Senior Seminar in Business (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4410. Operations Management (3 credits)
- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Finance (FIN) Track: 18 Sem. Hrs.

- FIN 3040. Money, Financial Markets, and Institutions (3 credits)
- FIN 4100. Financial Management (3 credits)
- FIN 4180. Investment Analysis and Portfolio Management (3 credits)

plus an additional nine credit hours in FIN or FINS courses at the 3000-, 4000-, or 5000-level (other than FIN 3000) not used to satisfy any other requirement. This may include a study abroad course approved by the Department of Accounting and Finance. One Calculus course can be substituted for a Finance elective.

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor (for non-Business majors only)

Finance Minor

Requirements for a Minor in Finance

Required Courses: 18 Sem. Hrs.

- ECN 2030. Principles of Macroeconomics (3 credits)

- DSC 1590. Technology-Enabled Decision Making (3 credits) or
- DSC 2090. Spreadsheet and Database Management (3 credits)

- FIN 2050. Personal Finance (3 credits)
- FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)
- FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)
- FIN 3210. Financial Analysis with Spreadsheet Applications (3 credits)

Total: 18 Sem. Hrs.

Courses: Accounting

ACC 1020. Accounting for Non-Business Majors (3 credits)

This course is designed to develop an understanding of the basics of accounting: what accounting information is, how it is developed, how it is used, and what it means.

ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)

Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. PREREQ: MAT 1070 or higher mathematics course.

ACC 2280. Accounting Tools for Managerial Decisions (3 credits)

An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. PREREQ: A "C" or better in ACC 2270.

ACC 3210. Financial Reporting & Analysis I (3 credits)

A study of financial accounting theory and procedures. Includes time value of money and in-depth analysis of asset accounts. PREREQ: A "C" or better in ACC 2270.

ACC 3220. Financial Reporting and Analysis II (3 credits)

A continuation of ACC 3210. Includes in-depth study of liability and capital accounts, revenue recognition. PREREQ: C- or better in ACC 3210.

ACC 3310. Cost Analysis and the Decision Making Process (3 credits)

Cost determination and analysis, cost control, and cost-based decision making. Included are such topics as job order and process costing systems, application of factory overhead, and responsibility accounting. PREREQ: A "C" or better in ACC 2280.

ACC 4130. Accounting Information Systems and Data Analysis (3 credits)

Basic concepts of accounting information systems including both computer based and manual systems. This course examines transaction processing systems with emphasis on internal controls and documentation, user support systems and systems development. Specific topics include spreadsheet functions, databases, etc. PREREQ/COREQ: DSC 2090 and ACC 3310

ACC 4170. Tax Planning for Individuals and Related Ethical Issues (3 credits)

Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system and the effect that tax law has on individual economic decisions. PREREQ: ACC 3220.

ACC 4180. Tax Planning for Business Entities and Related Ethical Issues (3 credits)

Federal income tax laws applicable to partnerships, corporations, estates, and trusts. PREREQ: ACC 4170.

ACC 4210. Reporting & Analysis of Complex Business Entities and Transactions (3 credits)

This course is a continuation of the study of financial accounting. Topics covered in this course include Business Combinations and Consolidated Financial Statements, Partnership Accounting, International Accounting Issues, and Emerging Issues vital to the practice of accounting. PREREQ: ACC 3220.

ACC 4220. Financial Reporting for Complex Business Entities, Governments, and Not-for-Profit Entities (3 credits)

This course incorporates basic consolidations of business financial statements including intercorporate transfers, accounting for the effects of foreign currency transactions and translating and remeasuring financial statements from a local currency to U.S. dollars and state and local government and not-for-profit entity accounting and financial reporting. PREREQ: ACC 3220, Intermediate Accounting II

ACC 4500. Governmental and Not-For-Profit Accounting (3 credits)

Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. PREREQ: A "C" or better in ACC 2280.

ACC 4580. Auditing Financial Statements with a Forensic Mindset (3 credits)

A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. PREREQ: ACC 3220 and ACC 4130.

ACC 4660. Forensic Accounting and Fraud Examination (3 credits)

This course examines the forensic accountant's role in today's business environment. Topic coverage includes, among others, financial statement analysis and analytic techniques, the forensic accounting legal environment, revenue and inventory fraud, fraud on reserves, fraud investigation and engagement processes, evidence collection and evidence types, interview and interrogation methods, the fraud report, litigation, and the recovery process, and financial statement fraud. PREREQ: ACC 3310 and ACC 4580

ACC 4990. Directed Studies in Accounting (1-3 credits)

Independent study in an area of accounting of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: ACC 2270, ACC 2280, and permission of the Department.

ACCS 4xxx. Special Topics in Accounting (3 credits)

The study of a particular topic of special importance, relevance, and currency in the field of accounting. The content of the

special topics course varies with each offering. Course may be repeated as long as topic being studied is different. PREREQ: ACC 2270, ACC 2280.

Business Law

BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)

The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization.

BLAW 3160. International Business Law (3 credits)

This course will introduce students to the legal mechanics of international business transactions and to the commercial law environment within which those transactions are negotiated and executed. The course will focus on the trade and investment activities of business entities, examining in a practical way the legal documentation necessary to execute various types of transactions and issues that the international lawyer and business person are likely to confront. PREREQ: MGT 2150.

BLAW 3180. Ethical Standards and Commercial Regulations and Their Impact on Business (3 credits)

Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights. PREREQ: BLAW 2150, FIN 3100

Finance

FIN 2050. Personal Finance (3 credits)

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

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)

Foundations of Finance offers a concise yet comprehensive survey approach to finance that provides students with the opportunity to understand what finance is all about. The course, intended for nonbusiness majors, introduces the three main areas of finance-markets, investments, and financial management. Topics include banks and financial institutions, interest rate and the saving process, time value of money, introduction to bonds and stocks, financial data analysis and long term financial planning, and overview of capital budgeting. MAT 1050 and a financial calculator are recommended.

FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)

Small Business and Entrepreneurial Finance takes a three-pronged stage-sensitive approach to introduce financial thinking, tools, and techniques adapted to the realm of entrepreneurship and small business ownership. The course emphasizes the differences between large corporations and Small and Medium Enterprises (SMEs) relative to funding, risk assessment, and management. Topics include introduction to financial tools, financial markets and instruments, and management of short terms assets and liabilities. Analysis of bootstrapping strategies in estimating financial resource requirement is followed by a comprehensive discussion of sources of funds for small businesses in the development, startup, and survival stages of the entity's life cycle (including Small Business Administration programs), and in later stages of life, entrepreneurial venture growth capital, harvesting the venture investment and turnaround opportunities or liquidation under financial distress.

FIN 3040. Money, Financial Markets, and Institutions (3 credits)

Crosslisted: (ECN 3040)
Study of money, financial institutions and markets and their roles in the economy. Coverage includes organization and functions of financial intermediaries, structure of financial markets and financial instruments. PREREQ: A "C" or better in MAT 1070 (or higher math course) and in ECN 2030.

FIN 3050. Risk Management and Insurance (3 credits)

This course provides for the future business manager an introduction to the nature and management of risk. Theory and application into the nature of risk, exposure, insurance, and hedging are covered. Insurance is covered from the point of view of the business person, to be a smart consumer of insurance services; as well as from the point of view of a potential insurance industry representative or executive. PREREQ: FIN 3100, DSC 3130.

FIN 3100. Business Finance (3 credits)

Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. PREREQ: PREREQ: DSC 2090 or 1590 or equivalent and a "C" or better in ACC 2270, DSC 3180 or DSC 3130 or equivalent statistical course, and MAT 1070 or a higher-level mathematics class.

FIN 3210. Financial Analysis with Spreadsheet Applications (3 credits)

FIN 3210 employs spreadsheets as a management tool for financial analysis by taking an integrative view that promotes intergration across financial functions and responsibilities within a business. Topics include analyzing income statements, balance sheets, and cash flow statements, performing vertical and horizontal anaylsis of financial statements, determining financial ratios and analyzing their trends and significance, and comibining quantitative and judgmental techniques to improve forecasts of sales revenues and customer demands. Spreadsheet software will be used in the course as an analytical tool. PREREQ: DSC 1590 or DSC 2090 and FIN 3000 or FIN 3100

FIN 3500. Survey of Ethics in Economics and Finance (3 credits)

Crosslisted: (ECN 3500)
A survey of the emerging field of Financial Ethics. This course will provide an overview of ethical theory and decision making, explore some of the possible sources of ethical conflicts in economics and finance, study the practice of ethical decision making in the fields of finance and economics, and employ case studies to practice methods for determining ethical decision making in financial management, investments, and financial institutions.

FIN 4100. Financial Management (3 credits)

Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations. PREREQ: A "C" or better in FIN 3100.

FIN 4180. Investment Analysis and Portfolio Management (3 credits)

Equity and debt securities as investments, the organization and functions of the capital market, and the analysis and evaluation of securities and portfolios. PREREQ: A "C" or better in FIN 3100.

FIN 4200. Bank Management and Policy (3 credits)

Course focuses on the theory and practice of management of commercial banks and other depository institutions. Primary emphasis is on the application of concepts and analytical tools crucial to decisions facing managers of contemporary banks. Areas covered include financial and portfolio management, deposit acquisitions, capital adequacy, managerial objectives, market and regulatory environment, and dimensions of risk. PREREQ: A "C" or better in FIN 3100.

FIN 4210. International Finance (3 credits)

This course will provide the student with a comprehensive survey of complex financial concepts as applied to the international arena, through the exploration of theoretical constructs and their practical applications. Topics explored include the international macroeconomic environment, international financial landscape, and the management of the multinational firm. PREREQ: FIN 3100, DSC 3130, MAT 2150 or MAT 2210.

FIN 4800. Financial Institution Internship (1-3 credits)

A work experience in a bank or financial institution where the student, under academic and employer supervision, participates in actual managerial functions and is exposed to the daily operation, decisions and working policies of the bank (minimum of 40 work hours per semester credit hour required). Students must keep an extensive diary of work experiences and submit frequent reports to the academic supervisor. Pass/Fail. May be repeated for credit. PREREQ: A "C" or better in FIN 3100 and the consent of Dean or faculty member supervising bank internships.

FIN 4990. Directed Studies in Finance (1-3 credits)

Independent study in an area of finance of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: A "C" or better in FIN 3100 and permission of the Department.

FINS 4xxx. Special Topics in Finance (3 credits)

The study of a particular topic of special importance, relevance, and currency in the field of finance. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. PREREQ: A "C" or better in FIN 3100 or permission of the instructor.

Information Technology Management

ITM 3010. Management Information Systems (3 credits)

Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. PREREQ: DSC 2090, MGT 3060.

ITM 3100. Basic Application Development (3 credits)

This course is an introduction to the Visual Basic.NET language within the Visual Studio.NET integrated application development environment. The course covers the fundamentals of programming in a visual, object-oriented language and focuses on common programming methodologies and basic application development skills.

ITM 3200. E-Commerce (3 credits)

This course is designed to help business students increase their knowledge in E-Commerce so that they may better understand how organizations can successfully operate their businesses online. Specific topics to be addressed include business models, technical infrastructure, software procurement strategies, customer interaction, and the implementation of customer-centric systems. PREREQ: A "C" or better in ITM 3010.

ITM 3500. Database Management Systems (3 credits)

In this course, students will investigate application development in a business database environment with an emphasis on designing, modifying, and querying databases. In this course students will develop an understanding of database technology, database design, database selection and acquisition. Decision-making using databases will be covered. Overviews of emerging trends in data management will be covered. PREREQ: A "C" or better in ITM 3010 or ACC 4130.

ITM 3700. Enterprise Business Systems (3 credits)

Enterprise Business Systems provide information management and analysis to organizations. This course provides the student with an overview of Enterprise Business Systems. Topics covered will include functional systems, cross-functional systems, CRM, MRPII/ERP, SCM. PREREQ: A "C" or better in ACC 2280, ITM 3010, and MKT 3120.

ITM 4100. System Analysis and Design (3 credits)

An introduction to systems thinking and the systems analysis process. The emphasis will be on traditional analysis, design, and implementation through the data flow analysis and systems development life-cycle approaches. Student teams will perform system studies of real-world problems and develop potential solutions. PREREQ: A "C" or better in ITM 3500; ITM 3100 is recommended.

ITM 4400. Project Management (3 credits)

This course is designed to provide knowledge of business project management in general and information technology project management in specific. It explores the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Attention will also be given to cost controls, teamwork, and quality management. PREREQ: A "C" or better in ITM 3010 or ACC 4130.

ITM 4600. Systems Security, Reliability, and Privacy (3 credits)

This course develops the student's ability to comprehend, communicate, and apply current electronic commerce developments as a professional involved in designing, building, or managing information and accounting systems. Topics include the number-one topic of concern for businesses using E-business applications: transaction security and privacy. In addition, reliability of information systems as well as business decisions required to implement, plan, and support an electronic commerce endeavor are presented. PREREQ: A "C" or better in ITM 3500.

ITM 4800. Information Technology Management Internship (1-3 credits)

A work experience in an operating business where the student, under academic and employer supervision, participates in actual information technology managerial functions (40 work hours per semester credit hour required). Student must keep an extensive diary of work experiences and submit frequent reports to academic supervisor. PREREQ: A "B" or better in ITM 4100 and ITM 4400.

ITM 4950. Advanced Information Technology Management (3 credits)

This course emphasizes the management of information technology and related resources from a broad strategic perspective. Topics covered include assessment of information technologies and their fit to organizational structure, tracking emerging technologies and trends, managing portfolio resources and matching them to business needs, technology transfer, end-user computing, outsourcing, theoretical models, strategic applications, and strategic IT planning. PREREQ: A "C" or better in FIN 3100, ITM 3010 and ITM 4400.

ITM 4990. Directed Studies in Information Technology Management (1-3 credits)

Independent study in an area of ITM of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: A "C" or better in ITM 4100 and ITM 4400.

ITMS 4xxx. Special Topics in Information Technology Management (3 credits)

The study of a particular topic of special importance, relevance, and currency in the field of Information Technology Management. The content of the special topics course varies with each offering. PREREQ: A "C" or better in ITM 3010.

Department of Economics and Decision Sciences

Chair: Loogeok (Lydia) Gan

Faculty: Mohammad Ashraf, Zhixin (Richard) Kang[1], Bishwa S. Koirala[2], Edwin (Cliff) Mensah[3], Daniel Parisian, Xinyan Shi

[1]Assistant Dean for Research

[2]Director of Economic and Business Research

3AACSB Accreditation Coordinator

The Economics Track within the Business Administration major sharpens students' skills for analyzing business and social problems by studying consumer and producer behavior in a variety of economic settings. The Economics Track prepares students for a variety of careers in the government or business sectors and for job opportunities in economic consulting and research. Corporate jobs concerned with practical applications of economic policy and economic forecasting are also routinely available. The Economics Track is available in the traditional (fact-to-face) classroom setting and in the on-line mode of delivery.

Major

Business Administration, Economics Track, B.S.

The Economics Track within the Business Administration major sharpens students' skills for analyzing business and social problems by studying consumer and producer behavior in a variety of economic settings. The Economics Track prepares students for a variety of careers in the government or business sectors and for job opportunities in economic consulting and research. Corporate jobs concerned with practical applications of economic policy and economic forecasting are also routinely available. The Economics Track is available in the traditional (fact-to-face) classroom setting and in the on-line mode of delivery.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)

- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- MAT 1070. College Algebra (3 credits)
  (MAT 2150 or MAT 2210 would be accepted in lieu of MAT 1070)

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

- PSY 1010. Introductory Psychology (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- BUS 3020. International Business (3 credits)
- BUS 4020. Senior Seminar in Business (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4410. Operations Management (3 credits)
- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Economics (ECN) Track: 18 Sem. Hrs.

- ECN 3010. Managerial Economics (3 credits)
- ECN 3050. Intermediate Macroeconomics (3 credits)

and four additional 3000- or 4000-level economics courses (ECN or ECNS)

Note:

In addition to the University graduation requirements, all B.S. in Business Administration-Economics Track majors must attain an overall 2.00 QPA in the 18 semester hours listed above to fulfill the economics track.

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor (for non-Business majors only)

Economics Minor

Requirements for a Minor in Economics

Required Courses: 6 Sem. Hrs.

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)

Choose four courses: 12 Sem. Hrs.

from among the 3000- and 4000-level economics courses (ECN or ECNS) offered by the department*

Total: 18 Sem. Hrs.

* FIN 3040 can be substituted for ECN 3040; there are other prerequisites, in addition to ECN 2020 and ECN 2030, for ECN 3010, ECN 3040, and FIN 3040

Quantitative Economics Minor

Requirements for a Minor in Quantitative Economics

Required Courses:

Choose 2 courses (6 hours) from:

- ECN 2020. Principles of Microeconomics (3 credits) and
- ECN 3010. Managerial Economics (3 credits)
  or
- ECN 2030. Principles of Macroeconomics (3 credits) and

- ECN 3050. Intermediate Macroeconomics (3 credits)

2 courses (6 hours) from:

- ECN 3200. Mathematical Economics (3 credits)
- ECN 3600. Introduction to Econometrics (3 credits)

Choose 1 course (4 hours) from:

- MAT 2150. Calculus with Applications (4 credits) or
- MAT 2210. Calculus I (4 credits)

Choose 1 course (3 hours) from:

- DSC 3130. Business Statistics I (3 credits) or
- DSC 3180. Applied Business Statistics (3 credits)
- MAT 2100. Introduction to Statistics (3 credits)

Total: 19 Sem. Hrs.

Courses: Decision Sciences

DSC 1590. Technology-Enabled Decision Making (3 credits)

This course introduces pertinent elements of computer applications as they relate to making informed decisions. New and emerging learning technologies are introduced and employed to accentuate critical thinking and problem solving skills. Additionally, the course emphasizes effective communication and collaboration in a technology-rich learning environment. Excel spreadsheets are introduced and utilized extensively in this course. Other techniques taught include collection, analysis, interpretation, and presentation of data as well as the effective use of Internet search tools and electronic databases.

DSC 2090. Spreadsheet and Database Management (3 credits)

A comprehensive course in advanced spreadsheet analysis and the fundamentals of database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Students should have experience using spreadsheets.

DSC 3130. Business Statistics I (3 credits)

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. PREREQ: C or better in MAT 1070 or a higher-level mathematics class.

DSC 3140. Business Statistics II (3 credits)

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. PREREQ: A "C" or better in DSC 3130.

DSC 3180. Applied Business Statistics (3 credits)

DSC 3180. Applied Business Statistics (3 credits). Focused on business applications, this course includes descriptive statistics, probability distributions, sampling distributions, estimation of confidence intervals, hypothesis testing, one-way analysis of variance (ANOVA), and linear regression analysis. PREREQ: C or better in MAT 1070 or a higher-level mathematics class.

DSC 3190. Business Analytics (3 credits)

DSC 3190. Business Analytics (3 credits). This course covers the concepts and methodologies in data analytics, the techniques of using data analytics to obtain information and intelligence, and the applications of data analytics in business decision making. Topics include data collection, cleaning, and summarization, data visualization, data mining, analysis of variance, interpreting data analysis results, and reporting findings from a data analysis process. PREREQ: C or better in DSC 3140 or in DSC 3180 or its equivalents

DSC 3650. Management Science (3 credits)

The mathematical concepts application to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. PREREQ: DSC 3140, MGT 3060.

DSC 4420. Supply Chain Management (3 credits)

Crosslisted: (MGT 4420)
Introduces students to new and emerging topics, tools, and techniques in operations and supply chain management. The course emphasizes coordination, integration, and decision making regarding the interaction of the firm with its suppliers and customers, where planning, design, and control of all aspects of supply chains including design and control of material and information systems, supplier development, supplier selection, customer relationship management and quality issues such as outsourcing in supply chain are discussed. PREREQ: ECN 2020 and ECN 2030, DSC 3130, MAT 1070, ITM 3010.

DSC 4990. Directed Studies in Decision Sciences (1-3 credits)

Independent study in an area of decision sciences of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: DSC 2090, DSC 3130.

DSCS 4xxx. Special Topics in Decision Sciences (3 credits)

The study of a particular topic of special importance, relevance, and currency in the broad field of decision sciences. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. PREREQ: DSC 2090, DSC 3130.

Economics

ECN 1000. Economics of Social Issues (3 credits)

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

money.

ECN 2020. Principles of Microeconomics (3 credits)

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

ECN 2030. Principles of Macroeconomics (3 credits)

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

ECN 2060. Economic Geography (3 credits)

Crosslisted: (GGY 2060)
Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects.

ECN 2410. Asian Economies (3 credits)

A comparative study of the economic systems of Asian countries. Countries discussed will be selected from the Indian subcontinent, the Southeast, and the Far East. The effects of the countries' diverse economic, political, and cultural systems on their prosperity and economic growth will be discussed.

ECN 3010. Managerial Economics (3 credits)

This course is a rigorous analysis of resource allocation, price determination in a market economy, consumer behavior (constrained utility maximization), theory of the firm (constrained profit maximization), and production and pricing behavior under various market structures. PREREQ: A "C" or better in MAT 2150 or MAT 2210 and in ECN 2020.

ECN 3040. Central Banks and the Economy (3 credits)

Crosslisted: (FIN 3040)
Study of money, financial institutions, and markets and their roles in the economy. Coverage includes functions of financial intermediaries, structure of financial markets and financial instruments, application of time value of money to bond pricing and yield calculations, algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national incomes, prices, and interest rates. PREREQ: A "C" or better in MAT 2150 or MAT 2210 and in ECN 2030 PREREQ: A "C" or better in MAT 2150 or MAT 2210 and in ECN 2030

ECN 3050. Intermediate Macroeconomics (3 credits)

This course builds upon the concepts learned in Principles of Macroeconomics. It provides a deeper understanding of the functioning of the macroeconomy and the forces of globalization. Students will learn two major macroeconomic models: the neoclassical model and the Keynesian model. Topics will include national income and its determinants, economic fluctuation and economic growth, the possible impacts of monetary and fiscal policies, and how different factors of production behave in

certain economic situations. Furthermore, how changes in aggregate consumption and investment affect the economy will also be covered. PREREQ: A "C" or better in MAT 2150 or MAT 2210 and in ECN 2030.

ECN 3070. Internet Economics (3 credits)

Applying basic principles of economics, this course surveys the various ways that economics is applied to the area of electronic commerce and how the e-commerce revolution affects the economy. The course covers relevant applications of electronic commerce to emerging economic concepts such as virtual products, network industries, online pricing and advertising, vertical integration/vertical restraint in the online market, Internet intellectual property rights, anti-trust issues in e-commerce, online financial markets, online banking, digital cash and electronic payments, regulatory issues of online markets, the public sector and the online marketplace, Internet and security. It provides balanced examinations of how basic economic principles apply to the electronic marketplace and of how features of certain products sold in this market place required rethinking some of those principles. PREREQ: ECN 2020.

ECN 3080. Environmental Economics (3 credits)

This course examines the implications of economic theory and how it relates to the environment and environmental activity. The continuing conflict between market forces and environmental integrity will be the centerpiece of discussion, and the course will explain how economic theory views the relationship between economic activity and the natural world. Special emphasis is given to developing and implementing tools to evaluate environmental policies. Other topics include cost-benefit analysis, measurement of the benefits of non-market goods and costs of regulations, and the evaluation of the impact of regulations in areas such as financial markets, workplace health and safety, consumer product safety, and other contexts. PREREQ: ECN 2020.

ECN 3090. Economics of Sports (3 credits)

This course centers around the application of microeconomic theory to the sports industry, both at the professional and amateur sports markets. The topics include market structure, labor relations, labor market discrimination, competitive balance, market value of sports talent, and payments to players. The involvement of the government in the sports business will also be discussed. PREREQ: ECN 1000 or ECN 2020

ECN 3200. Mathematical Economics (3 credits)

This course combines two strongly related disciplines, economics and mathematics, and provides the foundations needed for students to excel in future coursework in these disciplines. Multivariable calculus and linear algebra will be taught and applied to the problems of modeling, constrained optimization, and economic dynamics. PREREQ: C or better in MAT 2150 or 2210.

ECN 3300. Public Finance (3 credits)

A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. PREREQ: ECN 2020 or ECN 2030

ECN 3410. U. S. Economic History (3 credits)

Crosslisted: Department of History
A study of the United States economy from colonization to the present.

ECN 3500. Survey of Ethics in Economics and Finance (3 credits)

Crosslisted: (FIN 3500)
A survey of the emerging field of Financial Ethics. This course will provide an overview of ethical theory and decision making, explore some of the possible sources of ethical conflicts in economics and finance, study the practice of ethical decision making in the fields of finance and economics, and employ case studies to practice methods for determining ethical decision making in financial management, investments, and financial institutions.

ECN 3600. Introduction to Econometrics (3 credits)

This is a basic course in econometrics. Students will acquire the necessary quantitative skills to conduct applied analyses. Topics will include hypothesis testing, multiple regression, regression diagnostics, time-series analysis and forecasting, and the interpretation of regression results. Students will be taught to use econometrics software. PREREQ: C or better in MAT 2150 or in MAT 2210, and C or better in DSC 3180 or in MAT 2100.

ECN 3740. Health Economics (3 credits)

This course will present an economic analysis of several aspects of the healthcare industry, including hospital services, physicians' services, nurses' services, the pharmaceutical industry, medical insurance, Medicare and Medicaid, HMOs and PPOs, medical tourism, and government healthcare policy. PREREQ: ECN 1000 or ECN 2020

ECN 4020. Industrial Organization (3 credits)

Industrial organization is the study of industry and firm behavior. Using the basic tools of microeconomic theory and game theory, this course explores the relationships among firms in an industry or across industries by examining the nature of strategic interaction among firms. We will study theoretical models and empirical evidence for a wide variety of market phenomena. We will also introduce contract theory and its application in financial structure. PREREQ: C or better in ECN 2020 and MAT 2150 or MAT 2210.

ECN 4060. Comparative Economic Systems (3 credits)

A comparative study of alternative economic systems, including communism, socialism, and capitalism. PREREQ: ECN 2020, ECN 2030.

ECN 4070. Labor Economics (3 credits)

Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. PREREQ: ECN 2020.

ECN 4080. Development Economics (3 credits)

Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. PREREQ: ECN 2020 or ECN 2030.

ECN 4110. Development of Economic Thought (3 credits)

A basic course in the development of economic theories and doctrines, from the ancient Greeks to the present day. PREREQ: ECN 2020, ECN 2030.

ECN 4400. International Trade (3 credits)

An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. PREREQ: ECN 2020, ECN 2030.

ECN 4800. Economics Internship (3 credits)

This course entails a work experience in a business firm, a non-profit organization, or a government entity where the student, under academic and employer supervision, participates in the daily operations of the organization and conducts some economic analysis of the operations of the business entity (40 work hours per semester credit hour). Students must keep an extensive diary of work experiences and submit frequent reports to an academic supervisor, who is a UNCP faculty member in the Department of Economics, Finance, and Decision Sciences, who has been approved by the Chair of that department, and who will be responsible for assigning the grade in the course. Pass/Fail. PREREQ: Minimum of 90 semester hours, grades of C or better in ECN 2020 and in ECN 3010, cumulative GPA of 2.5 or better, a declared academic major in Business Administration or Accounting, a written proposal, and written consent of Department Chair.

ECN 4990. Directed Studies in Economics (1-3 credits)

Independent study in an area of economics of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: ECN 2020, ECN 2030, and permission of the Department.

ECNS 4xxx. Special Topics in Economics (3 credits)

The study of a particular topic of special importance, relevance, and currency in the field of economics. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. PREREQ: ECN 2020, ECN 2030.

Department of Management, Marketing, and International Business

Chair: Susan Peters[1]

Faculty: Gaye Acikdilli, Nick Arena, Christine Bell[2], Nachiket Bhawe, Jeff Boles[3], Lena Cavusoglu, William (Rick) Crandall, Sheila Harris, Melissa Mann, Si Ahn Mehng, Keondra Mitchell[4], Steven Moore, John E. (Jack) Spillan[5], Chuanhui (Charles) Xiong, Christopher H. Ziemnowicz

[1]Director of Entrepreneurship Programs

[2]MBA Program Director

[3] Assistant MBA Program Director

[4]Executive in Residence, Student Success

[5]Director of International Affairs

The Management track is designed to develop a student's understanding of the general principles, processes, and practices that are integral to leading and managing an organization and its employees. Courses provide students with an opportunity to develop and strengthen their skills in leadership, interpersonal relations, human resource management, small business management, international business, and strategic management. Graduates have a wide variety of career options that include human resource management, small business ownership, retailing, manufacturing, health care, state and federal government, banking, hospitality, and other service industries, as well as university and college administration.

The Marketing track develops the general skills necessary to work successfully in consumer and business-to-business markets. Students develop marketing strategies and effectively manage operations focusing on customers, competitive challenges, and the opportunities for new products, services, and markets. Courses provide an opportunity to prepare for marketing functions that include research, product planning, and consumer behavior, as well as advertising and promotion. Graduates work in a broad range of organizations and have careers in fields that include distribution management, advertising, public relations, corporate marketing, sales and sales management, retailing, and non-profit organizations, as well as in government.

The International Business track focuses on management issues facing business leaders in the rapidly evolving global marketplace. It prepares students to manage issues in the increasing globalization of business and the United States economy. Courses expose students to a variety of business areas including economics, finance, marketing, and management. The curriculum enables a student to develop an understanding of how markets, governments, and social systems interact to affect businesses. An approved international study experience is required for all students in the International Business track. Students can prepare themselves for careers as global business leaders and develop strategies for improved organizational performance. Employment opportunities include multinational companies in the U.S. and abroad, numerous governmental agencies such as the Department of Commerce, the State Department, and U.S. Customs, as well as the international trade offices of individual states.

Major

Business Administration, International Business Track, B.S.

The International Business track focuses on management issues facing business leaders in the rapidly evolving global marketplace. It prepares students to manage issues in the increasing globalization of business and the United States economy. Courses expose students to a variety of business areas including economics, finance, marketing, and management. The curriculum enables a student to develop an understanding of how markets, governments, and social systems interact to affect businesses. An approved international study experience is required for all students in the IB track. Students can prepare

themselves for careers as global business leaders and develop strategies for improved organizational performance. Employment opportunities include multinational companies in the U.S. and abroad, numerous governmental agencies such as the Department of Commerce, the State Department, and U.S. Customs, as well as the international trade offices of individual states.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- MAT 1070. College Algebra (3 credits)
  (MAT 2150 or MAT 2210 would be accepted in lieu of MAT 1070)
- PSY 1010. Introductory Psychology (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)

- BUS 3020. International Business (3 credits)
- BUS 4020. Senior Seminar in Business (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4410. Operations Management (3 credits)
- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

International Business Track: 18 Sem. Hrs.

- ECN 4400. International Trade (3 credits)
- FIN 4210. International Finance (3 credits)
- MKT 3130. International Marketing (3 credits)
- MGT 3150. International Management (3 credits)
- 6 semester hours of foreign language

Note:

All BSBA students with a concentration in International Business must take a minimum of 3 credit hours of International Study Abroad, approved by the student's advisor and the Director of International Affairs in the School of Business, prior to graduation; International Students are exempt from this requirement. International Students for whom English is not their first language are not required to take foreign language courses.(Additional University electives may be required.)

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Business Administration, Management Track, B.S.

The Management track is designed to develop a student's understanding of the general principles, processes, and practices that are integral to leading and managing an organization and its employees. Courses provide students with an opportunity to develop and strengthen their skills in leadership, interpersonal relations, human resource management, small business management, international business, and strategic management. Graduates have a wide variety of career options that include human resource management, small business ownership, retailing, manufacturing, health care, state and federal government, banking, hospitality, and other service industries, as well as university and college administration.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- MAT 1070. College Algebra (3 credits)
  (MAT 2150 or MAT 2210 would be accepted in lieu of MAT 1070)
- PSY 1010. Introductory Psychology (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- BUS 3020. International Business (3 credits)
- BUS 4020. Senior Seminar in Business (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4410. Operations Management (3 credits)

- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Management (MGT) Track: 18 Sem. Hrs.

- MGT 3090. Organizational Leadership (3 credits)
- MGT 3150. International Management (3 credits)
- MGT 4080. Human Resource Management (3 credits)
- Nine credits in upper-division (3000 or 4000) Management (MGT, MGTS) courses, which may include a study abroad course facilitated by the Department.

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Business Administration, Marketing Track, B.S.

The Marketing track develops the general skills necessary to work successfully in consumer and business-to-business markets. Students develop marketing strategies and effectively manage operations focusing on customers, competitive challenges, and the opportunities for new products, services, and markets. Courses provide an opportunity to prepare for marketing functions that include research, product planning, and consumer behavior, as well as advertising and promotion. Graduates work in a broad range of organizations and have careers in fields that include distribution management, advertising, public relations, corporate marketing, sales and sales management, retailing, and non-profit organizations, as well as in government.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- MAT 1070. College Algebra (3 credits)
  (MAT 2150 or MAT 2210 would be accepted in lieu of MAT 1070)
- PSY 1010. Introductory Psychology (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- BUS 3020. International Business (3 credits)
- BUS 4020. Senior Seminar in Business (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4410. Operations Management (3 credits)
- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Marketing (MKT) Track: 18 Sem. Hrs.

- MKT 3200. Consumer Behavior (3 credits)
- MKT 4300. Integrated Marketing Communications (3 credits)
- MKT 4500. Marketing Research (3 credits)
- MKT 4800. Marketing Strategy (3 credits)
- Two of any upper-division (3000 or 4000) Marketing (MKT, MKTS) courses, which may include a study abroad course facilitated by the Department.

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Minor (for non-Business majors only)

Management Minor

The minor in management offers non-business majors the opportunity to learn fundamentals of management practices. It provides an overall understanding of the field of business administration through the Introduction to Business course. Managing complex organizations, leadership practices and issues in human resource management will also be introduced. Finally, principles of international management in the current global business environment will be discussed. The minor in management is attractive to students in all majors who plan to enter the field of management in their respective areas of interest.

Requirements for a Minor in Management

Required Courses

- BUS 2000. Introduction to Business (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 3090. Organizational Leadership (3 credits)
- MGT 3150. International Management (3 credits)
- MGT 4080. Human Resource Management (3 credits)

Total: 18 Sem. Hrs.

Marketing Minor

The minor in marketing provides non-business majors with a thorough understanding of the fundamental concepts of marketing and how to apply these concepts through case studies and company and non-profit organization projects. Students also gain an understanding of consumer behavior, along with the knowledge and tools needed to coordinate marketing elements into integrated campaigns.

Requirements for a Minor in Marketing

Required Courses: Sem. Hrs. 15

- BUS 2000. Introduction to Business (3 credits)
- MKT 3120. Principles of Marketing (3 credits)
- MKT 3200. Consumer Behavior (3 credits)
- MKT 4300. Integrated Marketing Communications (3 credits)
- MKT 4800. Marketing Strategy (3 credits)

Choose one course from: 3 Sem. Hrs.

- MKT 3130. International Marketing (3 credits)
- MKT 4050. Retail Management (3 credits)

- MKT 4200. Personal Selling and Sales Management (3 credits)
- MKT 4500. Marketing Research (3 credits) *
- MKT 4800. Marketing Strategy (3 credits)
- MKT 4850. Marketing Internship (3 credits)
- MKTS 4xxx. Special Topics in Marketing (3 credits)

Total: 18 Sem. Hrs.

ECN 2030 is recommended as a general education course.

MKT 3120 (with a grade of C or better) is the prerequisite for other marketing courses.

* DSC 3140 (with a grade of C or better) is the prerequisite for MKT 4500.

Courses: Management

MGT 2000. Success in Organizations (3 credits)

This course is an overview of workplaces in contemporary society, with individual, social, and ethical perspectives germane for both business and non-business majors. Topics will address areas such as how your employer obtains revenue to pay your salary, how your employer can stay competitive in the marketplace, and how you can remain employable in your field. Current issues will also be analyzed, including personal strategies for success in organizational life.

MGT 3010. Organizational Crisis Management (3 credits)

Crisis management focuses on helping decision makers address low probability, high impact events that may occur to their organizations. Such events include, but are not limited to, workplace violence, fires, severe weather damage, consumer boycotts, terrorist attacks, product sabotage, or industrial accidents. This course follows a four stage approach to a comprehensive crisis management program: landscape survey, strategic planning, crisis management, and organizational learning. PREREQ: junior or senior standing.

MGT 3030. Business Communications (3 credits)

Development of skill in the fundamentals of oral and written communication skills. In addition to studying the concepts of communication, students are required to make both oral and written presentations. The importance of effective communication within the business context is emphasized. PREREQ: A "C" or better in ENG 1060.

MGT 3060. Organization and Management (3 credits)

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

MGT 3090. Organizational Leadership (3 credits)

A survey of theoretical and contemporary approaches to leadership in organizations. Issues such as decision-making, change, power, strategy, and social responsibility are also addressed as they relate to leader effectiveness. PREREQ: MGT 3060.

MGT 3150. International Management (3 credits)

This course provides an in-depth examination of the special circumstances and management problems faced by organizations with operations in other nations and the effect that differences in these environments (culture, political systems, ethics, laws, etc.) influence their decisions. The course will aid future manager to understand the difference in organizations, human resources management, and leadership/management styles globally. PREREQ: MGT 3060 and BUS3020 (International Business)

MGT 3810. Students in Free Enterprise I (1 credit)

Educational experience planning and implementing outreach projects and hands-on learning as part of Students in Free Enterprise (SIFE), a nonprofit organization. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. PREREQ: permission of the instructor.

MGT 3820. Students in Free Enterprise II (1 credit)

Educational experience planning and implementing outreach projects and hands-on learning as part of Students in Free Enterprise (SIFE), a nonprofit organization. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. PREREQ: permission of the instructor.

MGT 3830. Students in Free Enterprise III (1 credit)

Educational experience planning and implementing outreach projects and hands-on learning as part of Students in Free Enterprise (SIFE), a nonprofit organization. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. PREREQ: permission of the instructor.

MGT 3840. Students in Free Enterprise IV (1 credit)

Educational experience planning and implementing outreach projects and hands-on learning as part of Students in Free Enterprise (SIFE), a nonprofit organization. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. PREREQ: permission of the instructor.

MGT 4010. Fundamentals of Project Management (3 credits)

This course introduces new and emerging topics, tools, and techniques that are used in Project Management. It introduces students to project planning and organization, budgeting and control, and project life cycles. Topics include organizational workflow, the staffing process, project planning elements, and project communications. Students will also learn basic project scheduling techniques, resource constrained scheduling, and software applications for project management. PREREQ: MGT 3060 and MGT 3090.

MGT 4050. American Indian Business (3 credits)

This course will address topics in American Indian business, management, and leadership, including American Indian entrepreneurship. Topics include the impact of culture on human resource management and business strategy, American Indian leadership characteristics, tribal values and economic development, as well as the relationship between spirituality and American Indian business. PREREQ: MGT 3060.

MGT 4070. Organization Theory (3 credits)

An examination of contemporary organizations from a theoretical perspective. Topics include but are not limited to organizational structure and design, organizational lifecycle, culture, ethics and social responsibility, strategy, technology, innovation and change, conflict, power, and politics. PREREQ: MGT 3060 or 3070.

MGT 4080. Human Resource Management (3 credits)

Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. PREREQ: MGT 3060.

MGT 4100. Small Business Management (3 credits)

Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. PREREQ: MGT 3060, MKT 3120, FIN 3100.

MGT 4110. Small Business Institute Problems (3 credits)

Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations. Limited enrollment. PREREQ: MGT 3060, MKT 3120, FIN 3100 (MGT 4100 desirable, but not required).

MGT 4300. Business Ethics and Social Responsibility (3 credits)

Include the company's relationships with its local community, society, shareholders, suppliers, creditors, employees, management, consumers, the physical environment, and the government. PREREQ: MGT 3060, ECN 2020 or ECN 2030, and ACC 2270.

MGT 4310. Sustainability and Corporate Social Responsibility (3 credits)

This course combines two increasingly important streams of management responsibilities: sustainability and social responsibility. It requires students to examine the challenges of implementing sustainability in a variety of contexts from the perspectives of climate change, energy use, natural resource use, and ecosystems/land use, as well as introduces them to the concepts of corporate social responsibility, which expands corporate focus from serving stockholders to considering the impact of the firm's activities on diverse stakeholders.

MGT 4410. Operations Management (3 credits)

Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. PREREQ: MGT 3060 and either DSC 3140 or "C" or better in DSC 3180

MGT 4420. Supply Chain Management (3 credits)

Crosslisted: (DSC 4420)
Introduces students to new and emerging topics, tools, and techniques in operations and supply chain management. The course emphasizes coordination, integration, and decision making regarding the interaction of the firm with its suppliers and customers, where planning, design, and control of all aspects of supply chains including design and control of material and information systems, supplier development, supplier selection, customer relationship management and quality issues such as

outsourcing in supply chain are discussed. PREREQ: ECN 2020 and ECN 2030, DSC 3130, MAT 1070, ITM 3010.

MGT 4500. Ethics and Free Enterprise (3 credits)

An examination of the moral, philosophical, and economic foundations of capitalism. Topics include both foundational works and contemporary issues.

MGT 4660. Business Strategy (3 credits)

A capstone course integrating knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. PREREQ: ACC 3310 or MGT 4410, MGT 3030, and a "C" or better in MGT 3060, MKT 3120 and FIN 3100.

MGT 4800. Management Internship (3 credits)

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

MGT 4990. Directed Studies in Management (1-3 credits)

Independent study in an area of management of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: MGT 3060 and permission of the Department.

MGTS 4xxx. Special Topics in Management (3 credits)

The study of a particular topic of special importance, relevance, and currency in the field of management. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. PREREQ: MGT 3060.

Marketing

MKT 3120. Principles of Marketing (3 credits)

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

MKT 3130. International Marketing (3 credits)

This course investigates the complexity of making marketing decisions in a dynamic global environment. It will examine how the differences in these environments (cultures, economies, political systems, etc.) influence consumer behavior and marketing decisions. PREREQ: MKT 3120 and BUS 3020 (International Business)

MKT 3200. Consumer Behavior (3 credits)

Examination of the consumer decision-making process, including searching for, purchasing, using, evaluating, and disposing of products and services. Emphasis on how marketing mix, social-cultural factors, inner characteristics, and lifestyle affect consumer behavior. Discussion of current examples and public policy issues. PREREQ: A "C" or better in MKT 3120.

MKT 4050. Retail Management (3 credits)

Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. PREREQ: "C" or better in MKT 3120.

MKT 4200. Personal Selling and Sales Management (3 credits)

An overview of skills and knowledge involved in personal selling management of sales programs. Emphasis on learning the different techniques for developing personal selling presentations, prospecting for customers, managing customer accounts, and sales management theories and their applications. PREREQ: A "C" or better in MKT 3120.

MKT 4300. Integrated Marketing Communications (3 credits)

A study of advertising planning and strategy. Topics include economics and social aspects, types of advertising, advertising objectives, development of advertising messages, media selection and evaluation, and advertising research. PREREQ: A "C" or better in MKT 3120.

MKT 4400. Social Media Marketing (3 credits)

This course focuses on social media channels for communication and value co-creation amongst organizations and consumers as well as methodologies for analyzing online behavior of consumers for facilitating data-based decision making by marketing managers. PREREQ: Grade of "C" or better in MKT 3120.

MKT 4500. Marketing Research (3 credits)

A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. PREREQ: "C" or better in MKT 3120 and either DSC 3140 or "C" or better in DSC 3180

MKT 4800. Marketing Strategy (3 credits)

Integration of marketing elements in a strategic planning framework. Topics include demand analysis, formulating marketing strategies, establishing marketing policies and procedures, coordinating marketing actions, and evaluating performance of marketing functions. PREREQ: A "C" or better in MKT 3120.

MKT 4850. Marketing Internship (3 credits)

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

consent of Department Chair.

MKT 4990. Directed Studies in Marketing (1-3 credits)

Independent study in an area of marketing of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. PREREQ: A "C" or better in MKT 3120 and permission of the Department.

MKTS 4xxx. Special Topics in Marketing (3 credits)

The study of a particular topic of special importance, relevance, and currency in the field of marketing. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. PREREQ: A "C" or better in MKT 3120 or permission of the instructor.

School of Education

Dean: Loury Floyd

Interim Associate Dean: Lisa N. Mitchell

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education/Language Arts (9-12, 6-9), Mathematics Education (9-12, 6-9), Music Education (K-12), Health/Physical Education (K-12), Science Education (9-12, 6-9), Social Studies Education (9-12, 6-9), Spanish Licensure (K-12), and Special Education (K-12). Program Areas are housed in the School of Education, the College of Arts and Sciences, and the College of Health Sciences.

The School of Education also has four departments: Educational Leadership and Specialties; Teacher Education; Aerospace Studies; and Military Science. The Department of Teacher Education offers the Bachelor of Science degree in Elementary Education and graduate degrees in Elementary Education (M.A.Ed.), Middle Grades Education (M.A.Ed.), and the Master of Arts in Teaching (M.A.T.) degrees in Art Education (K-12), Elementary Education (K-6), English Education (9-12, 6-9), Mathematics Education (9-12, 6-9), Health/Physical Education (K-12), Science Education (9-12, 6-9), Social Studies Education (9-12, 6-9), and Special Education (K-12). The Department of Educational Leadership and Specialties offers Bachelor of Science degrees in Birth-Kindergarten Education and Special Education and graduate degrees in Reading Education (M.A.Ed.) and School Administration (M.S.A.). The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army

For more information about graduate programs in education, see the Graduate School section of this catalog.

Department of Educational Leadership and Specialties

Chair: Gretchen Robinson[2,5]

Faculty: Dorea Bonneau, Melody Chuang, Irina Falls[1,3], Camille Goins, Gerald Neal, Olivia Oxendine, Frankie Denise Powell, Mabel Rivera, Marisa Roach Scott, Kimberly Dial Sellers[4], Laura Staal

[1]Coordinator, Birth-Kindergarten Education Program
[2]Director, School Administration Graduate Program

[3]Coordinator, Special Education Program

4Director, Reading Education Graduate Program

[5]Director, Special Education Graduate Program

The Department of Educational Specialties offers Bachelor of Science degrees in Birth-Kindergarten Education and Special Education.

Undergraduate programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education and provide the means for candidates to earn a Standard Professional I license to teach in the state of North Carolina.

At the graduate level, the department offers the Master of Arts in Education (M.A.Ed.) degree in Reading Education as well as the Master of School Administration (M.S.A.), and the Master of Arts in Teaching (M.A.T.) with specialization in Special Education. The M.A.Ed. is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services. The M.A.Ed. in Reading Education is organized around four major standards established by the International Reading Association (IRA) for Master's level literacy specialists.

Licensure-only options are provided to qualifying students interested in pursuing a Preschool Add-on or a School Administration Add-on.

The School of Education offers a well-articulated series of courses in educational theory and practice. Faculty provide students with careful advising and supervision as they progress through their program of study.

Graduate Courses

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of School Administration (M.S.A.), and the Master of Arts in Teaching (M.A.T.) with specialization in Special Education, see The Graduate School.

Major

Birth-Kindergarten Education (B-K), B.S.

Coordinator: Irina Falls

Location: Department of Educational Specialties

Program Description

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

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

The Birth-to-Kindergarten Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

North Carolina Birth-Kindergarten Program Standards

The goals of the Birth-Kindergarten program are to prepare preservice and in-service Birth-Kindergarten professionals with the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, preschoolers, and their families in diverse settings. Our program is based on the following six standards as established by the North Carolina Department of Public Instruction.

The successful Birth-Kindergarten professional will

1. have a comprehensive knowledge of typical as well as atypical patterns of child development;
2. foster relationships with families that support children's development and learning;
3. build community partnerships in support of children and families;
4. use authentic, ongoing assessment of children's abilities in order to plan, implement, and evaluate programs that build upon each child's unique strengths;
5. create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning;
6. provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Common Core Standards which includes the following areas: emotional/social development; physical development, health, nutrition, and safety; and cognitive development.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Professional Studies Core: 9 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- ECE 2030. The Developing Young Child (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Essential Standards: 27 Sem. Hrs.

- ECE 2020. Foundations of Early Childhood Education (3 credits)
- ECE 2040. The Child as Teacher (3 credits)
- ECE 2050. Young Children and Families in a Diverse World (3 credits)
- ECE 3110. Behavior and Environments for Early Childhood Education (3 credits)
- ECE 3120. Community Partnerships with Families & Agencies (3 credits)
- ECE 3130. Early Childhood Educators as Leaders (3 credits)
- ECE 3140. Health Issues in Birth - Kindergarten Education (3 credits)
- SED 3040. Working with Families of Diverse Students with Disabilities (3 credits)
- EDN 3900. Research and Writing in Education (3 credits)

Content Pedagogy: 36 Sem. Hrs.

- ECE 4010. Integrated Curricula and Appropriate Practices: Infants & Toddlers (3 credits)
- ECE 4020. Integrated Curricula and Appropriate Practices: Preschoolers (3 credits)
- ECE 4030. Integrated Curricula and Appropriate Practices: Kindergarteners (3 credits)
- ECE 4040. Differentiation, Individualization, and Universal Design (3 credits)
- ECE 4060. Assessment Strategies and Application (3 credits)
- ECE 4080. Early Language and Literacy (3 credits)
- ECE 4090. Teaching Strategies for Science, Math, and Reasoning (3 credits)
- ECE 4170. Designing and Implementing Relevant Classroom Instruction (3 credits)
- ECE 4460. Internship in Birth-Kindergarten Programs (9 credits)
- ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers (3 credits)

Electives: 3 Sem. Hrs.

Total: 120 Sem. Hrs.

Special Education (K-12), B.S.

Bachelor of Science in Special Education (K-12)

Coordinator: Gretchen Robinson

Location: Department of Educational Specialties

Program Description

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the professional studies core, the content courses area, content pedagogy (methods and internship), and content area focus. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education program in General Curriculum is one of 12 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program regulations, admission requirements, continuation requirements, and graduation requirements.

The Special Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Special Education Program is to prepare effective and qualified professionals that provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Course of Study. The following are the objectives for the undergraduate Special Education Program.

The effective and qualified pre-service special educator

1. acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. develops the ability to analyze.
3. experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.
5. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of the schools; the teaching-learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.

6. demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.
7. develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
8. demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
9. demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
10. provides leadership in implementing special education procedures and policies.
11. experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Professional Studies Core: 15 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- EDN 3130. Content Area Reading (3 credits)
- EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)
- RDG 2000. Foundations of Reading and Language Acquisition (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)

Content Courses: 24 Sem. Hrs.

- EDN 3900. Research and Writing in Education (3 credits)
- SED 3040. Working with Families of Diverse Students with Disabilities (3 credits)
- SED 3110. Assistive Technology for Students with Special Needs (3 credits)
- SED 3320. Special Education Law, Policies, and Procedures (3 credits)
- SED 3330. Teaching Students Who Need Adaptive or Functional Curricula (3 credits)

- SED 3350. Assessment of Students with Mild to Moderate Disabilities (3 credits)
- SED 4030. Collaboration in School and Community for School Professionals (3 credits)
- SED 4250. Transition Planning for Students with Disabilities (3 credits)

Special Education Pedagogy Courses: 30 Sem. Hrs.

- SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities (3 credits)
- SED 4310. Discipline and Classroom Management (3 credits)
- SED 4320. Classroom Considerations and the IEP for Special Education Students (3 credits)
- SED 4330. Diagnosing and Remediating Mathematics Problems (3 credits)
- SED 4360. Seminar in Special Education (3 credits)
- SED 4960. Internship for Special Education Teacher Candidates (9 credits)
- SED 4240. Diagnosing and Remediating Reading and Writing Problems I (3 credits)
- SED 4340. Diagnosing and Remediating Reading and Writing Problems II (3 credits)

School of Education Electives (6 credit hours)

Total: 120 Sem. Hrs.

Academic Concentration

Reading Professional Concentration

For students seeking a baccalaureate degree in Elementary Education, an academic/professional concentration is required. Areas of concentration are offered through the School of Education and through academic departments in the College of Arts and Sciences. The School of Education offers professional concentrations in Reading and Special Education.

Requirements for a Professional Concentration in Reading

Foundations Strand: 9 Sem. Hrs.

- RDG 2000. Foundations of Reading and Language Acquisition (3 credits) or
- EDN 3130. Content Area Reading (3 credits) **

- RDG 2010. Foundations of Reading and Writing Across the Content Areas K-6 (3 credits) *
- RDG 2020. Reading and Writing through Literature (3 credits) *

Assessment Strand: 9 Sem. Hrs.

- RDG 3200. Assessment of Reading Difficulties I (3 credits) *
- RDG 3400. Assessment of Reading Difficulties II (3 credits) *
- RDG 4000. Best Practices in Reading (3 credits) *

Total: 18 Sem. Hrs.

*Course requires admission to the Teacher Education Program and RDG 2000 as prerequisites.

**Course requires admission to the Teacher Education Program.

Special Education Professional Concentration

Professional Concentrations

For students seeking a baccalaureate degree in Elementary Education or , an academic/professional concentration is required. Areas of concentration are offered through the School of Education and through academic departments in the College of Arts and Sciences. The School of Education offers professional concentrations in Reading and Special Education.

Requirements for a Professional Concentration in Special Education

Required courses:

- SED 3110. Assistive Technology for Students with Special Needs (3 credits)
- SED 3320. Special Education Law, Policies, and Procedures (3 credits)
- SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities (3 credits)
- SED 3350. Assessment of Students with Mild to Moderate Disabilities (3 credits)
- SED 4310. Discipline and Classroom Management (3 credits) *
- SED 4320. Classroom Considerations and the IEP for Special Education Students (3 credits) *

Total: 18 Sem. Hrs.

*Course requires admission to the Teacher Education Program.

Licensure

Preschool Add-On Licensure

Preschool Add-On licensure is available to individuals holding a clear license in Elementary Education, Family and Consumer Sciences, or Special Education. Plans of study, approximately 12-18 hours of coursework, are tailored to meet the needs of individuals with licensure in each of the three areas of study. Consult the School of Education Licensure Office for further details.

Courses: Birth to Kindergarten

ECE 2020. Foundations of Early Childhood Education (3 credits)

This course is designed to introduce students to the field of early childhood education. Topics include the history, theories, and approaches of early childhood education, professional roles and expectations, and current trends in the field. All topics will be explored using the perspective that diversity influences both development and implementation of early childhood programs and practices. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2030. The Developing Young Child (3 credits)

This course is designed to systematically explore the development of young children from conception to early childhood. Emphasis will be placed on the principles and theories of child development, as well as the interconnectedness among theory, research, and practice. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2040. The Child as Teacher (3 credits)

This course provides an opportunity to interact with young children as an observer of their behavior. Emphasis will be placed on students' acquisition of observation skills to facilitate planning of appropriate learning experiences for individuals and groups within early childhood education settings. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2050. Young Children and Families in a Diverse World (3 credits)

This course is designed to offer students the opportunity to examine the critical importance of values and beliefs related to culture, ethnicity and language traditions. Focus on the practice of culturally sensitive interventions and effective communication and interaction among family, school, and other professionals will allow students to develop the skills to become culturally competent early childhood educators. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3110. Behavior and Environments for Early Childhood Education (3 credits)

This course is designed to help address the growing questions posed by many early childhood professionals regarding the "whys?" of a child's challenging behavior. Research-validated practices will be presented that will help future and current professionals understand and address a child's persistent behavior(s) and create environments to encourage young children to use socially appropriate behaviors in early childhood and kindergarten settings. There is a required field experience in this course. PREREQ: Admission to Teacher Education

ECE 3120. Community Partnerships with Families & Agencies (3 credits)

This course provides students with theory, general principles, and procedures for developing collaborative partnerships with families, young children, professionals, and other stakeholders. Emphasis is placed on a comprehensive review of family systems theory and its application to diverse families who have young children with disabilities. Principles are presented that support the establishment, facilitation, and maintenance of family-professional and professional-professional partnerships. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3130. Early Childhood Educators as Leaders (3 credits)

This course examines the leadership role of the early childhood educator. Topics include qualities of leaders, leadership skills development, early childhood professional organizations and their contributions to the field of early childhood education, and strategies for using leadership skills in the classroom, school, and community. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3140. Health Issues in Birth - Kindergarten Education (3 credits)

This course will prepare early childhood professionals to identify and address the special health, safety and nutrition issues of young children, birth-5 years, with and without disabilities, in a variety of educational settings. Students will demonstrate competence in strategies required to manage health issues in classroom settings, collaborate with other professionals, and to

communicate with parents in caring for the health needs of young children. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 4010. Integrated Curricula and Appropriate Practices: Infants & Toddlers (3 credits)

This course is designed to explore the unique educational and developmental needs of infants and toddlers in home and group settings. Emphasis will be placed on designing early learning environments to facilitate development of cognitive, language, physical, and social-emotional skills as well as on family involvement in the education of these young children. There is a required field experience in this course. PREREQ: Admission to Teacher Education

ECE 4020. Integrated Curricula and Appropriate Practices: Preschoolers (3 credits)

This course provides a study of curricula and program models appropriate for implementation in inclusive preschool classrooms. Emphasis will be placed on integration of disciplines through application of Foundations: Early Learning Standards for North Carolina Preschoolers, ages 3-4 years. Participants will plan and implement center-based instructional activities designed to motivate young children to engage in discovery learning, as well as engage in assessment of children and reflection of teaching. There is a required field experience in this course. PREREQ: PREQ: Admission to Teacher Education

ECE 4030. Integrated Curricula and Appropriate Practices: Kindergarteners (3 credits)

This course provides a study of curricula and program models appropriate for implementation in the inclusive kindergarten classroom. Emphasis is placed on integration of disciplines through developmentally appropriate application of NC Standard Course of Study and methods to motivate young children to engage in active learning. Planning, implementation, assessment and reflection are critical components of the course. There is a required field experience in this course. PREREQ: PREQ: Admission to Teacher Education

ECE 4040. Differentiation, Individualization, and Universal Design (3 credits)

This course provides the opportunity to learn about variations in learning styles and student needs while examining strategies to individualize instruction within inclusive classrooms for young children. Topics addressed in this course include: differentiation and individualization of instruction; universal design for learning (UDL); strategies for developing and implementing modifications and accommodations; and appropriate use of technology to meet individual student needs. There is a required field experience in this course. PREREQ: Admission to Teacher Education

ECE 4050. Practicum I (4 credits)

This practicum provides opportunities to refine and implement assessment and leadership skills developed in prerequisite courses. Students will work with an agency partner that provides services to families of young children with and without disabilities to conduct program evaluations. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 3120, ECE 3130, and ECE 4060.

ECE 4060. Assessment Strategies and Application (3 credits)

This course is designed to provide an understanding of standardized and authentic screening and diagnostic assessment practices as used with young children ages birth through five years. Students will develop proficiency in using assessment manuals, protocols, and instruments. In addition, students will develop competencies in reading and interpreting assessment reports to develop Individualized Family Service Plans (IFSP), Individualized Education Plans (IEP), and modifying classroom lesson plans to meet individual student needs. There is a required field experience in this course. PREREQ: Admission to Teacher Education

ECE 4070. Practicum II (4 credits)

This practicum provides opportunities to determine the learning needs of preschoolers and kindergartners with and without disabilities. Emphasis will be placed on creating caring, developmentally and ability appropriate environments, events, and lessons for individuals and groups of students. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 4020, ECE 4030, and ECE 4040.

ECE 4080. Early Language and Literacy (3 credits)

This course provides a critical examination of the major areas of speaking, listening, reading, and writing experiences of young children. It outlines key understandings central to young children's early literacy development. Course topics will include guiding principles for developing children's early literacy skills, language development stages, theories of language acquisition, linguistic diversity, language assessment, communicative disorders, and school-home connections. This course will meet synchronously online and may require a field experience. PREREQ: Admission to TEP

ECE 4090. Teaching Strategies for Science, Math, and Reasoning (3 credits)

This course covers evidence-based instructional practices and classroom interactions that promote math and science learning in the early childhood classroom. Includes an overview of young children's use of logic and reasoning and includes specific methods and strategies for designing activities, environments, and carrying on conversations that promote STEM abilities, problem solving and deeper thinking. PREREQ: Admission to Teacher Education Program

ECE 4170. Designing and Implementing Relevant Classroom Instruction (3 credits)

This course is designed as an inquiry-based learning experience, grounded in theory and practice, and focused on how to develop, assess and evaluate curriculum, instruction, and resources in preschool and kindergarten classrooms. The experiences in this class will provide students with opportunities to plan and implement edTPA learning segments, design effective assessments, and conduct educational assessment and evaluation. PREREQ: Admission to TEP, ECE 4020, ECE 4030, ECE 4040, and ECE 4060.

ECE 4460. Internship in Birth-Kindergarten Programs (9 credits)

This course is designed to provide a semester long full-time internship experience in a public school or other DPI-approved early childhood setting. Intensive field experience is an opportunity to teach children and work with families in home, school, and community settings. PREREQ: Admission to the Professional Semester. COREQ: ECE 4750.

ECE 4500. Practicum for Professionals in Pre-Kindergarten Settings (6 credits)

This course is designed to assist practicing pre-kindergarten teachers (lateral entry) without BK licensure as they develop and refine the skills necessary to apply successful instructional practices while having the lead in their classroom in the early childhood classroom setting. Emphasis will be placed on understanding the role of the practitioner and implementation of developmentally and individually appropriate practices with pre-kindergarteners. Students will reflect upon current theory and research as they integrate and develop professional skills. PREREQ: Admission to the Professional Semester and completion of all coursework in the student's Licensure Education Plan. COREQ: none

ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers (3 credits)

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site pre-service teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten

practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. PREREQ: Admission to the Professional Semester. COREQ: ECE 4460.

Education

EDN 2040. Field Experience (0 credit)

The student will participate in field experiences that support the practical application of theoretical constructs including activities completed outside of the college classroom connecting to course content, assignments and assessments. Students will actively engage with clinical teachers and students to broaden their knowledge bases and engage in school-based professional activities and may include observation, co-teaching and working with students in supervised settings. (Course may be repeated.)

EDN 2100. Introduction to Education (3 credits)

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial and structural foundations of education with opportunities to analyze contemporary issues, problems and trends in the field of education. Course activities and field assignments develop professional dispositions for educators designed to nurture the professional teaching disposition for critical reflection relating to teaching. Successful completion of this course requires field experience assignments and a course grade of B- or better. Required for admission into the Teacher Education Program. Field experience required. PREREQ: 30 semester hours and a 2.7 GPA

EDN 2310. Race, Culture, and the Lumbee Experience (3 credits)

Crosslisted: (AIS 2310)
This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination.

EDN 3130. Content Area Reading (3 credits)

This course is designed to help K-12 students understand the roles of language and literacy in the teaching of various content areas. Focus will be given to disciplinary literacy using distinct instructional strategies that can assist 21st century adolescent students in understanding how reading and writing are used in a discipline, as well as how they will apply to this life outside of school. Field experience required. PREREQ: Admission to Teacher Education Program.

EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)

An in-depth study of the aspects of human development and educational psychology as they apply to students in Grades 6-12. The course is structured around the topics of physical, intellectual, emotional and social development from middle childhood through middle adolescence; and explores the influences of applied educational psychology pertaining to 6th- through 12th-grade students. PREREQ: 2.7 GPA

EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)

An in-depth study of the psychology of education and human development. Centered around the main topics of emotional, cognitive, physical, and social development of children and adolescents, this course explores the influences of education, psychology of learning, motivation and behavior. An emphasis in this course will be on how educational psychology can be

applied at various stages of development. PREREQ: 2.7 GPA

EDN 3400. Philosophy and Curriculum of Middle Grade (3 credits)

This course examines the contemporary Middle School, including historical antecedents, concepts, philosophy, trends, issues, instructional strategies, and models. Specific attention is focused on the middle school child, the middle school teacher, integrated and interdisciplinary instruction; standards based curriculum, and assessment. Field experience required. PREREQ: 30 semester hours and 2.7 GPA

EDN 3900. Research and Writing in Education (3 credits)

This course is an introduction to writing in education, with an emphasis on formulation and execution of researchable topics within various content area disciplines of education. The course is designed to help students master competencies related to in-depth research, content knowledge, communication and composition including the use of current technologies. PREREQ: ENG 1050 and ENG 1060; Admission to Teacher Education Program.

EDN 4020. Non-Licensure Internship (3 credits)

A supervised and evaluated practicum experience in an educational setting, e.g., non-profit agency or public entity, supervised by an on-site supervisor and a UNCP faculty member. Students will actively reflect and use their experiences in writing assignments. Majors must have at least a 2.0 QPA within the major to be eligible for the internship. PREREQ: 2.0 GPA

EDN 4490. Internship (Full Semester) (9 credits)

Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Pass/Fail grading. PREREQ: Admission to the Professional Semester.

EDNS 4xxx. Special Topics (1-3 credits)

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. PREREQ: Permission of Instructor.

Reading Education

RDG 5xxx. Special Topics in Reading Education (3 credits)

Guided investigation of topics in reading education, such as curriculum revision, course or program design, newly evolved trends in reading education, and implications of research in reading education. This course will be an elective option within the reading education program for reading education candidates/students. PREREQ: Completion of Strands I and II and 18 hours of reading courses.

RDG 2000. Foundations of Reading and Language Acquisition (3 credits)

This course explores the teaching of reading with an emphasis on the linguistics and psychological base of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading and forces influencing that role. This includes an examination of role of phonological awareness, phonics, vocabulary, fluency and comprehension play in how one

learns to read. This course will provide comprehensive coverage of topics important in helping teachers develop a constructivist, balanced literacy program agenda for their future classrooms. Field Experience Required. PREREQ: 2.0 QPA.

RDG 2010. Foundations of Reading and Writing Across the Content Areas K-6 (3 credits)

This course is designed to build upon the literacy knowledge base for pre-service teachers to develop methods for incorporating reading and writing across the curriculum with a focus on content reading and writing, questioning and discussion, vocabulary, study strategies and integrating literature across the curriculum. This course will highlight a variety of developmentally appropriate resources for crosscurricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

RDG 2020. Reading and Writing through Literature (3 credits)

This course is built upon the literacy knowledge base candidates have gained in the reading education concentration as candidates develop their understanding of reading and writing as tools for thinking, learning, and living. Specifically in this course candidates will examine a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Likewise, literacy strategies that create independence in reading and writing across the content areas are also emphasized to accomplish the goal of creating confident, critical thinkers and literacy users. As candidates respond to and integrate children's literature, technology, and content reading strategies, a goal of this course is to become reflective about responding to text, creating meaning from text, and internalizing strategies to support learning about the world and understand the society in which we live. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

RDG 3010. Special Issues in Reading Education (3 credits)

This course uniquely prepares pre-service teachers to examine a variety of literacy strategies, methods, and developmentally appropriate resources for cross-curricular classroom use for special populations (Special Education/AIG) as well as appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions for meeting the diverse needs of these populations. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

RDG 3200. Assessment of Reading Difficulties I (3 credits)

This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies for a beginning reader. It is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, and written expression. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

RDG 3400. Assessment of Reading Difficulties II (3 credits)

Crosslisted: SED 4340
This course is a continuation of RDG 3200 in the exploration of the use of reading, writing, spelling assessments to determine classroom intervention and instructional strategies for an advanced reader. It is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, and written expression. It provides foundational information about stages of reading, spelling, and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the

implementation, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction.Field Experience Required. PREREQ: Admission to Teacher Education and RDG 3200.

RDG 4000. Best Practices in Reading (3 credits)

This course continues the development of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) and how the aspects of the elements are used in correcting reading problems. This course allows pre---service teachers to understand the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading. Teaching strategies, including technology, for comprehending written material will be studied and practiced. The reading/writing (composition) connecting will also be addressed. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

Special Education

SED 3040. Working with Families of Diverse Students with Disabilities (3 credits)

This course is designed to offer students the opportunity to examine the critical importance of using culturally responsive practices when working with families of diverse students with disabilities. Focus on values and beliefs regarding disabilities, culture, ethnicity, and language will be discussed. This course will emphasize the need to meet the academic and social-emotional needs of diverse students with disabilities by working with their families.

SED 3050. Introduction to Gifted Education (3 credits)

An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; and options for service delivery. PREREQ: Valid teaching license and plan of study on file in Licensure Office.

SED 3110. Assistive Technology for Students with Special Needs (3 credits)

This course of study is designed to give teacher candidates the knowledge and skills to determine the appropriate current research-validated instructional technologies for learners with disabilities. Topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. Students will receive hands-on experience with utilizing various assistive technology devices. Field experience is required. PREREQ: SED 3310, SED 3320.

SED 3310. Introduction to the Exceptional Child (3 credits)

This course is designed to provide an introduction to the foundations of special education: the concept, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children with disabilities. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. Three hours of Field Experience is required.

SED 3320. Special Education Law, Policies, and Procedures (3 credits)

This course is designed to give teacher candidates a thorough understanding of the North Carolina Policies Governing Services for Children with Disabilities and the federal laws covering special education. Through this knowledge the teacher candidate will understand the policies, process and procedures for providing special education services. Field experience required.

SED 3330. Teaching Students Who Need Adaptive or Functional Curricula (3 credits)

This course is designed to give teacher candidates a broad working knowledge of the definitions, characteristics, causes, assessment, and services for students who require either an adaptive or functional curriculum. Characteristics will be addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in areas of instructional and assistive learning. Field experience required. PREREQ: SED 3310, SED 3320.

SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities (3 credits)

This course is designed to give teacher candidates a broad working knowledge of research-validated cognitive and meta-cognitive learning strategies for use with students with mild to moderate disabilities. PREREQ: SED 3310, SED 3320.

SED 3350. Assessment of Students with Mild to Moderate Disabilities (3 credits)

This course is designed to give teacher candidates a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. As a result, teacher candidates will be able to use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals. PREREQ: SED 3310, SED 3320.

SED 3500. Teaching Students with Academic Gifts (3 credits)

An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents.

SED 4030. Collaboration in School and Community for School Professionals (3 credits)

This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for successful collaboration among teachers of students with disabilities within inclusive settings as well as among the special educator and paraprofessionals and other professionals. Focus will be given to collaboration with community partners. Field Experience is required. PREREQ: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

SED 4060. Differentiating Instruction for the Gifted (3 credits)

This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment). PREREQ: SED 3050. Introduction to Gifted Education, is recommended.

SED 4240. Diagnosing and Remediating Reading and Writing Problems I (3 credits)

Crosslisted: RDG 3200: Assessment of Reading Difficulties I
This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies for a beginning reader. It is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, and written expression. It provides foundational information

about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field experience required. PREREQ: Admission to Teacher Education; Special Education Majors: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4250. Transition Planning for Students with Disabilities (3 credits)

This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for transitioning for preschool, school, and postsecondary/ adult students. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4310. Discipline and Classroom Management (3 credits)

This course is designed to give teacher candidates the knowledge and skills to teach students the appropriate behaviors to promote academic and social development. Teacher candidates will learn small group and individualized behavior management strategies for students with behavior problems. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4320. Classroom Considerations and the IEP for Special Education Students (3 credits)

This course of study is designed to give teacher candidates a thorough understanding of the IEP development and implementation. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

SED 4330. Diagnosing and Remediating Mathematics Problems (3 credits)

This course of study is designed for teacher candidates to have the knowledge and skills to use systematic, explicit, multi-sensory methods to diagnose and remediate mathematics skills. Candidates will also learn how to understand and provide the essential components of math instruction. Field experience required. PREREQ: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

SED 4340. Diagnosing and Remediating Reading and Writing Problems II (3 credits)

Crosslisted: RDG 3400
This course is a continuation of SED 4240 in the exploration of the use of reading, writing, spelling assessments to determine classroom intervention and instructional strategies for an advanced reader. It is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, and written expression. It provides foundational information about stages of reading, spelling, and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the implementation, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. PREREQ: Special Education Majors: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350, and SED 4240

SED 4360. Seminar in Special Education (3 credits)

The seminar is specifically designed to coincide with the teacher candidate internship experience. Through the seminar, teacher candidates are supported with the appropriate resources to compliment their teaching experience in off-campus public school settings. Emphasis is placed on the purpose, organization and administration of schools and school systems as well as the role

of the special education teacher. The teacher candidate is given continual opportunities to reflect on the application of the total instructional process in special education to determine effective teaching practices. Graded on a Pass/Fail basis. The course may be repeated. PREREQ: Completion of all General Education and Special Education courses, minimum 2.5 QPA.

SED 4830. Methods and Models of Gifted Education (3 credits)

This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and creative problem solving. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4840. Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students (3 credits)

This course examines the unique social and emotional needs of children and youth who are gifted, including those from special populations. This course focuses on program design/program evaluation, identification of underserved populations, identification of underachieving gifted learners, and identification of resources for gifted education. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4960. Internship for Special Education Teacher Candidates (9 credits)

The teacher candidate internship provides a full-time full-semester teaching experience in off-campus special education classes in public school settings. The candidate's elementary or secondary placement is dependent upon the candidate's concentration and the internship will be closely monitored by a clinical teacher and university supervisor. PREREQ: Admission to the Professional Semester. COREQ: SED 4360.

Department of Teacher Education

Chair: Joe Sciulli

Faculty: Irene Aiken[1], Kelly Ficklin[3,4], Karen Granger[5,6,11], Tiffany Locklear, Lisa N. Mitchell[2], Claudia Nickolson, David Oxendine, Kayonna Pitchford[8,10], Amy Van Buren, Jennifer Whittington[7]

[1]Dean, School of Graduate Studies

[2]Interim Associate Dean, School of Education

[3]Coordinator, Elementary Education Undergraduate Program

[4]Director, Elementary Education Graduate Program
[5]Director of Teacher Education

[6] Director, M.A.T. Graduate Program

[7]Director of Recruitment and Retention

[8]edTPA Coordinator

[9]Technology Coordinator

[10]Director of University-School Partnerships and Clinical Practice

[11]AIG Coordinator

The Department of Teacher Education serves the core curriculum of all Teacher Education Programs. Teacher Education programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education and provide the means for candidates to earn licensure to teach in the state of North Carolina.

At the undergraduate level, the department offers the Bachelor of Science degree in Elementary Education and Add-On an Initial Professional License in AIG.

The Elementary Education program is designed to (1) provide experiences for candidates to develop the content knowledge necessary to be a successful teacher in the Kindergarten-Grade 6 learning environment, as noted by the North Carolina Teaching Content Standards; (2) provide candidates with experiences in pedagogical content knowledge, as noted by the North Carolina Professional Teaching Standards; and (3) provide experiences whereby candidates develop into professional educators who are committed, collaborative, and competent, as noted in the UNCP School of Education Conceptual Framework.

It is our desire that the Elementary Education graduates will motivate and engage their Kindergarten-Grade 6 students in active learning and that they will inspire them to become lifelong learners. This program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and North Carolina State Board of Education and provides the means for candidates to earn an Initial Professional License to teach in the state of North Carolina. The AIG program is designed to lead to North Carolina Add-On licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. Upon completion of the program, students can add this area to either the Initial Professional License or Continuing Professional License. A valid North Carolina Teaching License and a Plan of Study from the School of Education are required.

At the graduate level, the department offers the M.A.Ed. degree in Elementary Education and the M.A.T. degree with specialization in Elementary Education. The mission of the M.A.Ed. program in Elementary Education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The mission of the M.A.T. program with specialization in Elementary Education is to prepare graduate candidates as classroom teachers and for full participation in the profession as leader, researcher, and master practitioner. The master's programs are designed to promote both teacher autonomy and interdependence through inquiry, reflection, and practice. Teacher educators are encouraged to collaborate on ways to enhance their professional lives, improve learning and well-being of their students, the teaching and learning environments of their schools, and their collaborative relationships with diverse families and communities.

Each Elementary Education major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study. Additional information about the elementary education department is available on the department's web page, accessible through the School of Education's website.

Graduate Courses

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.), see The Graduate School .

Major

Elementary Education (K-6), B.S.

Coordinator: Kelly Ficklin

Location: Department of Teacher Education

Program Description

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

The Elementary Education program is one of 15 teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

Program Standards

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

Program Goals and Objectives

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and wellbeing of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse

learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the UNCP Teacher Education Program Teacher Candidate Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Freshman Seminar: 1 Sem. Hr.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Professional Studies Core: 15 Sem. Hrs.

- EDN 2100. Introduction to Education (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)
- ELE 2010. Child Development and Cultural Dynamics (3 credits)
- ELE 2040. Teaching Practices and Curriculum in Elementary Education (3 credits)
- RDG 2000. Foundations of Reading and Language Acquisition (3 credits)

Essential Standards: 21 Sem. Hrs.

- ELE 3000. Arts Integration in the Elementary School (3 credits)
- ELE 3040. Teaching Mathematics in the Elementary School I (3 credits)
- ELE 3060. Literacy and Language Arts: Developing Readers and Writers (3 credits)

- ELE 4030. Living in a Global Society (3 credits)
- ELE 4110. Teaching Mathematics in the Elementary School II (3 credits)
- ELE 4120. Teaching Science in the Elementary School (3 credits)
- ELE 4150. Literacy and Language Arts: Fluent Readers and Writers (3 credits)

Content Pedagogy: 21 Sem. Hrs.

- ELE 3010. Differentiated Instruction for Today's Learners (3 credits)
- ELE 3020. Classroom Design and Management (3 credits)
- ELE 3030. Purposeful Assessment for Learning (3 credits)
- ELE 4060. Internship in Elementary Education (9 credits)
- ELE 4070. Professional Seminar in Elementary Education (3 credits)

Academic or Professional Concentration: 18-30 Sem. Hrs.

(The number of hours may vary depending upon student's choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)

Total: 120 Sem. Hrs.

Licensure

Academically or Intellectually Gifted (AIG) Education Add-On Licensure

Coordinator: Karen Granger

This program is designed to lead to North Carolina add-on licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. This Add-On licensure program requires 12 semester hours of study beyond licensure in an academic content area or grade level. The required courses for the AIG Licensure program at UNCP will be delivered in online formats. Upon completion of the program, students can add this area to either the Initial Professional or Continuing Professional License. A valid North Carolina Teaching License and a Plan of Study from the School of Education are required.

Course Requirements

- SED 3050. Introduction to Gifted Education (3 credits)
- SED 4060. Differentiating Instruction for the Gifted (3 credits)
- SED 4830. Methods and Models of Gifted Education (3 credits)
- SED 4840. Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students (3 credits)

Total: 12 Sem. Hrs.

Elementary Education

ELE 2010. Child Development and Cultural Dynamics (3 credits)

This course focuses on conceptualizing the profession of teaching through the specific development, nurturing relationships and shared responsibility of educating children at the elementary school. Establishing ways in which learning takes place in elementary settings for the appropriate levels of intellectual, physical, social, and emotional development of elementary students. Through this course, students will prepare to build partnerships with all segments of the school culture including parents, school and the community with effective family and community involvement. PREREQ: Must have no less than a 2.7 Grade Point Average

ELE 2040. Teaching Practices and Curriculum in Elementary Education (3 credits)

This course is an exploration of traditional and contemporary perspectives on teaching and learning and how they apply to individual differences through the analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relation to teaching the understanding of diversity and communication with students from different cultural backgrounds, abilities, and values. Field Experience Required. PREREQ: Completion of 30 semester hours and 2.7 GPA

ELE 3000. Arts Integration in the Elementary School (3 credits)

This course involves methods, media, materials and techniques for integrating the arts in daily classroom instruction, investigated through the 21st century teaching and learning skills including discovery, imagination, innovation, exploration, reflection, and evaluation. Collaborative techniques are examined, connected to elementary teaching through Music, Visual Arts, Theatre Arts, Movement and Dance. Field experience required. PREREQ: Admission to Teacher Education

ELE 3010. Differentiated Instruction for Today's Learners (3 credits)

Classroom content area design and management strategies for individual differences and exceptionalities that focus on ways teachers use ongoing differentiated instruction to create a responsive classroom learning community. Course emphasis will be engaging students in multisensory approaches to promote skills and strategies for self-directed life-long learning. PREREQ: Admission to Teacher Education

ELE 3020. Classroom Design and Management (3 credits)

This course explores best practices of effective classroom design and management, organization and time management, and how to establish a productive classroom climate. There is an emphasis on increasing student motivation in diverse classroom settings, building positive student-teacher relationships, behavior management, and effective parent and community partnerships. Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3030. Purposeful Assessment for Learning (3 credits)

This course is designed to introduce students to current national, state, and local classroom assessment data practices and alignment of practices with desired classroom and student outcomes. Teacher candidates learn how to make data-driven decisions through selection of appropriate assessment instruments, observing and recording data, analyzing test scores and performance, interpreting data, and creating accommodations and plans for remediation of diverse learners. Field experience required.
PREREQ: Admission to Teacher Education.

ELE 3040. Teaching Mathematics in the Elementary School I (3 credits)

This course is designed to provide an in-depth study of mathematics processes and pedagogies that support developmentally appropriate mathematics instruction in grades K-2. Current standards, research, educational practice, and instructional

materials are analyzed in relation to a comprehensive, balanced approach to planning, instruction, and assessment. Teacher candidates critically examine research-based theories and best practices that support children's developing mathematics skills and reasoning. Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3060. Literacy and Language Arts: Developing Readers and Writers (3 credits)

This course explores key factors influencing children's literacy development. Teacher candidates critically examine and select appropriate and effective instructional materials and best practices that support children's developing literacy and language learning, including the role of phonics, diagnostic and formative assessments, and strategies for supporting developing readers and writers. Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 4030. Living in a Global Society (3 credits)

This course is designed to reinforce the sociocultural context in which K-6 social studies are taught with an emphasis on ways to engage diverse learners with the social studies in ways that are meaningful and authentic. Emphasis includes our multicultural and global society and exploring differentiated teaching strategies that fit a variety learning environments. Field experience required. PREREQ: Admission to Teacher Education Program.

ELE 4060. Internship in Elementary Education (9 credits)

This course entails a highly interactive semester-long, full-time internship experience in a public school elementary K-6 classroom. Pass/Fail grading. PREREQ: Admission to the Professional Semester

ELE 4070. Professional Seminar in Elementary Education (3 credits)

This course is designed to parallel the full-semester internship experience involving candidates in a professional learning community. Teacher candidates will complete portfolio assessments supporting the internship. Pass/Fail grading. PREREQ: Admission to the Professional Semester.

ELE 4110. Teaching Mathematics in the Elementary School II (3 credits)

This course is designed to provide an in-depth study of mathematics processes and pedagogies that support developmentally appropriate mathematics instruction in grades 3-6. Current standards, research, educational practice, and instructional materials are analyzed in relation to a comprehensive, balanced approach to planning instruction and assessment. Teacher candidates critically examine research-based theories and best practices that support children's developing mathematics skills and reasoning. Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 4120. Teaching Science in the Elementary School (3 credits)

This course is designed to provide an in-depth study of science processes and pedagogies that support developmentally appropriate instruction in process skills and science concept understanding in the elementary school classroom. Current standards, research, educational practices, and instructional materials are analyzed in relation to a comprehensive, balanced approach to science instruction. Teacher candidates critically examine research-based theories and best practices that support children's developing science skills and understanding of concepts in life, physical, earth/space science, and health/wellness. Field Experience Required.
PREREQ: Admission to Teacher Education.

ELE 4150. Literacy and Language Arts: Fluent Readers and Writers (3 credits)

This course highlights methods for incorporating reading and writing across the curriculum with a focus on inquiry learning. Candidates explore methods for helping students develop the knowledge skills and dispositions that lead to deeper understandings in the content areas. Emphasis includes comprehension strategies, study skills, uses of technology in the elementary classroom, questioning, discussion skills and integrating writing and literature across the curriculum. Field Experience Required. PREREQ: Admission to Teacher Education

Department of Aerospace Studies

Director: Lt. Colonel Allen Gradnigo (U.S. Air Force)

Captain Alycia Lascek

Air Force ROTC Program

General Military Course courses are available for the freshman and sophomore years, and Professional Officers Course courses are available for the junior and senior years. Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-town enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-town enrollment agreement.

Objectives

The objectives of the Aerospace Studies program are as follows:

- To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
- To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
- To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
- To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers Course.
- To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
- To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
- To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

Program Requirements

To be eligible for the General Military Course (GMC), each individual must:

- Be a full-time student.
- Be 14 years of age or older.
- Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
- Be of good moral character.
- Meet University medical standards for admission to the institution.
- Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

- Be a full-time student and scheduled to receive a baccalaureate degree.

- Be a U.S. citizen.
- Be of good moral character.
- Be certified Medically Qualified by appropriate Air Force medical authorities.
- Be at least 17 years of age.
- Be in good academic standing.
- Successfully complete either GMC or equivalent training and a four-week Field Training Course.
- Attain a minimum qualifying score on the Air Force Officers Qualifying Test.
- Have two academic years remaining when entering the POC.

Aerospace Studies

ARS 1110. The Foundation of the USAF (1 credit)

This is a survey course designed to introduce students to the U.S. Air Force and Air Force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences.

ARS 1120. The Foundation of the USAF (1 credit)

This is a survey course designed to introduce students to the U.S. Air Force and Air Force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences.

ARS 2110. Evolution of USAF Air and Space Power (1 credit)

The ARS 2110/ARS 2120 curriculum provides a survey course designed to help students evolve from an AFROTC General Military Course (GMC) cadet to an AFROTC Professional Officer Course (POC) cadet (or officer candidate). This course will examine general aspects of air and space power through a historical perspective. Using this perspective, the course covers a period from the first balloons and dirigibles to the space-age global positioning systems of today. The course provides historical examples to extrapolate the development of Air Force capabilities (previously referred to as core competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension (e.g., Principles of War and Tenets of Air and Space Power). As a whole, this course provides students with a knowledge level understanding of the general elements and employment of air and space power from an institutional, doctrinal, and historical perspective. In addition, we will discuss the Air Force Core Values, using operational examples. Students will conduct writing and briefing exercises that will introduce them to Air Force communication skills requirements. A mandatory Leadership Laboratory (LLAB) complements this course by providing leadership and followership experiences, giving students the opportunity to apply the leadership and followership principles of this course.

ARS 2120. Evolution of USAF Air and Space Power (1 credit)

The ARS 2110/ARS 2120 curriculum provides a survey course designed to help students evolve from an AFROTC General Military Course (GMC) cadet to an AFROTC Professional Officer Course (POC) cadet (or officer candidate). This course will examine general aspects of air and space power through a historical perspective. Using this perspective, the course covers a period from the first balloons and dirigibles to the space-age global positioning systems of today. The course provides

historical examples to extrapolate the development of Air Force capabilities (previously referred to as core competencies) and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension (e.g., Principles of War and Tenets of Air and Space Power). As a whole, this course provides students with a knowledge level understanding of the general elements and employment of air and space power from an institutional, doctrinal, and historical perspective. In addition, we will discuss the Air Force Core Values, using operational examples. Students will conduct writing and briefing exercises that will introduce them to Air Force communication skills requirements. A mandatory Leadership Laboratory (LLAB) complements this course by providing leadership and followership experiences, giving students the opportunity to apply the leadership and followership principles of this course.

ARS 3110. Air Force Leadership and Management (3 credits)

ARS 3110 & ARS 3120 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer- type activities, giving students the opportunity to apply leadership and management principles of this course.

ARS 3120. Air Force Leadership and Management (3 credits)

ARS 3110 & 3120 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer- type activities, giving students the opportunity to apply leadership and management principles of this course.

ARS 4110. National Security Affairs/Preparation for Active Duty (3 credits)

ARS 4110 and ARS 4120 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

ARS 4120. National Security Affairs/Preparation for Active Duty (3 credits)

ARS 4110 and ARS 4120 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

Department of Military Science

Director: CPT Christopher Wieczorek

Simon Miguel-Romero, Instructor

Army ROTC Program

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for admittance into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character; and (d) being enrolled as a full-time student at UNCP.

Objectives

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for admittance to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

Courses: Military Science

MSC 1010. Leadership and Personal Development (1 credit)

MSC 1010 introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MSC 1020. Foundation in Leadership (1 credit)

MSC 1020 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing

feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of cadets. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the MSC 1020 experience. 1 hour lab per week and 1 hour lecture.

MSC 1800. Military Physical Training (1 credit)

Crosslisted: (PED 1800)
Taught by a military instructor.

MSC 2010. Innovative Tactical Leadership (3 credits)

MSC 2010 explores the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies. Leadership case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos. 1 hour lab per week and two hours lecture.

MSC 2020. Leadership in Changing Environments (3 credits)

MSC 2020 examines the challenges of leading in complex contemporary operational environments (COE). Dimensions of the cross-cultural challenges of leadership in a constantly changing world are highlighted and applied to practical Army leadership tasks and situations. Provides a smooth transition into MSC 3010. Cadets develop greater self-awareness as they practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real world scenarios. 1 hour lab per week and 2 hours lecture.

MSC 3010. Adaptive Team Leadership (3 credits)

MSC 3010 challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership qualities. Three (3) lecture hours and 1½ laboratory hours per week. PREREQ: Completion of ROTC Basic Course, Basic Camp or equivalent.

MSC 3020. Leadership Under Fire (3 credits)

MSC 3020 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, persuading, and motivating team members when "under-fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Leader Development Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operations orders. MSC 3020 cadets are evaluated on what they know and do as leaders. Three (3) lecture hours and three (3) laboratory hours per week. PREREQ: Completion of MSC 3010 or equivalent.

MSC 4010. Developing Adaptive Leaders (3 credits)

MSC 4010 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk,

make ethical decisions, and provide coaching to fellow ROTC cadets. Cadets are challenged to analyze, evaluate, and instruct younger cadets. Both their classroom and battalion leadership experiences are designed to prepare them for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles and use situational opportunities to teach, train, and develop subordinates. Three (3) lecture hours and 1½ laboratory hours per week.

MSC 4020. Leadership in a Complex World (3 credits)

MSC 4020 explores the dynamics of leading in the complex situations of current military operations. Cadets examine difference in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, and "What Now, Lieutenant?" exercises are used to prepare cadets to face complex ethical and practical demands of leading as commissioned officers in the United States Army. Three (3) lecture hours and three (3) laboratory hours per week. PREREQ: Completion of MSC 4010.

MSC 4210. The American Military Experience (3 credits)

Crosslisted: (HST 4060)
A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. PREREQ: Completion of MSC 3010 or MSC 3020.

Teacher Education Program

Interim Dean: Loury Floyd

Director: Karen Granger

Theme: Preparing professional educators who are committed, collaborative, and competent

Faculty: Mary Ash[20], Latoya Brewer[11], Danielle Chilcote[7], Serina Cinnamon[22,23], Kimberly Dial Sellers[17], Melissa R. Edwards[10], Irina Falls[4,16], Kelly Ficklin[5,6], Cynthia Giambatista[34], Karen Granger[1,33], Downi Griner[3], Rita Hagevik[21], Eun Hee Jeon[9], Shenika Jones[18], Mary Klinikowski[28,29], Roger A. Ladd[8], Ana Cecilia Lara[25], Naomi Lifschitz-Grant[2], Olivia Oxendine[19], Kayonna Pitchford[31,32], José Rivera[13], Mabel Rivera[35], Gretchen Robinson[26,27], Thomas Trendowski[14,15], Jennifer Whittington[30], Summer Woodside[24]

[1]Acad. Intell. Gifted (AO)

[2]Art Education (U)

[3]Art Education (G)

[4]Birth to Kindergarten (U)

[5]Elementary Education (U)

[6]Elementary Education (G)

[7]English Education (U)

[8]English Education (G)

[9]English as a 2nd Language (AO)

[10]Mathematics Education (U)

[11]Mathematics Education (G)

[12] Middle Grades Educ. (U, G)

[13]Music Education (U)

[14]Health/Physical Education (U)

[15]Health/Physical Education (G)

[16]Pre-School (AO)

[17]Reading Education (G)

[18]School Counseling (G)

[19]School Administration (G, AO)

[20]Science Education (U)

[21]Science Education (G)

[22]Social Studies Education (U)

[23]Social Studies Education (G)

[24]Social Work (AO)

[25]Spanish Licensure (U)

[26]Special Education (U)

[27]Special Education (G)

[28]Director of Assessment

[29]Licensure Officer

[30]Director of Teacher Recruitment and Retention

[31]Director of University-School Partnerships and Clinical Practice

[32]edTPA Coordinator

[33]MAT Director

[34]Technology Coordinator

[35]Accreditation Coordinator

(U) = Undergraduate; (G) = Graduate; (AO) = Add-On

Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the

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

Teacher Education Program Diversity Position Statement

As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills, and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework (Philosophy, Purpose, and Goals)

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission of public education.

Commitment

Public schools exist for the purpose of making equal access a reality for all children of any race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democracy. Therefore, professional educators-classroom teachers, specialists, administrators, and school counselors-significantly influence the shape of that future for P-12 learners in our public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public education** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to rigorous standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. Professional educators create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to rigorous standards for themselves**. They are personally invested in their professional work using continuous critical reflection to assess their effectiveness and guide professional development. They are committed to lifelong learning and continuous growth over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with professional organizations at the district, state, and national levels.

Collaboration

Public education is a complex social institution whose stakeholders include local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of these stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration for public schools' success and who work productively with others in collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They create shared knowledge, work as a team on group projects in their classes and develop a repertoire of cooperative learning strategies. Professional educators must **collaborate with other professionals in the school community.** They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, and curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for school improvement. Professional educators **collaborate with students' families** and other caregivers. They understand that the partnership between school and home enables the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators **collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support educational initiatives for the benefit of P-12 learners.

Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote **positive learning outcomes for all students.** Understanding the critical connections among theory, research, and practice, they ground their work in a defensible, well-developed **conceptual framework** grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such educators routinely use **critical, evidence-based self-reflection** to learn from direct experience and continuously improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their teaching effectiveness and enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use **21st-century technologies and skills** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child's education** and work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the North Carolina State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the University of North Carolina system. North Carolina State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the Council for the Accreditation of Educator Preparation (CAEP), the Council for Accreditation of Counseling & Related Educational Programs (CACREP), and external accreditation agencies.

In summary, UNC Pembroke prepares **committed, collaborative,** and **competent** professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who lead in the classroom, school, and profession.

Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, guided by the Teacher Education Committee and administered by the Dean, School of Education. Some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. Information about Teacher Education Program regulations and procedures, licensure and testing requirements, special programs, and resources appears in this section.

Teacher Education Committee

The Teacher Education Committee is the University-wide committee responsible for overseeing all teacher education programs. Its specific functions include establishing teacher education regulations , reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the Teacher Education Program, approving applicants for the professional semester,

assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Regulation Manual and the UNCP Faculty Handbook.

Accreditation and Licensure

All teacher education licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to serve in the public schools of North Carolina as teachers, school counselors, and administrators. The Professional School Counseling Program is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

NC State Licensure Examination Requirement

All candidates for initial licensure in North Carolina must submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. In addition, all candidates for licensure in North Carolina must earn passing scores on licensure exams as defined by current NC State Board of Education policy (note: current SBE policy does not require an exam for Birth-Kindergarten licensure). In the areas of Elementary Education or Special Education, candidates must earn satisfactory scores on the Foundations of Reading Test for North Carolina and Praxis Content Knowledge for Teaching (CKT) in Mathematics. All Middle Grades, Secondary and Special Education candidates must pass the designated Praxis II specialty area test(s). Middle Grades and Secondary candidates must pass the Principles of Learning and Teaching or exempt with a passing edTPA score. See the program coordinator or director for information about licensure exam requirements.

Candidates should begin their application for the license immediately following internship. Candidates must have their scores sent directly to the University and the NC Department of Public Instruction by the testing company. Candidate copies are not accepted. Applications and information about the licensure requirements are available at the Educational Testing Service website at www.ets.org, NC Foundations https://www.nc.nesinc.com, edTPA https://www.edtpa.com/.

Special Resources and Facilities

The John H. and Maria J. McCrimmon Education Curriculum Lab: The Curriculum Lab, housed in the Educational Center, includes the Teacher Resource Library and is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Curriculum Lab has textbooks used in P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis Core review materials, and equipment and resources for the construction of instructional materials.

Regulations and Procedures Applicable to Undergraduate Initial Teacher Licensure Programs

Standards for Undergraduate Initial Teacher Licensure Programs

The Teacher Education Program is designed to prepare all undergraduate candidates to meet or exceed the North Carolina Professional Teaching Standards adopted by the Teacher Education Committee in collaboration with public school partners.

Curriculum for Undergraduate Initial Teacher Licensure Programs

The program of study, or curriculum, for undergraduate teacher education majors is comprised of four components: General Education, Content (major), Professional Studies core, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Content (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies core component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; ethics; learning theories; curriculum; instruction; exceptional, diverse, and at-risk children; content area literacy; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school

students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the catalog sections for the respective academic departments.

Special Requirement for Undergraduate Initial Teacher Licensure Programs:

Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education or Health and Physical Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. The 18-27 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Reading, Spanish, Special Education, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department.

Declaration of Major and Advising

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

Admission to the Teacher Education Program

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

To be eligible for consideration by the Teacher Education Committee and approved for admission to the Teacher Education Program, each candidate must:

1. Have not more than 9 hours of the General Education requirements remaining.
2. Have earned a B- (2.7) or better in EDN 2100 (Introduction to Education) or the approved equivalent course.
3. Have earned a grade of at least "C-" (C if the course is repeated) in all required professional studies core, content pedagogy, and content courses completed at the time of admission, with the exception of EDN 2100, which requires a grade of "B-."
4. Have at least a 2.7 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis Core, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program [see next section for details].
6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

Students with disabilities who may require special accommodations should consult their program coordinator and/or the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met. Applications are available in the School of Education Licensure Office and on the School of Education website. (LIMITED PROGRESSION NOTE: Formal admission to the Teacher Education Program is a prerequisite for enrollment in many professional studies core, content pedagogy, and content courses.)

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

Testing Requirement for Admission to the Teacher Education Program

State law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis Core Series, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis Core testing requirements. Students must meet the required scores in effect at the time they apply to and qualify for admission to the Teacher Education Program. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. Student copies of scores are not acceptable. For more information about testing requirements or other requirements for admission to the Teacher Education Program, students should contact the School of Education.

Continuation in the Teacher Education Program

If a candidate earns a course grade lower than "C-" in a professional studies core, content pedagogy, and content course; if a candidate's quality point average falls below a 2.7; or if a candidate's application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the candidate is suspended from the Teacher Education Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required professional studies core, content pedagogy, and content courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. Upon correction of the deficiencies, candidates suspended from the program must request reinstatement in writing from the School of Education. *Note: pending TEC approval

Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

1. Be formally admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to the professional semester.
2. Have not more than six (6) hours remaining of degree requirements at the beginning of theprofessional semester, excluding those required in the professional semester.
3. The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include content courses, the courses must be approved by the Program Coordinator and the Dean of the School of Education.
4. Upon approval by the Program Coordinator and Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
5. Have an overall quality point average of 2.5 (on a 4.0 scale) or better as well as a 2.5 or better in the candidate's major field of study.*Note: pending TEC approval

Two full semesters prior to the internship, each candidate must complete the professional semester enrollment documents, including but not limited to the following items:

1. *Application for the Professional Semester*.

2. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, program coordinator, and respective department chairperson.
3. Proof of professional liability insurance.

One full semester prior to the internship, update the professional semester enrollment documents, including but not limited to the following item:

1. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form.

Candidates with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Partnerships and Clinical Practice.

A candidate is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

Removal from an Internship Placement

When all reasonable attempts to rectify an unsatisfactory situation fail, the following options may be considered:

- Change of placement
- Voluntary withdrawal (grade of "W")
- Failure of internship (grade of "F") or involuntary withdrawal (grade of "W")
- Extension of placement (grade of "I")

The Dean of the School of Education selects an appropriate resolution in consultation with the vested parties to include, but not limited to: public school representative(s) from the host school district, the intern's Program Coordinator, the University Supervisor, the Director of University-School Partnerships and Clinical Practice, and the intern. The vested parties may recommend the assignment of "withdrawal," "fail," or "incomplete" for the internship semester to the professor of record for (a) change of placement, (b) failure or involuntary withdrawal, or (c) extension of placement. The University is in no way obligated to support or accommodate an intern whose conduct violates professional ethics or codes of conduct as defined by the Code of Ethics for NC Educators and the Teacher Education Program Candidate Standards. (See current Student Intern Handbook for additional information.)

Graduation

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

Time Limit Regulation

See program coordinator for current information.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the professional semester.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to nine (9) hours transfer credit may be granted for education courses. For each course for which transfer credit is sought, the student must furnish an official transcript from the institution at which the course was taken. Transfer credit will be accepted only from two- and four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Board of Education; (2) National Council for the Accreditation of Teacher Education (NCATE); (3) Teacher Education Accreditation Council (TEAC); (4) the Council for the Accreditation of Educator Preparation (CAEP); or (5) appropriate accepted institutional accreditors. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC),

Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Undergraduate Licensure Programs

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

Art, Art Education Licensure (K-12) Track, B.A.

Birth-Kindergarten Education (B-K), B.S.

Elementary Education (K-6), B.S.

English, Secondary Education (9-12) Emphasis, B.A.

English, Middle Grades Language Arts (6-9) Emphasis, B.A.

English as a Second Language Add-On Licensure

Health/Physical Education (K-12), B.S.

Mathematics, Secondary Mathematics Education Track (9-12), B.S.

Mathematics, Middle Grades Mathematics Education Track (6-9), B.S.

Music Education (K-12), Vocal Emphasis, B.M.

Music Education (K-12), Instrumental Emphasis, B.M.

Music Education (K-12), Keyboard Emphasis (Vocal Orientation), B.M.

Music Education (K-12), Keyboard Emphasis (Instrumental Orientation), B.M.

Science Education, Biology (9-12) Concentration, B.S.

Science Education, Chemistry (9-12) Concentration, B.S.

Science Education, Earth Science (9-12) Concentration, B.S.

Science Education, Physics (9-12) Concentration, B.S.

Science Education, Middle Grades Science (6-9) Concentration, B.S.

History, Social Studies Education, B.A.

Spanish, B.A. with Teacher Licensure (K-12)

Special Education (K-12), B.S.

School Social Work Licensure (Bachelor's Level)

Academically or Intellectually Gifted (AIG) Education Add-On Licensure

Esther G. Maynor Honors College

Dean: Teagan Decker

Assistant Dean: Joshua Kalin Busman

University Honors Council

Teagan Decker (Chair)	Kelly Charlton	E. Cliff Mensah
Scott Hicks	E. Brooke Kelly	Siva Mandjiny
Mark Milewicz	Joshua Kalin Busman	

The Maynor Honors College (MHC) at the University of North Carolina at Pembroke is designed to attract top student scholars by providing an atmosphere that is both academically and personally stimulating. The Honors College offers interdisciplinary seminars and discipline-specific honors courses taught by distinguished faculty members; these courses enhance the general education curriculum, facilitate academic and personal growth, and encourage the interdisciplinary exploration of ideas. Honors students also gain a sense of community through shared residential facilities as well as cultural and service learning programs. The MHC helps students become independent, successful thinkers, researchers, and communicators while simultaneously preparing them to be responsible members of a global society. Once accepted to UNCP, incoming first-year students who meet or exceed the academic requirements below are automatically considered for membership in the Maynor Honors College. No application is necessary. Admission is very competitive. Selected students will be notified of their status.

Minimum Honors Eligibility Requirements:

- Combined SAT Math and Evidence-Based Reading and Writing score of 1170 or an ACT score of 24.
- A weighted high school GPA of 3.5.

Incoming first-year students who do not meet these criteria but would like to be considered for admission should complete an honors admission application. Transfer students are welcome to apply by completing an honors admission application as well. Transfer students should have a 3.5 GPA in 12 or more hours of college-level work.

Current UNCP students who have a 3.5 GPA or higher in 12 or more hours of college-level work are also encouraged to apply to the Honors College. Freshmen who apply during their first semester of course work should adhere to the requirements for first-year students.

Completion of the Maynor Honors College curriculum requires that students successfully complete at least 22 hours of honors credit and obtain a minimum 3.4 GPA at graduation.

Honors College students should successfully complete 18 hours of honors credit and 4 credit hours of senior project course work (HON 4000 and 4500). Honors credit includes Honors courses (HON seminars or discipline-specific -900 sections) and Honors contract courses (maximum of 12 credit hours).

End-of-year GPA Requirements:

- First Year: 3.0
- Second Year: 3.25

- Third Year: 3.4
- Fourth Year: 3.4

Students must successfully complete a minimum of one honors course every academic year until 18 hours of honors credit are earned. Requests for a waiver of this requirement can be made in writing to the Dean of the Honors College. In addition, students are required to maintain GPA requirements as noted above.

Additional details regarding the Honors College can be located on the Honors College website.

The Honors Curriculum

Completion of the Maynor Honors College curriculum requires that students successfully complete at least 22 hours of honors credit and obtain a minimum 3.4 QPA at graduation. Honors credit hours can be earned through Honors College Seminars, Honors sections of discipline-specific courses (coded as -900 sections in the course schedule), or Honors Contract Courses (maximum of 12 hours). Contract courses are traditional courses that are tailored to meet honors requirements by requiring work that is above and beyond the normal expectations of the course.

Honors Credit (18 Sem. Hrs.)

- HON 1000. Contemporary Public Issues (3 credits)
- HON 1510. Contemporary Issues in Science and Technology (3 credits)
- HON 2000. The Humanistic Tradition I: From the Ancient World to 1500 (3 credits)
- HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age (3 credits)
- HON 2520. Mathematical Concepts and Applications (3 credits)
- HON 2750. The Individual in Society (3 credits)
- HON 3000. Cultures in Contact (3 credits)
- HON 4990. Honors Independent Study (1-3 credits)

Senior Project (4 Sem. Hrs.)

- HON 4000. Research Methods and Prospectus (1 credit)
- HON 4500. Honors Thesis/Project (3 credits)

Total: 22 Sem. Hrs.

Courses: University Honors

HON 1000. Contemporary Public Issues (3 credits)

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

HON 1510. Contemporary Issues in Science and Technology (3 credits)

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

HON 2000. The Humanistic Tradition I: From the Ancient World to 1500 (3 credits)

Restrictions: Honors College students only An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, and philosophy, Honors 2000 focuses on significant cultural legacies from the beginnings of human cultures to 1500. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities. PREREQ: Honors College students only

HON 2010. The Humanistic Tradition II: From 1500 to the Contemporary Age (3 credits)

Restrictions: Honors College students only An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy, Honors 2010 focuses on significant cultural legacies from the last 500 years. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities. PREREQ: Honors College students only

HON 2520. Mathematical Concepts and Applications (3 credits)

Restrictions: Honors College students only Current approaches to mathematical concepts and applications will be examined. The course will introduce selected topics in mathematics in a seminar format. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics. PREREQ: Honors College students only

HON 2750. The Individual in Society (3 credits)

Restrictions: Honors College students only The study of human behavior from the perspective of psychology, sociology, or a related field. The course will introduce selected topics in the social sciences in a seminar format. Honors students receive General Education credit for a course in the Social Sciences Division. PREREQ: Honors College students only

HON 3000. Cultures in Contact (3 credits)

Restrictions: Honors College students only This course is designed to introduce students to a specific world culture through a variety of methods. The readings will include sociological, economic, historical, and fictional accounts of this country. The objective is to learn about another culture while also learning how to approach the study of and engagement with that culture. There will also be a travel component to provide for first-hand engagement with the culture studied. PREREQ: Honors College students only

HON 4000. Research Methods and Prospectus (1 credit)

Restrictions: Honors College students only Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Pass/Fail grading. PREREQ: Honors College students only

HON 4500. Honors Thesis/Project (3 credits)

Restrictions: Honors College students only Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. PREREQ: HON 4000; Honors College students only

HON 4990. Honors Independent Study (1-3 credits)

Restrictions: Honors College students only Open to Honors College students to pursue supervised independent innovative learning. Independent study may include laboratory research, study abroad, or mentored independent projects. May be repeated for a total of 6 hours in no more than two semesters. PREREQ: Honors College students only. Requires written permission of the proposed mentor and the Honors College Dean.

Entrepreneurship Programs

Director: Susan Peters

The School of Business offers students the opportunity to pursue a Bachelor of Science in Business Administration with a track in Entrepreneurship, as well as an Entrepreneurship Certificate Program and a minor in Entrepreneurship.

Business Administration, Entrepreneurship Track, B.S.

Freshman Seminar: 1 Sem. Hrs.
General Education: 44 Sem. Hrs.
See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

- ECN 2020. Principles of Microeconomics (3 credits)
- ECN 2030. Principles of Macroeconomics (3 credits)
- MAT 1070. College Algebra (3 credits)
  (MAT 2150 or MAT 2210 would be accepted in lieu of MAT 1070)
- PSY 1010. Introductory Psychology (3 credits)

BSBA Common Body of Knowledge: 45 Sem. Hrs.

- BUS 1001. Passport for Professional Success-Awareness 1 (0 credit)
- BUS 1002. Passport for Professional Success-Awareness 2 (0 credit)
- BUS 1003. Passport for Professional Success-Fundamentals 1 (0 credit)
- BUS 1004. Passport for Professional Success-Transition (0 credits)
- BUS 1005. Passport for Professional Success-Extended Engagement (0 credit)
- BUS 1006. Passport for Professional Success-Fundamentals 2 (0 credit)
- ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)

- ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- BUS 3020. International Business (3 credits)
- BUS 4020. Senior Seminar in Business (3 credits)
- DSC 2090. Spreadsheet and Database Management (3 credits)
- DSC 3180. Applied Business Statistics (3 credits)
- DSC 3190. Business Analytics (3 credits)
- FIN 3100. Business Finance (3 credits)
- ITM 3010. Management Information Systems (3 credits)
- MGT 3030. Business Communications (3 credits)
- MGT 3060. Organization and Management (3 credits)
- MGT 4410. Operations Management (3 credits)
- MGT 4660. Business Strategy (3 credits)
- MKT 3120. Principles of Marketing (3 credits)

Entrepreneurship Track: 18 Sem. Hrs.

- MGT 4100. Small Business Management (3 credits)
- FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)
- MKT 4400. Social Media Marketing (3 credits)

and two of any 3000- or 4000-level business courses and/or the following:

- ART 3800. Introduction to Media Integration (3 credits) or
- MUS 3800. Introduction to Media Integration (3 credits)
- MUS 3580. Audio Production (3 credits)
- MCM 3600. Media and Society (3 credits)
- RSA 4160. Outdoor Recreation Service (3 credits)
- RSA 4400. Tourism and Commercial Recreation (3 credits)

General Electives: 12 Sem. Hrs.

Total: 120 Sem. Hrs.

Entrepreneurship Minor

The minor in entrepreneurship provides students the opportunity to learn how to start and manage their own businesses. The minor consists of six courses (18 hours). The first two courses in the minor cover business start-up (ENTR 2000) and sustainability (ENTR 2100). The next three courses focus on marketing (MKT 3120), finance (FIN 3000), and law (BLAW 2150). The last course (ENTR 4000) in strategy helps the student create a comprehensive business plan.

Requirements for an Entrepreneurship Minor

Required Courses: 18 Sem Hrs.

- ENTR 2000. Innovation (3 credits)
- ENTR 2100. Growth and Sustainability (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- MKT 3120. Principles of Marketing (3 credits)
- FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)

Total: 18 Sem. Hrs.

Entrepreneurship Minor

The minor in entrepreneurship provides students the opportunity to learn how to start and manage their own businesses. The minor consists of six courses (18 hours). The first two courses in the minor cover business start-up (ENTR 2000) and sustainability (ENTR 2100). The next three courses focus on marketing (MKT 3120), finance (FIN 3000), and law (BLAW 2150). The last course (ENTR 4000) in strategy helps the student create a comprehensive business plan.

Requirements for an Entrepreneurship Minor

Required Courses: 18 Sem Hrs.

- ENTR 2000. Innovation (3 credits)
- ENTR 2100. Growth and Sustainability (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)
- BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
- MKT 3120. Principles of Marketing (3 credits)
- FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)

Total: 18 Sem. Hrs.

Entrepreneurship Certificate

The Entrepreneurship Certificate Program (ECP) provides UNCP students in good standing from all majors the opportunity to learn how to start and manage their own businesses. The ECP consists of five courses (15 hours) in a 2-2-1 format. The first course (ENTR 2000) in the program covers business start-ups. The second course (ENTR 2100) covers business sustainability. The next two designated courses are from the major field of the student, of 3000 or higher level, with departmental approval and determined before the student matriculates in this program. The last course (ENTR 4000) helps the student create a comprehensive business plan. An entrepreneurship certificate will be granted after the successful completion of the program provided the student has a "C" average in the major courses and a "C" average in the Entrepreneurship courses.

Requirements for an Entrepreneurship Certificate

Required ENTR Courses: 9 Sem. Hrs.

- ENTR 2000. Innovation (3 credits)

- ENTR 2100. Growth and Sustainability (3 credits)
- ENTR 4000. Planning and Strategy (3 credits)

Other Required Courses: 6 Sem. Hrs.

Two 3000- or higher-level courses in the student's major field, with departmental approval

Total: 15 Sem. Hrs.

Courses: Entrepreneurship

ENTR 2000. Innovation (3 credits)

This course gives students a foundation in creativity and ideation as well as hands-on experience in identifying opportunities and solving problems. Critical thinking skills are developed as students grapple with the feasibility of their ideas as well as identify roadblocks and create action plans to overcome them. Competencies developed in this class are equally useful in developing new products, services, philosophies, medical breakthroughs, educational methods, ideologies, creative arts and scientific discovery.

ENTR 2100. Growth and Sustainability (3 credits)

This course emphasizes sustaining an existing small business venture. Topics covered include marketing for growth, finding growth financing, developing a long term business strategy, improving business operations, managing human resources, understanding basic legal issues, and protecting intellectual property. PREREQ: C or better in ENTR 2000

ENTR 2200. Invention and New Products (3 credits)

This course provides a basis for new product development including product testing and safety, protection of intellectual property rights, licensing procedures, and marketing inventions.

ENTR 4000. Planning and Strategy (3 credits)

This course for the ECP and Minor in Entrepreneurship programs will let the students create entrepreneurial ventures. The emphasis here is to allow the students with faculty supervision to create plans and develop products and/or services for a viable business entity. PREREQ: C or better in ENTR 2100 or MGT 4100.

Bachelor of Interdisciplinary Studies Program

Director: Derek Oxendine

BIS Advisors: Keondra Mitchell, Lisa Mitchell

Interdisciplinary Studies Advisory Council

Christine Bell	Richard Gay	Joong-Lyul Lee
Keondra Mitchell	Lisa Mitchell	Emily Neff-Sharum
Miguel Nino	Barry O'Brien	Lois Williams

The Bachelor of Interdisciplinary Studies (BIS) program is designed for a set of diverse students who bring to the university many academic, personal, and work-related experiences. They may choose the BIS program because (1) they are aware that they are more employable in many occupations with the degree, (2) that learning in the arts and sciences and in a field of specialization leads to understanding and empowerment, and (3) they review their personal plans and recognize that they can effectively meet their most important goals for a bachelor's degree through the BIS.

The program serves adult students, in particular, who seek a broad, more flexible degree program to help them to advance or become more established in their careers or to improve their understanding of the world around them.

BIS Admission Requirements

Students must meet all admission requirements for entrance to The University of North Carolina at Pembroke.

Students must either (a) have completed a minimum of 45 credit hours with at least a 2.0 Grade Point Average, or (b) hold an Associate in Applied Arts, an Associate in Applied Science, an Associate in Arts, or an Associate in Science degree from a two-year institution recognized by an accepted institutional accreditor. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

BIS Completion Requirements

The Bachelor of Interdisciplinary Studies degree requires that a student:

Meet The University of North Carolina at Pembroke's general education core requirements.
Complete a course of study in a specific Interdisciplinary Studies Major with an earned average grade point of 2.0 or better. At least 25 per cent of the total credit requirements for any particular Interdisciplinary Studies Major must be taken from one or more Academic Departments at The University of North Carolina at Pembroke (UNCP). For those with Applied Associate degrees only 60 credit hours may be transferred from two-year

institutions (including 30 hours credit awarded for completion of Associate in Applied Arts or Applied Science degree from such institution). The number of credit hours permitted from any department, school, or college of UNCP will be restricted by discipline specific accreditation standards.
Transfer or take a balance of elective or support courses to meet the total credit requirements of any particular Interdisciplinary Studies Major.
Complete all requirements for baccalaureate graduation at The University of North Carolina at Pembroke.
Meet the requirements of the University of North Carolina's Writing Intensive Program.
Two thirds of all Major and Track courses taken toward the BIS degree must be from UNCP.
College credit in lieu of lifelong learning/experiential learning will not be granted.

Applied Education Studies, Learning and Development, B.I.S.

The Bachelor of Interdisciplinary Studies in Applied Education Studies is intended for those interested in obtaining a relevant and practical degree that provides practical experiences in educational and non-profit settings through field experience and internship opportunities and preparation for those interested in the field of education. This flexible degree serves students with broad vision, who are interested in child and adolescent development, and who recognize the complexity of social problems. Grounded in the liberal arts, the programs' major requirements include options for completion designed to enhance students' interests and professional goals. The program of study for the BIS in Applied Education Studies consists of three components: General Education Requirements (44 hrs.); Major Requirements (42 hrs.) including an interdisciplinary core of 24 hours and a learning and development track of 18 hours; and Electives (34 hrs.).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

- ENG 1050. Composition I (3 credits)
- ENG 1060. Composition II (3 credits)
- Fine Art (3 credits)
- Literature (3 credits)
- History (3 credits)
- Philosophy and Religion (3 credits)
- Social Sciences (9 credits)
- Natural Science (6 credits)
- Mathematics (3 credits)
- Physical Education (2 credits)
- General Education Electives (6 credits)

Applied Education Core: 24 Sem. Hrs.

- EDN 2040. Field Experience (0 credit)
  (add this course each semester when registering for any EDN, ELE, RDG, or SED courses)

Professional Foundations

- EDN 2100. Introduction to Education (3 credits)
- RDG 2000. Foundations of Reading and Language Acquisition (3 credits)
- SED 3310. Introduction to the Exceptional Child (3 credits)
- SWK 2000. Introduction to Social Work (3 credits)

Child & Family Development

One of these:

- ECE 2030. The Developing Young Child (3 credits)
- EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)
- ELE 2010. Child Development and Cultural Dynamics (3 credits)
- EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)
- PSY 2050. Childhood and Adolescence (3 credits)

And both of these:

- SOC 2090. Social Problems in Modern Society (3 credits)
- SOC 3030. The Family (3 credits)

Internship

- EDN 4020. Non-Licensure Internship (3 credits)

Learning and Development Track: 18 Sem. Hrs.

Students choose 6 courses from the options listed below.

- ART 3050. Art Education Methods in Grades K-6 (3 credits)
- ECE 2020. Foundations of Early Childhood Education (3 credits)
- ECE 2050. Young Children and Families in a Diverse World (3 credits)
- ECE 3110. Behavior and Environments for Early Childhood Education (3 credits)
- ECE 3120. Community Partnerships with Families & Agencies (3 credits)
- ECE 3130. Early Childhood Educators as Leaders (3 credits)
- ECE 3140. Health Issues in Birth - Kindergarten Education (3 credits)
- HST 3820. Growing Up American (3 credits)
- MUS 4000. Elementary Music Methods and Materials (3 credits)
- SED 3040. Working with Families of Diverse Students with Disabilities (3 credits)
- SED 3110. Assistive Technology for Students with Special Needs (3 credits)
- SED 3320. Special Education Law, Policies, and Procedures (3 credits)
- SED 3330. Teaching Students Who Need Adaptive or Functional Curricula (3 credits)
- SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities (3 credits)
- SED 3350. Assessment of Students with Mild to Moderate Disabilities (3 credits)
- SOC 3210. Social Inequalities (3 credits)
- SOC 3540. Gender and Society (3 credits)
- SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
- SOC 4420. Community Resource Development (3 credits)
- SOC 4530. Family Violence (3 credits)
- SPE 2000. Interpersonal Communication (3 credits)

- SPE 2010. Fundamentals of Speech (3 credits)
- SWK 3700. Practice with Children and Adolescents (3 credits)

Electives: 34 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Management Information Systems, Operations Management, B.I.S.

B.I.S. In Applied Management Information Systems

The Bachelor of Interdisciplinary Studies in Applied Management Information Systems builds upon computer programming skills as core requirements, and augments such proficiencies with management of information technology and communication skills. Courses such as operations management, statistics, and project management enhance these skills. Graduates will be ready for a variety of practical careers requiring application of computers and computing/statistical skills to managerial decision-making. The program of study for the BIS in Applied Management Information Systems consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours), Track Requirements (15 hours), and Electives* (34 hours).

Major in Applied Management Information Systems

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and business administration requirements including:

MAT 1070. College Algebra (3 credits)

Core Requirements: 27 Sem. Hrs.

CSC 1300. WWW Information (3 credits)
CSC 1750. Introduction to Algorithms (3 credits)
CSC 1760. Introduction to Programming (3 credits)
ITC 2080. Introduction to System Administration and Shell Scripting (3 credits)
ITM 3010. Management Information Systems (3 credits)
ITM 3500. Database Management Systems (3 credits)
MGT 3060. Organization and Management (3 credits)
SOC 2200. Computers and Society (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)

Track: 15 Sem. Hrs.

Operations Management:

DSC 3180. Applied Business Statistics (3 credits)
ITM 4400. Project Management (3 credits)
MGT 4410. Operations Management (3 credits)
SOC 4250. Organizations in Society (3 credits)
SOC 4400. Conflict Management (3 credits)

Electives*: 34 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Professional Studies, Advertising, B.I.S.

B.I.S. In Applied Professional Studies

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students may craft a specialization to fit their future career goals or choose to receive training in one of five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of four components: General Education Requirements (44 hours); Core Requirements (24 hours), Track Requirements (15 hours), and Electives* (37 hours).

Major in Applied Professional Studies

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and applied professional studies requirements including:

ECN 2030. Principles of Macroeconomics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 24 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)

ENG 3580. Professional Writing (3 credits) or
MGT 3030. Business Communications (3 credits)

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)
MGT 3060. Organization and Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 4250. Organizations in Society (3 credits)

Track: 15 Sem. Hrs.

Advertising Track:

MCM 2100. Introduction to Mass Communication (3 credits)
MCM 2400. Writing for the Media (3 credits)
MKT 3200. Consumer Behavior (3 credits)

PRE 2700. Introduction to Advertising (3 credits) or
MKT 4300. Integrated Marketing Communications (3 credits)

And 3 additional hours from the following:

BRD 3130. Broadcast Advertising (3 credits)
PRE 4150. Advertising Media (3 credits)

also recommended:

ART 2500. Intermediate Digital Arts (3 credits)

Electives*: 37 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Professional Studies, Allied Health Leadership, B.I.S.

B.I.S. In Applied Professional Studies

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students may craft a specialization to fit their future career goals or choose to receive training in one of five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of four components: General Education Requirements (44 hours); Core Requirements (24 hours), Track Requirements (15 hours), and Electives* (37 hours).

Major in Applied Professional Studies

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and applied professional studies requirements including:

ECN 2030. Principles of Macroeconomics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 24 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)

ENG 3580. Professional Writing (3 credits) or
MGT 3030. Business Communications (3 credits)

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)
MGT 3060. Organization and Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 4250. Organizations in Society (3 credits)

Track: 15 Sem. Hrs.

Allied Health Leadership Track:

ECN 3740. Health Economics (3 credits)
PHI 3760. Medical Ethics (3 credits)
SOC 2800. Health and Society (3 credits)
SOC 3010. Community Health Organizations & Services (3 credits)
SOC 3730. Health Promotion and Wellness (3 credits)

Electives*: 37 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Professional Studies, Economic Development, B.I.S.

B.I.S. In Applied Professional Studies

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students may craft a specialization to fit their future career goals or choose to

receive training in one of five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of four components: General Education Requirements (44 hours); Core Requirements (24 hours), Track Requirements (15 hours), and Electives* (37 hours).

Major in Applied Professional Studies

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and applied professional studies requirements including:

ECN 2030. Principles of Macroeconomics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 24 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)

ENG 3580. Professional Writing (3 credits) or
MGT 3030. Business Communications (3 credits)

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)

MGT 3060. Organization and Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 4250. Organizations in Society (3 credits)

Track: 15 Sem. Hrs.

Economic Development Track:

ECN 3010. Managerial Economics (3 credits)
ECN 4080. Development Economics (3 credits)
SOC 3180. Community Development (3 credits)
SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
SOC 4420. Community Resource Development (3 credits)

Electives*: 37 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Professional Studies, Financial Administration, B.I.S.

B.I.S. In Applied Professional Studies

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students may craft a specialization to fit their future career goals or choose to receive training in one of five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of four components: General Education Requirements (44 hours); Core Requirements (24 hours), Track Requirements (15 hours), and Electives* (37 hours).

Major in Applied Professional Studies

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and applied professional studies requirements including:

ECN 2030. Principles of Macroeconomics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 24 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)

ENG 3580. Professional Writing (3 credits) or
MGT 3030. Business Communications (3 credits)

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)
MGT 3060. Organization and Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 4250. Organizations in Society (3 credits)

Track: 15 Sem. Hrs.

Financial Administration Track:

ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
FIN 3100. Business Finance (3 credits)
FIN 4100. Financial Management (3 credits)
FIN 4180. Investment Analysis and Portfolio Management (3 credits)

Electives*: 37 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Professional Studies, General, B.I.S.

B.I.S. In Applied Professional Studies

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students may craft a specialization to fit their future career goals or choose to receive training in one of five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of four components: General Education Requirements (44 hours); Core Requirements (24 hours), Track Requirements (15 hours), and Electives* (37 hours).

Major in Applied Professional Studies

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)

ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and applied professional studies requirements including:

ECN 2030. Principles of Macroeconomics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 24 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)

ENG 3580. Professional Writing (3 credits) or
MGT 3030. Business Communications (3 credits)

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)
MGT 3060. Organization and Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 4250. Organizations in Society (3 credits)

Track: 15 Sem. Hrs.

General Track:

15 hours from the following list of courses without other specific Track; at least 9 hours must be at the 3000-4000 level. Only 12 hours taken from this list may be courses that have ACC, BLAW, BUS, ECN, FIN, MGT, or MKT prefixes. No more than 6 of the 15 hours may come from any single academic discipline.

Students who take a course marked with a double asterisk (**) must also take additional prerequisites, which will add credit hours to their program.

ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)

ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
BUS 2000. Introduction to Business (3 credits)
** ECN 3010. Managerial Economics (3 credits)
ECN 3070. Internet Economics (3 credits)
ECN 3080. Environmental Economics (3 credits)
** ECN 3300. Public Finance (3 credits)
ECN 3500. Survey of Ethics in Economics and Finance (3 credits)
ECN 3740. Health Economics (3 credits)
ECN 4020. Industrial Organization (3 credits)
ECN 4070. Labor Economics (3 credits)
ECN 4080. Development Economics (3 credits)
ENV 4100. Environmental Laws and Regulations (3 credits)
FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)
** FIN 3100. Business Finance (3 credits)
** FIN 4100. Financial Management (3 credits)
MGT 3010. Organizational Crisis Management (3 credits)
MGT 3030. Business Communications (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MGT 3150. International Management (3 credits)
MGT 4010. Fundamentals of Project Management (3 credits)
MGT 4070. Organization Theory (3 credits)
MGT 4080. Human Resource Management (3 credits)
MGT 4100. Small Business Management (3 credits)
MGT 4300. Business Ethics and Social Responsibility (3 credits)
MGT 4310. Sustainability and Corporate Social Responsibility (3 credits)
MKT 3130. International Marketing (3 credits)
MKT 3200. Consumer Behavior (3 credits)
MKT 4050. Retail Management (3 credits)
MKT 4200. Personal Selling and Sales Management (3 credits)
MKT 4300. Integrated Marketing Communications (3 credits)
MKT 4800. Marketing Strategy (3 credits)
MCM 2100. Introduction to Mass Communication (3 credits)
MCM 2400. Writing for the Media (3 credits)
MCM 3600. Media and Society (3 credits)
PHI 2040. Introduction to Ethics (3 credits)
PHI 4430. Business Ethics (3 credits)
PRE 2200. Introduction to Public Relations (3 credits)
PRE 3500. Organizational Communications (3 credits)
PSY 2160. Social Psychology (3 credits)
PSY 2700. Industrial/Organizational Psychology (3 credits)
PSY 3160. Psychology of Leadership (3 credits)
SOC 3130. The Community (3 credits)
SOC 3180. Community Development (3 credits)
SOC 3540. Gender and Society (3 credits)
SOC 4400. Conflict Management (3 credits)
SOC 4620. Sociological Social Psychology (3 credits)

Electives*: 37 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards

Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Applied Professional Studies, Office Administration, B.I.S.

B.I.S. In Applied Professional Studies

The Bachelor of Interdisciplinary Studies in Applied Professional Studies prepares graduates with core competencies necessary for successful careers in for-profit business. Combined with solid training in communication and writing skills, these competencies include basic understandings of economics, finance, statistics, decision sciences, management, and marketing. Beyond these core competencies, students may craft a specialization to fit their future career goals or choose to receive training in one of five areas of specialization: Advertising, Allied Health Leadership, Economic Development, Financial Administration, or Office Administration.

Similar to other majors within the Bachelor of Interdisciplinary Studies Degree program, the BIS in Applied Professional Studies is intended for those interested in obtaining a highly relevant and practical degree that provides advancement opportunities in their current employment, and for those who are starting or interested in changing their professional careers. The program of study for the BIS in Applied Professional Studies consists of four components: General Education Requirements (44 hours); Core Requirements (24 hours), Track Requirements (15 hours), and Electives* (37 hours).

Major in Applied Professional Studies

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and applied professional studies requirements including:

ECN 2030. Principles of Macroeconomics (3 credits)
MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)
SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 24 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
ECN 2020. Principles of Microeconomics (3 credits)

ENG 3580. Professional Writing (3 credits) or
MGT 3030. Business Communications (3 credits)

FIN 2400. Foundations of Finance (for Non-Business Majors) (3 credits)
MGT 3060. Organization and Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 4250. Organizations in Society (3 credits)

Track: 15 Sem. Hrs.

Office Administration Track:

MCM 2100. Introduction to Mass Communication (3 credits)
MCM 2400. Writing for the Media (3 credits)
MGT 3090. Organizational Leadership (3 credits)

And 6 additional hours from the following:

MGT 4080. Human Resource Management (3 credits)
PRE 2200. Introduction to Public Relations (3 credits)
PRE 3500. Organizational Communications (3 credits)
SOC 4400. Conflict Management (3 credits)

Electives*: 37 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher

Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Criminal Justice Studies, Applied Organization Management, B.I.S.

B.I.S. In Criminal Justice Studies

The Bachelor of Interdisciplinary Studies in Criminal Justice Studies prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an academic concentration to enhance specific knowledge and skills in one of four areas: Applied Organization Management, Forensics, Sociology, or Substance Abuse. The program of study for the BIS in Criminal Justice Studies consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (21 hours for Applied Organization Management, 27 hours for Forensics, 24 hours for Sociology, or 21 hours for Substance Abuse); and Electives* (22-28 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and criminal justice requirements including:

For all Tracks:

SOC 1020. Introduction to Sociology (3 credits)

For the Applied Organization Management Track only:

MAT 1070. College Algebra (3 credits)

Core Requirements: 27 Sem. Hrs.

CRJ 2000. Introduction to Criminal Justice (3 credits)

CRJ 2400. Criminology (3 credits) or
SOC 2400. Criminology (3 credits)

CRJ 3000. Criminal Law (3 credits)
CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
CRJ 3150. Criminal Investigation (3 credits)

CRJ 3600. Social Statistics (3 credits) or
SOC 3600. Social Statistics (3 credits)

CRJ 3610. Social Research (3 credits) or
SOC 3610. Social Research (3 credits)

CRJ 4000. Criminal Procedure (3 credits)
And 3 additional hours of 4000-level courses with a CRJ prefix or cross-listed with CRJ

Applied Organization Management Track: 21 Sem. Hrs.

DSC 2090. Spreadsheet and Database Management (3 credits)
DSC 3130. Business Statistics I (3 credits)
DSC 3140. Business Statistics II (3 credits)
ITM 3010. Management Information Systems (3 credits)
MGT 3060. Organization and Management (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MGT 4010. Fundamentals of Project Management (3 credits)

Electives*: 28 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Criminal Justice Studies, Forensics, B.I.S.

B.I.S. In Criminal Justice Studies

The Bachelor of Interdisciplinary Studies in Criminal Justice Studies prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an academic concentration to enhance specific knowledge and skills in one of four areas: Applied Organization Management, Forensics, Sociology, or Substance Abuse. The program of study for the BIS in Criminal Justice Studies consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (21 hours for Applied Organization Management, 27 hours for Forensics, 24 hours for Sociology, or 21 hours for Substance Abuse); and Electives* (22-28 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and criminal justice requirements including:

For all Tracks:

SOC 1020. Introduction to Sociology (3 credits)

For the Forensics Track Only:

BIO 1000. Principles of Biology (3 credits)
CHM 1300. General Chemistry I (3 credits)

CHM 1310. General Chemistry II (3 credits)
MAT 1070. College Algebra (3 credits)
PSY 1010. Introductory Psychology (3 credits)

Core Requirements: 27 Sem. Hrs.

CRJ 2000. Introduction to Criminal Justice (3 credits)

CRJ 2400. Criminology (3 credits) or
SOC 2400. Criminology (3 credits)

CRJ 3000. Criminal Law (3 credits)
CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
CRJ 3150. Criminal Investigation (3 credits)

CRJ 3600. Social Statistics (3 credits) or
SOC 3600. Social Statistics (3 credits)

CRJ 3610. Social Research (3 credits) or
SOC 3610. Social Research (3 credits)

CRJ 4000. Criminal Procedure (3 credits)
And 3 additional hours of 4000-level courses with a CRJ prefix or cross-listed with CRJ

Forensics Track: 27 Sem. Hrs.

BIO 3180. Principles of Genetics (4 credits)
BIOL 1000. Laboratory Investigations and Experiences in General Biology (1 credit)
CHM 1100. General Chemistry Laboratory I (1 credit) and
CHM 1110. General Chemistry Laboratory II (1 credit)
CHM 2270. Analytical Chemistry (4 credits)
CHM 2500. Organic Chemistry I (3 credits)

CHM 3110. Biochemistry (3 credits) and
CHM 3120. Experimental Methods in Biochemistry (1 credit)
CHM 3210. Biochemistry II (3 credits)
CHM 3240. DNA Analysis Laboratory (1 credit)
CHM 4200. Forensic Chemistry (4 credits)

Additional Recommended Courses:

BIO 3150. Microbiology (4 credits)
BIO 3710. Cell Biology (4 credits)
BIO 4130. Molecular Biology (4 credits)
BTEC 3220. Biotechnology I (4 credits)

ELECTIVES*: 22 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-

year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

TOTAL: 120 Sem. Hrs.

Criminal Justice Studies, Sociology, B.I.S.

B.I.S. In Criminal Justice Studies

The Bachelor of Interdisciplinary Studies in Criminal Justice Studies prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an academic concentration to enhance specific knowledge and skills in one of four areas: Applied Organization Management, Forensics, Sociology, or Substance Abuse. The program of study for the BIS in Criminal Justice Studies consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (21 hours for Applied Organization Management, 27 hours for Forensics, 24 hours for Sociology, or 21 hours for Substance Abuse); and Electives* (22-28 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and criminal justice requirements including:

For all Tracks:

SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 27 Sem. Hrs.

CRJ 2000. Introduction to Criminal Justice (3 credits)

CRJ 2400. Criminology (3 credits) or
SOC 2400. Criminology (3 credits)

CRJ 3000. Criminal Law (3 credits)
CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
CRJ 3150. Criminal Investigation (3 credits)

CRJ 3600. Social Statistics (3 credits) or
SOC 3600. Social Statistics (3 credits)

CRJ 3610. Social Research (3 credits) or
SOC 3610. Social Research (3 credits)

CRJ 4000. Criminal Procedure (3 credits)
And 3 additional hours of 4000-level courses with a CRJ prefix or cross-listed with CRJ

Sociology Track: 24 Sem. Hrs.

SOC 2090. Social Problems in Modern Society (3 credits)
SOC 3210. Social Inequalities (3 credits)
SOC 3680. Law and Society (3 credits) or
CRJ 3680. Law and Society (3 credits)
SOC 4400. Conflict Management (3 credits) or
CRJ 4400. Conflict Management (3 credits)
And 12 additional hours at the 3000-4000 level of courses with a SOC prefix or cross-listed with SOC

Electives*: 25 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Criminal Justice Studies, Substance Abuse, B.I.S.

B.I.S. In Criminal Justice Studies

The Bachelor of Interdisciplinary Studies in Criminal Justice Studies prepares graduates for a variety of criminal justice careers, including traditional police, courts, and corrections jobs in the public sector and ever expanding opportunities in the private sector. This major gives students an overall understanding of the organization and administration of the American criminal justice system and an academic concentration to enhance specific knowledge and skills in one of four areas: Applied Organization Management, Forensics, Sociology, or Substance Abuse. The program of study for the BIS in Criminal Justice Studies consists of four components: General Education Requirements (44 hours); Core Requirements (27 hours); Track Requirements (21 hours for Applied Organization Management, 27 hours for Forensics, 24 hours for Sociology, or 21 hours for Substance Abuse); and Electives* (22-28 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and criminal justice requirements including:

For all Tracks:

SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 27 Sem. Hrs.

CRJ 2000. Introduction to Criminal Justice (3 credits)

CRJ 2400. Criminology (3 credits) or
SOC 2400. Criminology (3 credits)

CRJ 3000. Criminal Law (3 credits)
CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
CRJ 3150. Criminal Investigation (3 credits)

CRJ 3600. Social Statistics (3 credits) or
SOC 3600. Social Statistics (3 credits)

CRJ 3610. Social Research (3 credits) or
SOC 3610. Social Research (3 credits)

CRJ 4000. Criminal Procedure (3 credits)
And 3 additional hours of 4000-level courses with a CRJ prefix or cross-listed with CRJ

Substance Abuse Track: 21 Sem. Hrs.

CRJ 2830. Interviewing Skills (3 credits)
HLTH 3770. Drugs, Society, and Behavior (3 credits)
SOC 3780. Sociology of Drug Use (3 credits)
SOC 3790. Substance Abuse Prevention (3 credits)
SOC 4610. Addiction and Women (3 credits)

And 6 hours chosen from:

CRJ 3500. Offender Rehabilitation (3 credits)
CRJ 3670. Social Deviance (3 credits)
SOC 3690. Sociology of Mental Disorders (3 credits)
SOC 4530. Family Violence (3 credits)

Electives*: 28 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

General Studies, B.I.S.

The Bachelor of Interdisciplinary Studies in General Studies is intended for those interested in obtaining a relevant and

practical degree that provides advancement opportunities in their current employment, lifelong learning opportunities, and preparations for those who are starting or interested in changing their professional careers. The flexible degree serves students with broad vision, who are sensitive to values, and who recognize the complexity of social problems. Grounded in the liberal arts, the program's major requirements include two options for completion designed to enhance students' interests and professional goals.

The program of study for the BIS in General Studies consists of three components: General Education Requirements (44 hrs.); Major Requirements (36 hrs.) selected from two different concentrations or an approved plan of study; and Electives* (40 hrs.).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Core Requirements: 36 Sem. Hrs.

Select 6 classes from two different concentrations (see below) or complete a plan of study approved by the B.I.S. Director or an B.I.S. advisor.

Either option must include a minimum of 15 hours of credit in courses at the 3000 or 4000 level.

Humanities Concentration

AIS 2170. North American Indian Art (3 credits)
AIS 2200. Native American Literature (3 credits)
AIS 2390. American Indian Education (3 credits)
AIS 2410. Environmental Literature (3 credits)
AIS 3880. Native American Populations (3 credits)
AIS 4020. Federal Policy and the American Indian (3 credits)
AISS 4xxx. Special Topics in American Indian Studies (1-3 credits)
ENG 2030. Literary Genres (3 credits)
ENG 2060. World Literature After 1660 (3 credits)
ENG 2080. Women's Literature (3 credits)
ENG 2100. African American Literature (3 credits)
ENG 2200. Native American Literature (3 credits)
ENG 2240. American Literature Since 1865 (3 credits)
ENG 2410. Environmental Literature (3 credits)
ENG 2470. British Literature Before 1790 (3 credits)

PHI 3160. Sports Ethics (3 credits)
PHI 3300. Environmental Ethics (3 credits)
PHI 3760. Medical Ethics (3 credits)
REL 2050. Religion, Art, and Culture (3 credits)
REL 2180. Middle Eastern Religions (3 credits)
REL 3280. Violence and Religion (3 credits)
REL 4230. Jerusalem In Time, Space, and Imagination (3 credits)

Health Promotion Concentration

HHP 4000. Applied Research (3 credits)
HHP 4030. Facilities Design (3 credits)
HLTH 3770. Drugs, Society, and Behavior (3 credits)
HLTH 4100. Health and Fitness Behavior Changes (3 credits)
PHI 3760. Medical Ethics (3 credits)
SOC 2800. Health and Society (3 credits)
SOC 3010. Community Health Organizations & Services (3 credits)
SOC 3690. Sociology of Mental Disorders (3 credits)
SOC 3730. Health Promotion and Wellness (3 credits)
SOC 3750. Death and Dying (3 credits)
SOC 3780. Sociology of Drug Use (3 credits)
SOC 3790. Substance Abuse Prevention (3 credits)
SOC 4530. Family Violence (3 credits)
SOC 4610. Addiction and Women (3 credits)

Political Science and Public Administration Concentration

ECN 2020. Principles of Microeconomics (3 credits)
ECN 2030. Principles of Macroeconomics (3 credits)
PAD 2010. American State and Local Government, Administration and Policy (3 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PAD 3190. Public Policy and Analysis (3 credits)
PAD 4770. Topics in Public Policy (3 credits)
PLS 2010. American State & Local Government, Administration & Policy (3 credits)
Any Political Science (PLS or PLSS) or Public Administration (PAD or PADS) course

Social Sciences Concentration

CRJ 2000. Introduction to Criminal Justice (3 credits)
CRJ 2400. Criminology (3 credits)
CRJ 3000. Criminal Law (3 credits)
CRJ 3010. Criminal Justice Writing/Rhetoric (3 credits)
CRJ 3600. Social Statistics (3 credits)
CRJ 3610. Social Research (3 credits)
CRJ 3680. Law and Society (3 credits)
CRJ 4000. Criminal Procedure (3 credits)
CRJ 4400. Conflict Management (3 credits)
CRJ 4530. Family Violence (3 credits)
GGY 3290. Society and the Environment (3 credits)
GGY 3700. Geography of Africa (3 credits)
GGY 3720. North America (3 credits)

GGY 3770. Geography of American Indians (3 credits)
GGY 3780. Geography of Latin America (3 credits)
GGY 3790. Geography of Asia (3 credits)
GGY 3800. World Prehistory (3 credits)
GGYS 4xxx. Special Topics in Geography (1-4 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
SOC 3000. Sociological Writing/Rhetoric (3 credits)
SOC 3030. The Family (3 credits)
SOC 3060. Sociological Theory (3 credits)
SOC 3210. Social Inequalities (3 credits)
SOC 3600. Social Statistics (3 credits)
SOC 3610. Social Research (3 credits)
SOC 3680. Law and Society (3 credits)
SOC 4400. Conflict Management (3 credits)
SOC 4620. Sociological Social Psychology (3 credits)
SWK 3000. Narrative Approaches to Understanding Today's Older Population (3 credits)
SWK 3750. Social Work Practice with Latinx Populations (3 credits)
SWK 3820. African-American Populations (3 credits)
SWK 3840. Gerontological Social Work (3 credits)
SWK 3870. Women in Society (3 credits)
SWK 3890. Social Work Practice with LGBTQ Populations (3 credits)

Electives*: 40 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Hospitality, Resort, Hotel and Restaurant Administration, B.I.S.

The Bachelor of Interdisciplinary Studies in Hospitality, Resort, Hotel and Restaurant Administration prepares students for a variety of rewarding careers in the growing hospitality industry. Equipped with entrepreneurial skills in addition to management, marketing, and strong communication proficiencies, graduates will be well-positioned for employment at managerial ranks in resorts and spas as well as restaurant and hotels. The program of study for the BIS in Hospitality, Resort, Hotel and Restaurant Administration consists of four components: General Education Requirements (44 hours), Core Requirements (24 hours), Track Requirements (18 hours), and Electives* (34 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and hospitality requirements including:

ECN 1000. Economics of Social Issues (3 credits)

Core Requirements: 24 Sem. Hrs.

ENTR 2000. Innovation (3 credits)
ENTR 2100. Growth and Sustainability (3 credits)
FIN 3000. Finance for Small and Entrepreneurial Businesses (3 credits)
MGT 3060. Organization and Management (3 credits)
MGT 4080. Human Resource Management (3 credits)
MKT 3120. Principles of Marketing (3 credits)
MKT 4300. Integrated Marketing Communications (3 credits)
SPE 2000. Interpersonal Communication (3 credits)

Resort, Hotel and Restaurant Administration Track: 18 Sem. Hrs.

ENTR 4000. Planning and Strategy (3 credits)
HLTH 2100. Applied Nutrition (3 credits)
MKT 4200. Personal Selling and Sales Management (3 credits)
RSA 4400. Tourism and Commercial Recreation (3 credits)
SOC 4250. Organizations in Society (3 credits)
SOC 4400. Conflict Management (3 credits)

Electives*: 34 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges

and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Public and Non-Profit Administration, Allied Health Administration, B.I.S.

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies, hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of four pre-set areas of specialization: Allied Health Administration, Financial Administration, Public Management, or Substance Abuse. The program of study for the BIS in Public and Non-Profit Administration consists of four components: General Education Requirements (44 hours); Core Requirements (31 hours); Track Requirements (15 to 18 hours); and Electives* (27 to 30 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and Public and Non-Profit Administration requirements including:

For all Tracks:

ECN 1000. Economics of Social Issues (3 credits) or
ECN 2020. Principles of Microeconomics (3 credits) or

ECN 2030. Principles of Macroeconomics (3 credits)

PLS 1010. Introduction to American National Government (3 credits)

SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 31 Sem. Hrs.

MGT 3060. Organization and Management (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MKT 3120. Principles of Marketing (3 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PLS 2010. American State & Local Government, Administration & Policy (3 credits)
PLS 2330. Introduction to Theory and Methodology (4 credits)
PLS 3520. Writing in Political Science (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
SOC 4420. Community Resource Development (3 credits)

Allied Health Administration Track: 18 Sem. Hrs.

HLTH 3770. Drugs, Society, and Behavior (3 credits)
HLTH 4100. Health and Fitness Behavior Changes (3 credits)
SOC 2800. Health and Society (3 credits)
SOC 3010. Community Health Organizations & Services (3 credits)
SOC 3730. Health Promotion and Wellness (3 credits)
SOC 3750. Death and Dying (3 credits)

Electives*: 27 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Public and Non-Profit Administration, Financial Administration, B.I.S.

B.I.S. In Public And Non-Profit Administration

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies,

hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of four pre-set areas of specialization: Allied Health Administration, Financial Administration, Public Management, or Substance Abuse. The program of study for the BIS in Public and Non-Profit Administration consists of four components: General Education Requirements (44 hours); Core Requirements (30 hours); Track Requirements (16 to 18 hours); and Electives* (28 to 30 hours).

Major in Public and Non-Profit Administration

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and Public and Non-Profit Administration requirements including:

For all Tracks:

ECN 1000. Economics of Social Issues (3 credits) or
ECN 2020. Principles of Microeconomics (3 credits) or
ECN 2030. Principles of Macroeconomics (3 credits)

PLS 1010. Introduction to American National Government (3 credits)

SOC 1020. Introduction to Sociology (3 credits)

For the Financial Administration Track only:

MAT 1070. College Algebra (3 credits)
MAT 2100. Introduction to Statistics (3 credits)

Core Requirements: 31 Sem. Hrs.

MGT 3060. Organization and Management (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MKT 3120. Principles of Marketing (3 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PLS 2010. American State & Local Government, Administration & Policy (3 credits)
PLS 2330. Introduction to Theory and Methodology (4 credits)
PLS 3520. Writing in Political Science (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
SOC 4420. Community Resource Development (3 credits)

Financial Administration Track: 18 Sem. Hrs.

ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
DSC 2090. Spreadsheet and Database Management (3 credits)
FIN 3050. Risk Management and Insurance (3 credits)
FIN 3100. Business Finance (3 credits)
FIN 4100. Financial Management (3 credits)

Electives: 28 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Public and Non-Profit Administration, General, B.I.S.

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)

History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and Public and Non-Profit Administration requirements including:

For all Tracks:

ECN 1000. Economics of Social Issues (3 credits) or
ECN 2020. Principles of Microeconomics (3 credits) or
ECN 2030. Principles of Macroeconomics (3 credits)

PLS 1010. Introduction to American National Government (3 credits)

SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 31 Sem. Hrs.

MGT 3060. Organization and Management (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MKT 3120. Principles of Marketing (3 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PLS 2010. American State & Local Government, Administration & Policy (3 credits)
PLS 2330. Introduction to Theory and Methodology (4 credits)
PLS 3520. Writing in Political Science (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
SOC 4420. Community Resource Development (3 credits)

General Track: 18 Sem. Hrs.

18 hours from the following list of courses without other specific Track; at least 12 hrs must be at the 3000-4000 level. Only 12 hours taken from this list may be courses that have ACC, BLAW, ECN, FIN, MGT, or MKT prefixes.

Students who take a course marked with a double asterisk (**) must also take additional prerequisites, which will add credit hours to their program.

ACC 2270. Fundamentals of Financial Accounting and Reporting (3 credits)
ACC 2280. Accounting Tools for Managerial Decisions (3 credits)
ACC 4500. Governmental and Not-For-Profit Accounting (3 credits)

AIS 4020. Federal Policy and the American Indian (3 credits)
AIS 4600. American Indian Health (3 credits)
BLAW 2150. Legal and Ethical Issues in the Business Environment (3 credits)
ECN 3070. Internet Economics (3 credits)
ECN 3080. Environmental Economics (3 credits)
** ECN 3300. Public Finance (3 credits)
ECN 3500. Survey of Ethics in Economics and Finance (3 credits)
ECN 3740. Health Economics (3 credits)
** ECN 4070. Labor Economics (3 credits)
** ECN 4080. Development Economics (3 credits)
ENV 4100. Environmental Laws and Regulations (3 credits)
** FIN 3100. Business Finance (3 credits)
HLTH 3770. Drugs, Society, and Behavior (3 credits)
MGT 3010. Organizational Crisis Management (3 credits)
MGT 3030. Business Communications (3 credits)
MGT 4070. Organization Theory (3 credits)
MGT 4080. Human Resource Management (3 credits)
MGT 4300. Business Ethics and Social Responsibility (3 credits)
MCM 2100. Introduction to Mass Communication (3 credits)
MCM 2400. Writing for the Media (3 credits)
MCM 3600. Media and Society (3 credits)
PAD 3190. Public Policy and Analysis (3 credits)
PAD 3440. Introduction to Budgeting and Financial Management (3 credits)
PAD 4770. Topics in Public Policy (3 credits)
PAD 4500. Policy Studies (3 credits)
PHI 2040. Introduction to Ethics (3 credits)
PHI 4430. Business Ethics (3 credits)
PRE 2200. Introduction to Public Relations (3 credits)
PRE 3500. Organizational Communications (3 credits)
** PLS 3010. Political Parties and Interest Groups in the United States (3 credits)
PLS 3600. Introductory Internship in Political Science (3 credits)
PLS 3800. International Organizations (3 credits)
PSY 2160. Social Psychology (3 credits)
PSY 2700. Industrial/Organizational Psychology (3 credits)
PSY 3160. Psychology of Leadership (3 credits)
SOC 3010. Community Health Organizations & Services (3 credits)
SOC 3030. The Family (3 credits)
SOC 3130. The Community (3 credits)
SOC 3140. Collective Behavior and Social Movements (3 credits)
SOC 3180. Community Development (3 credits)
SOC 3210. Social Inequalities (3 credits)
SOC 3240. Sociology of Poverty (3 credits)
SOC 3540. Gender and Society (3 credits)
SOC 3610. Social Research (3 credits)
SOC 3670. Social Deviance (3 credits)
SOC 3690. Sociology of Mental Disorders (3 credits)
SOC 3730. Health Promotion and Wellness (3 credits)
SOC 3750. Death and Dying (3 credits)
SOC 3780. Sociology of Drug Use (3 credits)
SOC 3790. Substance Abuse Prevention (3 credits)
SOC 4250. Organizations in Society (3 credits)
SOC 4400. Conflict Management (3 credits)

SOC 4530. Family Violence (3 credits)
SOC 4610. Addiction and Women (3 credits)
SOC 4620. Sociological Social Psychology (3 credits)
SPE 3580. Discussion and Debate (3 credits)
SPN 2310. Intermediate Spanish I (3 credits) or
SPN 2320. Intermediate Spanish II (3 credits) or
SPN 3120. Spanish Conversation (3 credits)

Students interested in taking Spanish courses under the General Track must also take the beginning SPN 1310/1320 sequence unless they are placed into one of the listed intermediate Spanish courses based on transferred credits or test.

Electives*: 27 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Public and Non-Profit Administration, Public Management, B.I.S.

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies, hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of four pre-set areas of specialization: Allied Health Administration, Financial Administration, Public Management, or Substance Abuse. The program of study for the BIS in Public and Non-Profit Administration consists of four components: General Education Requirements (44 hours); Core Requirements (31 hours); Track Requirements (15 to 18 hours); and Electives* (27 to 30 hours).

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)

Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and Public and Non-Profit Administration requirements including:

For all Tracks:

ECN 1000. Economics of Social Issues (3 credits) or
ECN 2020. Principles of Microeconomics (3 credits) or
ECN 2030. Principles of Macroeconomics (3 credits)

PLS 1010. Introduction to American National Government (3 credits)

SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 31 Sem. Hrs.

MGT 3060. Organization and Management (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MKT 3120. Principles of Marketing (3 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PLS 2010. American State & Local Government, Administration & Policy (3 credits)
PLS 2330. Introduction to Theory and Methodology (4 credits)
PLS 3520. Writing in Political Science (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
SOC 4420. Community Resource Development (3 credits)

Public Management Track: 15 Sem. Hrs.

PAD 3190. Public Policy and Analysis (3 credits)
PAD 3440. Introduction to Budgeting and Financial Management (3 credits)
PAD 4770. Topics in Public Policy (3 credits)
6 additional hours at the 3000-4000 level of courses with a PLS, PLSS, PAD, or PADS prefix

Electives*: 30 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher

Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable.

Total: 120 Sem. Hrs.

Public and Non-Profit Administration, Substance Abuse, B.I.S.

B.I.S. In Public And Non-Profit Administration

The Bachelor of Interdisciplinary Studies in Public and Non-Profit Administration prepares graduates for a variety of careers in local, state, and national government and a variety of not-for-profit organizations, like social service agencies, hospitals, schools, religious organizations, and philanthropic foundations. This major gives students an overall understanding of the organization and administration of public and non-profit organizations and their relations with other local, state, national, and international entities. Beyond this foundation, students may craft a specialization to fit their future career goals or choose to receive training in one of four pre-set areas of specialization: Allied Health Administration, Financial Administration, Public Management, or Substance Abuse. The program of study for the BIS in Public and Non-Profit Administration consists of four components: General Education Requirements (44 hours); Core Requirements (30 hours); Track Requirements (16 to 18 hours); and Electives* (28 to 30 hours).

Major in Public and Non-Profit Administration

General Education: 44 Sem. Hrs.

See General Education Program for available options in each category.

ENG 1050. Composition I (3 credits)
ENG 1060. Composition II (3 credits)
Fine Art (3 credits)
Literature (3 credits)
History (3 credits)
Philosophy and Religion (3 credits)
Social Sciences (9 credits)
Natural Science (6 credits)
Mathematics (3 credits)
Physical Education (2 credits)
General Education Electives (6 credits)

Major-Specific General Education Requirements

Please note that many majors have specific general education requirements. Please see a faculty advisor in your department if you need further clarification. You will be required to take the following courses to meet your general education and Public and Non-Profit Administration requirements including:

For all Tracks:

ECN 1000. Economics of Social Issues (3 credits) or
ECN 2020. Principles of Microeconomics (3 credits) or
ECN 2030. Principles of Macroeconomics (3 credits)

PLS 1010. Introduction to American National Government (3 credits)

SOC 1020. Introduction to Sociology (3 credits)

Core Requirements: 31 Sem. Hrs.

MGT 3060. Organization and Management (3 credits)
MGT 3090. Organizational Leadership (3 credits)
MKT 3120. Principles of Marketing (3 credits)
PAD 3100. Introduction to Public Administration (3 credits)
PLS 2010. American State & Local Government, Administration & Policy (3 credits)
PLS 2330. Introduction to Theory and Methodology (4 credits)
PLS 3520. Writing in Political Science (3 credits)
SOC 2090. Social Problems in Modern Society (3 credits)
SOC 4180. Voluntary Associations and Non-Profit Organizations (3 credits)
SOC 4420. Community Resource Development (3 credits)

Substance Abuse Track: 18 Sem. Hrs.

CRJ 2830. Interviewing Skills (3 credits) or
CRJ 3610. Social Research (3 credits)
HLTH 3770. Drugs, Society, and Behavior (3 credits)
SOC 3780. Sociology of Drug Use (3 credits)
SOC 3790. Substance Abuse Prevention (3 credits)
SOC 4610. Addiction and Women (3 credits)
And 3 hours from the following:
CRJ 3500. Offender Rehabilitation (3 credits) or
CRJ 3670. Social Deviance (3 credits) or
SOC 3690. Sociology of Mental Disorders (3 credits) or
SOC 4530. Family Violence (3 credits)

Electives*: 28 Sem. Hrs.

*Students entering the BIS Program with an Associate of Applied Science or Associate of Applied Arts degree from a two-year institution recognized by an accepted institutional accreditor may receive up to 30 hours of transfer credit towards Electives upon verification of such degree. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be

considered acceptable.

Total: 120 Sem. Hrs.

Courses: Interdisciplinary Studies

IDS 2000. Introduction to Leadership Theory and Practice (3 credits)

This course provides an overview of theory and practice of leadership to enable students to develop and hone knowledge and skills for personal and administrative leadership. PREREQ: Admission to Bachelor of Interdisciplinary Studies (BIS) Program

IDS 3000. Foundations of Interdisciplinary Studies (3 credits)

This course will provide students with a comprehensive introduction to interdisciplinary studies and introduces students to the cognitive process that interdisciplinarians use to approach complex problems. PREREQ: Admission to Bachelor of Interdisciplinary Studies (BIS) Program

IDS 4000. Interdisciplinary Research (3 credits)

This course will introduce students to a comprehensive and systematic interdisciplinary research process and the theory that informs it. Emphasis on relationships among theory, research, and practice in an orderly framework so the nature of the interdisciplinary research process and be easily understood. PREREQ: IDS 3000

The Graduate School

Dean: Irene Pittman Aiken

Associate Dean: Kirill Bumin

Mission Statement

The mission of The Graduate School at The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies.

About The Graduate School and Graduate Programs

The University of North Carolina at Pembroke offers over forty pathways to a master's degree or certificate, all designed to enhance a student's development as a professional and a scholar. Graduate programs provide in-depth study of a discipline under the guidance of faculty members who are committed to students' intellectual growth. Emphasizing a personal and relevant approach to post-baccalaureate education, UNC Pembroke challenges students to take their skills and knowledge to a new level of mastery.

The Graduate School emphasizes depth of study, academic rigor, and reflection. Graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also strive to ensure the development of students into leaders of their professions.

Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, and serving their communities and professions.

Flexible course schedules and course formats are designed to make courses readily available to students. In addition to its offerings on the main campus, The Graduate School offers selected classes and programs at satellite locations, primarily community colleges. All programs offer online and/or hybrid courses. The M.P.A. and M.B.A. degrees are offered both as on-campus and as online programs, and the M.A.Ed. in Elementary Education, the M.A.T. in Elementary Education, and the M.A.T. in Special Education are offered as fully online programs.

Location

While graduate classes may be offered at a variety of campus and off-campus sites, the location for all inquiries regarding graduate admissions, regulations, and procedures is The Graduate School, which is located in Room 124 of Lindsay Hall. The main telephone number for this office is (910) 521-6271; the fax number is (910) 521-6751.

Additional information about The Graduate School may be accessed through the school's website: http://www.uncp.edu/grad/.

The mailing address is

The Graduate School
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

Graduate School Regulations and Procedures

Regulations and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the links below. The Graduate School and the Graduate Council are responsible for ensuring the accuracy of this section on Graduate School regulations and procedures.

Graduate School Admissions

Master's Degree Requirements

Additional Graduate School Regulations

Graduate Expenses

Detailed information on each program, including requirements specific to individual programs, is contained in the section on Graduate Degrees and Programs. The academic departments that house the graduate programs are responsible for ensuring that the information in the program sections is accurate. Program curricula, course offerings, and course schedules are determined by the individual departments/schools/colleges. All students must meet the requirements of the catalog that was current at the time they entered this institution, or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog. A student moved to a subsequent catalog will not be allowed to revert back to any previous catalogs. If students' attendance is interrupted for more than one year, they must meet the requirements of the catalog in effect at the time of readmission, or those of a subsequent catalog.

Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP. Information about The Graduate School and the University's graduate programs also is available on The Graduate School website (www.uncp.edu/grad). Links to the graduate programs, as well as other resources for graduate students and graduate faculty, can be accessed from The Graduate School website.

Graduate School Admissions

Overview of The Graduate School Admissions Process

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree and whose academic preparation and aptitude predict success in graduate school. To be considered for admission to The Graduate School, an applicant must have an earned bachelor's degree from an accredited college or university recognized by the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Degrees earned at colleges/universities accredited by other US Department of Education recognized national accreditors may also be considered. Applicants whose undergraduate degrees are still in progress may apply for provisional admission. Information on accredited institutions is available from The Graduate School. Exceptions on standard accreditation may be granted for applicants with international degrees, including applicants with three-year degrees from institutions in Europe participating in the Bologna Process. Information about the Bologna Process can be found at http://www.ehea.info/.

The Graduate School website (www.uncp.edu/grad) provides important information for prospective students, including application forms and requirements, submission guidelines, application deadlines, and timeframes for admission. Additional information is available on the website of the specific degree program.

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

Admission Deadlines for Early Consideration

Interested applicants should check the information on the website for admission terms and deadlines, noting that some graduate programs admit students every term, but others admit students only once or twice a year and often the beginning term is summer I. Similarly, the deadline for applications vary by program, but for those program not specifying an application deadline, students may be admitted until the term begins. If a deadline a program is not specified, application materials and all supporting documentation should be submitted to The Graduate School at least one month prior to the projected enrollment date (at least six months prior to the projected enrollment date for international students). Additionally, some programs will reach admission capacity early. When capacity is met, subsequent applicants will be considered for the next term of admission, which may be a year later. Check program websites for details.

The Admissions Decision

The Dean of The Graduate School (or designee) and the director of the appropriate graduate degree program evaluate all applications that meet the basic eligibility criteria (see admission requirements below). Meeting the minimum qualifications for general admission to The Graduate School does not guarantee admission to a specific program.

The admissions decision is made by the Dean of The Graduate School upon recommendation from the appropriate director of a graduate degree program. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. The program director's recommendation and the Dean's official admission decision are based upon an analysis of both quantitative and qualitative data submitted by the applicant.

Categories of Admission

All students seeking to enroll in any graduate class must be admitted to The Graduate School, or they must have specific permission from the Dean of The Graduate School. The Graduate School admits graduate students in one of the following categories:

- full admission to a program,

- provisional admission to a program,
- special admission to The Graduate School,
- enrichment students, and
- visiting graduate students.

In addition, UNCP undergraduate students who have at least 75 hours of course credit (at least 24 credit hours at UNCP), have at least a 3.0 GPA, and gain permission may participate in Undergraduate Privilege. Undergraduate Privilege allows students to take up to twelve (12) semester hours of graduate credit, which may also count towards an appropriate graduate degree.

Admissions categories, admission requirements, and undergraduate enrollment are further explained in the sections below.

Full Admission to a Program

To be eligible for consideration for full or provisional admission to a degree program, an applicant must:

- submit a completed online application;
- pay a $55 non-refundable application fee ($60.00 for international applicants);
- submit an official transcript(s) to The Graduate School;
- submit an official report of satisfactory scores on an entrance examination (required for some programs);
- have three academic and/or professional recommendations submitted on her/his behalf (NOTE: **MBA no longer requires recommendations**); and
- submit a copy of a current license, if applicable.

Some programs may have additional application requirements, such as an essay, personal interview, or background check. See the program-specific requirements and reference stipulations that are posted on The Graduate School website (www.uncp.edu/grad) and/or on the individual program websites.

Information about the admissions requirements for international students can be found in a separate section below and on The Graduate School website.

Transcript Requirement

Applicants are to have an official transcript sent to The Graduate School from:

1. all colleges/universities in which a bachelor's degree or higher was earned or is in progress. One transcript must indicate a baccalaureate degree was earned from a regionally accredited institution. Applicants may submit additional transcripts.
2. any colleges/universities in which course work was completed within 5 years of the date of application, and
3. any institution showing relevant courses for a program's prerequisite courses or for transfer credit consideration (if master's level). See Program Specific Requirements.

Additional Guidance:

- Applicants who attend or previously attended UNCP do not need to provide UNCP transcripts nor a transcript from an institution appearing on the UNCP transcript.
- Students provisionally admitted into a graduate program pending degree completion are to submit an official, degree-dated transcript within the first two months enrollment.
- Applicant may be asked to submit additional transcripts for admission consideration.
- Community college transcripts (even if a degree was earned) do not have to be submitted.
- Applicants who earned a degree from an institution outside the United States must submit an evaluation of their transcripts by NACES accredited credential evaluation service (WES preferred).

Entrance Examination Requirement for Admission

Some programs require applicants to submit an official report of satisfactory scores on an appropriate standardized entrance examination as described below (some programs waive entrance exam requirements for applicants with an advanced degree):

- Mathematics Education, Middle Grades Education (except science), and Reading Education applicants submit test scores for the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE);
- English program (MA and MAT) applicants submit Miller Analogies Test (MAT), the Graduate Record Examination (GRE) or PRAXIS II test scores qualifying for English 9-12 licensure (ELA: Content Knowledge test 5038 and Principles of Learning and Teaching: Grades 7-12 test 5624 at time of posting).
- Business Administration (MBA) applicants submit GRE or Graduate Management Admissions (GMAT) test scores. Applicants with an undergraduate GPA over 3.0 (4.0 scale) do NOT have to submit test scores.
- Master of Public Administration (MPA) applicants submit GRE test scores. Applicants with an undergraduate GPA of 3.5 or higher or a 3.5 or higher in their undergraduate major do not have to submit test scores.
- Master of Social Work (MSW) applicants with an undergraduate GPA of less than 3.0 for the 60 hour program (less than 3.2 for the Advanced Standing program) must submit GRE or MAT test scores.

Specific Exam Information:

1. The Miller Analogies Test (MAT) is an hour-long test of analytical ability consisting of 120 analogy problems. The MAT is offered by the Office for Regional Initiatives, located at The Carolina Commerce and Technology Center (COMTech) on Livermore Drive. To schedule a sitting for the MAT, applicants may call (910.775.4000); additional information is available at The Testing Center.
2. The Graduate Record Examination (GRE) assesses analytical writing, critical thinking, and verbal and quantitative reasoning skills and is offered by the Educational Testing Service (ETS) of Princeton, NJ. Additional information is available at the ETS website (www.gre.org). The GRE is administered locally by the Office for Regional Initiatives, located at The Carolina Commerce and Technology Center (COMTech) on Livermore Drive. To schedule a sitting for the GRE, applicants may call (910.775.4000). Additional information is available at The Testing Center.
3. The Graduate Management Admissions Test (GMAT) assesses quantitative, verbal, and reasoning skills and is offered by the ETS Graduate Management Admissions Council. Additional information is available at the ETS website (www.mba.com and a student's guide for taking the GMAT).

If an applicant already holds a master's degree or above (e.g., master's, doctorate, J.D.), the entrance test requirement may be waived.

Recommendations

Most programs require applicants to submit contact information for three academic and/or professional recommenders in the online application. Typically, at least one recommendation should come from a college/university faculty member in the undergraduate major of the applicant. The other references should come from the applicant's employers/supervisors, if applicable. Applicants should check for **Program Specific Requirements** and note that **MBA program does not require recommendations**.

Licensure Requirement for Admission to Education Programs

Applicants for graduate programs leading to licensure by the North Carolina State Board of Education, (M.S.A., M.A., or an M.A.Ed. programs) must submit a copy of any current licenses held. This is not a requirement for applicants for Clinical Mental Health Counseling, Professional School Counseling, or Master of Arts in Teaching (M.A.T.) degrees.

In some programs, students without current licensure may be admitted to a non-licensure track and are required to sign a waiver of North Carolina Standard Professional I and M level licensure. It is the individual's responsibility to determine the requirements of any licensure reciprocity agreement that may exist between North Carolina and another state. Reciprocity does not guarantee that all areas of licensure will transfer directly from one state to another. The applicant is encouraged to contact

the School of Education Licensure Office and/or the North Carolina Department of Public Instruction concerning licensure requirements and reciprocity agreements with other states.

International Graduate Students

The Graduate School of The University of North Carolina at Pembroke welcomes applications from potential graduate students from other nations. To be eligible for consideration for admission as an international student, an applicant must:

1. submit a completed application;
2. pay the non-refundable application fee of $60.00;
3. submit an official transcript evaluation report by a NACES-accredited evaluation service (World Education Services, *WES*, preferred). Transcripts are not required - only an official evaluation reports by is needed.
4. submit an official report of satisfactory scores on an entrance exam, if required by program of interest;
5. submit satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), if English is not the native language

- The minimum TOEFL score is 79 on Internet-based (iBT) or 550 on paper-based (PBT) test.
- The minimum IELTS overall score is 6.5, with a minimum score of 6.0 on each of the four bands.
- Exceptions to the English standardized exams are available for the three categories of international applicants:
    1. International applicants who have received or will receive a degree from a regionally-accredited university in the United States.
    2. International applicants who have received or will receive a degree from an accredited university abroad, where English is the **sole language of instruction**. Applicants in this category must provide an official letter of verification from that university that English is the sole language of instruction, along with the applicant's date of graduation (or anticipated date of graduation for those who are still working on their bachelor's degree). Failure to provide an official letter of verification will mean that the standardized English exam scores will be required for admission.
    3. International applicants from countries where English is the **sole official language of instruction** (Australia, Bahamas, Barbados, Canada-except Quebec, Ghana, Ireland, India, Jamaica, Kenya, New Zealand, Nigeria, St. Vincent and the Grenadines, Trinidad, Tobago, Uganda, and United Kingdom - England, Northern Ireland, Scotland, Wales).
    4. Have successfully completed UNCP's English Language Institute (ELI).

6. have three academic and/or professional recommendations submitted on her/his behalf (not required for MBA);

If admitted, international students will need to

7. submit official proof of financial support, Financial Certification.

Provisional Admission to a Graduate Program

Students may be provisionally admitted into a program if they do not meet all requirements for a program, but their circumstances warrant provisional admission. Provisions typically require a student to take courses with content needed for success in the program.

Provisionally admitted students who do not complete the provisions and are not fully admitted into a program within one year are no longer eligible for financial aid.

Special Admission to The Graduate School

Students seeking admission into this category are those who, because of extenuating circumstances, may be unable to submit all documents required for full or provisional admission prior to the beginning of a semester or summer term. Students granted this non-matriculated special admission status may register for one semester only and for no more than six (6) semester hours. These students are admitted to The Graduate School; they are not admitted into a degree-granting program of an academic department. Students in this category should seek to convert their admission into full or provisional status as

soon as possible. Further enrollment is prohibited without a change of admissions status.

To be eligible for consideration for special admission status to The Graduate School, an applicant must:

1. submit a completed online application;
2. pay a $55.00, non-refundable application fee ($60.00 for international applicants);
3. submit an official transcript(s) to the Graduate School (see transcript requirement details under "Full Admission" section); and
4. submit a copy of a current NC teaching license, or a current license from another state, if applicable.

Enrichment Student Admisssion

Applicants who possess a baccalaureate degree from an accredited institution of higher learning, who are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as enrichment students. Students in this category may enroll in up to six (6) credit hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of The Graduate School. Six (6) semester hours of credit (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements (see Transfer Credit section).

Individuals seeking to enroll in enrichment studies must:

1. submit a completed online application;
2. pay a $55.00, non-refundable application fee ($60.00 for international applicants);
3. submit an official transcript(s) to the Graduate School (see transcript requirement details under "Full Admission" section).

Visiting Student Admission

Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions after securing the written approval of the Dean of The Graduate School. To gain admission as a visiting graduate student, an applicant must be in good standing at, and be eligible to return to, the home institution. The decision to admit visiting graduate students rests with the Dean of The Graduate School. Also, visiting graduate students who wish to enroll for an additional semester must secure the written approval of the Dean of The Graduate School.To be eligible for admission consideration as a visiting student, an applicant must:

1. submit a completed online application;
2. pay the $55.00, non-refundable application fee ($60.00 for international applicants); and
3. submit a letter-of-good-standing signed by the graduate dean (or an appropriate official) of her/his home graduate school specifying the course(s) for which transfer credit may be earned.

Enrollment for Additional Graduate Licensure

Applicants who possess graduate (M level) licensure by the North Carolina State Board of Education may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to The Graduate School for admission. The School of Education Licensure Officer and the program director will identify the requirements for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. This enrollment status does not qualify the student for an additional degree.

Applicants who hold a master's degree from a, 48-credit-hour counseling degree program recognized by an accepted institutional accreditor who wish to obtain licensure as a school counselor and those who possess graduate licensure who wish to obtain a school administration license may apply for admission to a licensure-only program. Accepted institutional accreditors include but are not limited to the Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities

(NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Other US Department of Education recognized national accreditors which are not listed above may also be considered acceptable. Admission requirements are identical to those for the degree program. Additional information may be obtained from The Graduate School or from the specific program.

Enrollment for Graduate Certificate

Applicants for Graduate Certificate programs should see the Program Specific Requirements page. In general, graduate certificate applicants must:

1. submit a completed online application;
2. pay the $55.00, non-refundable application fee ($60.00 for international applicants);
3. submit transcripts according to transcript requirements.

Second Master's Degree

Individuals who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree, including comprehensive examinations, if applicable. Graduate students may transfer up to twelve credit hours (with a grade of B or better) with approval of the Program Director and the Graduate Dean.

Transfer credit hours are subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee (see "Lapsed Credit" and "Appeals" sections of this catalog).

Undergraduate Privilege for Graduate Coursework

Undergraduate students who have successfully completed 75 hours of undergraduate coursework may gain permission to take graduate courses by completing the Undergraduate Privilege form located on the Forms and Resources website. Students may want to note that up to twelve hours (12) of successfully completed (B or better) graduate coursework may count towards their master's degree, depending on program and courses, and may also count towards their undergraduate degree. These students should note that these courses are subject to all Graduate School rules and regulations (time to degree, grading, etc.).

To be eligible, undergraduate student must:

- have successfully completed 75 hours of course credit (at least 24 credit hours at UNCP),
- have at least a 3.0 GPA at UNCP and
- Submit the Undergraduate Privilege form, properly completed and signed, to The Graduate School.

NOTE:

- Graduate course grades do NOT count in one's undergraduate GPA.
- Graduate level coursework may only be applied to both a undergraduate and a graduate degree if the student receives proper prior approval.
- Graduate course grades count in graduate GPA and towards the graduate regulation of three "Cs" or one "F" dismissal.
- Permission to take graduate courses does **not** guarantee future admission into a graduate program.
- If course/s is/are counting towards completion of undergraduate degree, financial aid may apply.
- Students taking graduate courses may withdraw from the course up to two weeks prior to the last regular class meeting for a regular 15 week course or the equivalent in shorter term courses.
- Undergraduates taking and failing a graduate level course may appeal to the Graduate Appeals Committee for permission to apply for admission into a graduate program following the guidelines under Special Readmission Regulation for Students Dismissed for Academic Reasons.

- Undergraduate students may not take graduate hours in Thesis, Independent/Individual Study, Practicum or Internship courses.

Medical History Forms and Immunizations

North Carolina State law (General Statute 130A 152-157) requires that all students entering college present a certificate of immunization, which documents that the student has received the required immunizations. This law applies to all students except the following: students registered in only off-campus courses; students attending night or weekend classes only; and students taking a course load of (4) credit hours or fewer in on-campus courses. The form and additional information is available on the website of Student Health Services (www.uncp.edu/shs). Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

Student Health Insurance

Registered students taking six (6) or more credit hours are required to purchase the University of North Carolina system-wide Student Health Insurance Plan, with the following exceptions: distance education students (students taking only off-campus and internet courses) and students who submit evidence of equivalent coverage satisfactory to the policyholder. All students are automatically enrolled in the UNC system-wide plan each semester and are obligated for the cost of the plan for that semester unless the student submits a waiver request at http://studentbluenc.com/#/uncp that is successfully verified as creditable coverage. An overview of the plan is available on the website of Student Health Services (www.uncp.edu/shs).

Residency Status for Tuition Purposes

North Carolina law requires students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. More information

Special waivers exist for U.S. military personnel. Military Waiver Forms are available for active duty U.S. military personnel and their dependents stationed in North Carolina.

International students (i.e., non-US citizens seeking to attend the UNCP Graduate School) are subject to special regulations with regard to residency status, immigration procedures, and passport and/or visa requirements. Information is available in the UNCP Office of Global Engagement.

NC Residency Determination Service (RDS) is the entity responsible for all new classifications of residency in North Carolina. The Graduate School application prompts applicants to the process and to enter a RDS number.

- To begin the process, visit www.NCresidency.org
- ALL student inquiries about initial determinations, reconsiderations or appeals, should be directed to RDS, the sole authority for residency determinations. You may reach RDS by telephone or email:
    - Phone: 844.319.3640
    - Email: rdsinfo@ncresidency.org

Master's Degree Requirements

Overview of Master's Degree Requirements

Each student is responsible for proper completion of his or her academic program, for familiarity with the University of North Carolina at Pembroke Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student. Graduate students are to be enrolled in at least one graduate course the semester they graduate or during one summer term if they graduate in August.

To receive a master's degree from The University of North Carolina at Pembroke, students must successfully complete the prescribed program of study with a cumulative grade point average of at least a 3.0 on a 4.0 grading scale, successfully pass the written comprehensive examinations (or an equivalent requirement, if applicable), submit an application for graduation (available online), and be approved by the appropriate program director. It is the responsibility of the student to file an application for graduation with the UNCP Graduate School by the deadlines below:

Summer Graduation	Fall Graduation	Spring Graduation
March 1	March 1	October 1

The graduation application fee is $100.00. A late graduation application fee of $25.00 applies after the deadlines stated above.

Programs of Study

The program of study prescribed for each graduate degree program is detailed in the separate sections of this catalog that foll9ow. Based on their undergraduate records or professional experience, additional course work may be specified for individuals at the time of their admission. When such course work is required, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded. When such courses are undergraduate prerequisites, the grade earned is recorded on the student's undergraduate transcript.

Advisement

Each student admitted to full or provisional standing in the program is assigned a graduate faculty member from the academic department as an advisor. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further guidance. Advisement sessions are scheduled each semester in conjunction with pre-registration. The registration process is completed on BraveWeb and requires a PIN, which must be obtained from the assigned advisor.

Level of Course Work

All course work applied toward the master's degree must be earned in courses designated for graduate students (numbered 5000 and above). No undergraduate level (4000-level or lower at UNCP) coursework may be applied to the master's degree.

Study Off-Campus and Abroad

Students enrolled in The Graduate School at UNCP may choose to study abroad or off-campus. Graduate students may

participate in short-term (2-6 weeks) or long-term (semester) options that fit their academic program. They will need **prior written approval** from The Graduate School Dean (to assure the transfer of course credit back to UNCP and/or course substitution credit for their program) and should work with the Study Abroad Coordinator. Off-campus study options available for students earning a master's degree in science have included study in Bermuda, France or Costa Rica, for example. For additional information on graduate options for study abroad, please contact your program director and the Office of International Programs at 910-775-4095.

Time Limits

All course work applied toward the master's degree must have been completed within five years (six years for the Clinical Mental Health Counseling, Professional School Counseling, and Social Work programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a fall semester graduate course, then this student is one year into his/her time limit at the start of the next fall semester.

Written Comprehensive Examinations

Candidates for some master's degrees must pass written comprehensive examinations. The comprehensive examinations are administered by the programs that require them. The programs set the policies for the comprehensive exams, including the schedule, the registration process, the examination format, and retake procedures, if applicable. Information concerning comprehensive examinations is available from the program directors for the individual graduate degrees.

Research Requirement

Research projects are an integral part of graduate programs. If research for the project involves human subjects, the appropriate Institutional Review Board approval is required prior to collecting any data from or interacting with human subjects. Important information is available at the Institutional Review Board's website (www.uncp.edu/irb/).

Thesis

Some graduate programs require a thesis to be completed as part of the program of study, and in some cases a thesis is optional. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. Approval by the Institutional Review Board is required if research for the thesis involves human subjects.

The candidate and the thesis advisor are to follow the graduate Thesis Preparation provided online and submit the four forms and final thesis according to the directions therein. Following a successful defense and when all final corrections to the thesis are made, it is the responsibility of the student to provide the Dean of The Graduate School with a single copy of the work on ordinary bond paper for Graduate School approval at least two weeks before the end of the semester in which the student expects to complete degree requirements. The final approval of a thesis rests with the Dean of The Graduate School.

Upon approval of this draft, a final copy should be submitted to The Graduate School meeting the specified qualifications. Additionally, the candidate must submit the thesis electronically in pdf format and complete forms to have the thesis added to the University's digital archives or Institutional Repository. Forms and directions regarding thesis submission are located on The Graduate School website.

Licensure by the N.C. State Board of Education

Students completing programs leading to graduate (M level) licensure by the North Carolina State Board of Education must submit a licensure application available from the NCDPI Online Licensure System. UNCP does not grant licensure; therefore, graduating from a program does not guarantee licensure.

Additional Graduate School Regulations

New Graduate Student Orientation

All degree-seeking graduate students are strongly encouraged and expected to attend the scheduled orientation session during their first semester of enrollment. Students are held responsible for knowing and understanding the information provided during orientation sessions. Dates and times of the August and January orientation sessions are posted on The Graduate School website. Graduate students beginning their studies during the summer sessions are expected to attend the fall semester orientation.

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by The Graduate School, the student's advisor, and/or the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree.

Financial Aid and Satisfactory Academic Progress

A graduate student is considered to be making satisfactory academic progress for financial aid purposes if s/he has successfully completed two-thirds of all hours attempted. Occasionally, a student may be granted a grade of "Incomplete" or an "I" for a course when a student is unable to complete required work due to an unavoidable circumstance. An "Incomplete" or "I" must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "FI" by the University Registrar and the student will be dismissed from the Program and the University. In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. The student may receive aid for the semester during which the incomplete is removed if s/he meets other criteria.

To be considered full-time for financial aid purposes, graduate students must enroll for at least nine (9) graduate hours each semester. Graduate students must enroll in at least 4.5 graduate credits to be considered part-time for financial aid purposes. Academic load is determined at the end of the drop/add period each semester. If hours are dropped below these levels, the student must notify the Financial Aid Office, and some funds may have to be repaid. Provisionally admitted students must meet their provisions and be fully admitted into a program after one year or they will no longer be eligible for Financial Aid.

Dismissal

An accumulation of three grades of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue in a graduate program and he/she will be dismissed. Excepted from this regulation are students allowed to apply for readmission by the Graduate Appeals Committee.

Grading

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 "C"s makes the student ineligible to continue graduate studies at the University of North Carolina at Pembroke.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at the University.

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

The "P" grade is earned in designated courses and carries semester-hours credit. Credits earned are not counted in quality hours for quality point averages.

A grade of "T" indicates grade pending and may be assigned for thesis research and capstone courses.

A grade of "W" indicates that a student officially withdrew from a course (see "Withdrawals" section below).

Withdrawals

Graduate students may find it necessary or advisable to withdraw from one or more courses during a term. If a student withdraws from all courses in which they are enrolled, they must withdraw from the university. The deadline for withdrawal depends upon the schedule for the course and the format of the course. The deadlines for withdrawing from a graduate course are included in the official Graduate Academic Calendar that is posted on the website of The Graduate School. Withdrawal forms are available on the Forms and Resources webpage.

To withdraw **from a course** (but remain enrolled in at least one course) prior to the designated deadline, a student must complete a Withdraw from a Graduate Course form. It is the student's responsibility to submit the withdrawal form to The Graduate School by the withdrawal deadline for each course. Students who do not officially withdraw from a course by the established deadline may receive a grade of "F." A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

Withdrawing from a course does not excuse a student from the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) within which all program requirements must be completed.

It is the student's responsibility to adhere to the withdrawal deadline and to submit the withdrawal form to The Graduate School. Students who do not officially withdraw from a course by the established deadline may receive a grade of "F." A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed. The student is not considered officially withdrawn until the completed form is filed with The Graduate School.

To withdraw **from the university** (i.e. withdraw from all courses), a graduate student must complete a Withdraw From All Graduate School Courses form, available from The Graduate School website, before the established deadline for each course and submit the withdrawal form to The Graduate School.

The date that a graduate student submits his/her withdrawal form to The Graduate School is considered the last date of attendance for financial aid and student accounts purposes. If a student receives financial aid, the student should consult with his/her counselor to determine the impact of the withdrawal on his/her financial aid status. A student must successfully complete 67% of their coursework to maintain Satisfactory Academic Progress (SAP) to remain eligible to receive financial aid. Graduate students withdrawing for the university may be required to repay some or all of the financial aid received for the term. See Satisfactory Academic Progress (SAP) Policy for Financial Aid. If the withdrawal occurs when refunds of tuition and

fees are still possible, the Office of Student Accounts will adjust tuition, fees, room, and board charges on a pro-rated basis. For more information on refunds, see REG 07.55.01 - Refund Regulation.

A student may return to his/her graduate program within one (1) academic year without the need to submit a Readmission Application. After one (1) academic year has passed, the student will need to submit a Readmission Application form, which is posted on The Graduate School website.

Enrollment

Graduate students may enroll in nine (9) semester hours during regular semesters (some programs may require additional hours). Students employed on a full-time basis are encouraged to take six (6) credit hours a semester or less. During each summer session, graduate students may enroll in a maximum of six (6) credit hours each term for a total of twelve (12) credit hours during the summer. Graduate students working on program requirements such as portfolios, theses, professional papers, etc., should be continuously enrolled in graduate courses.

A graduate student must be enrolled in a course any term in which s/he is completing her/his graduate work or is scheduled to receive her/his degree. Registration is required for graduation and allows students access to faculty and campus facilities (ex. Library access).

GRD 5000 (Continuous Enrollment) is a 1-hour graduate course available for graduate students who have no program of study courses remaining, but have unfinished requirements and need to be registered for the purposes of graduation or other campus/library access. This course does not count towards a degree and is graded P/F.

Transfer Credit

Graduate students may transfer up to twelve credit hours (with a grade of B or better) of relevant graduate credit taken at an accredited institution with approval of the Program Director and the Graduate Dean.

It is the responsibility of the student to apply for approval of transfer credit. The Transfer Request form is available on The Graduate School website. Along with this form, an official copy of the transcript reflecting the credit and a copy of the catalog description must be submitted for each course. The program director may require a copy of the course syllabus.

For pre-existing graduate credits, a student must submit the completed transfer credit request form to The Graduate School **within one calendar year** of the first day of classes of the semester or summer session of the student's first enrollment in courses, including prerequisites required for his/her graduate program. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday. Transfer credit requests submitted after that deadline will not be processed.

The transfer credit is subject to the five-year time limit (six years for the Professional School Counseling, Clinical Mental Health Counseling, and Social Work programs) applied to all course work credited toward the master's degree, with the exception of reinstated credits sanctioned by the Graduate Appeals Committee (see "Lapsed Credit " and "Appeals" sections of this catalog).

Graduate Assistantships

The University offers a number of graduate assistantships to qualified graduate students. Graduate assistantship appointments usually are for one academic year; assistantships may or may not be renewed. Graduate assistantships generally are not available during the summer months.

To be eligible for a graduate assistantship, a student must be formally admitted (i.e., provisional or full-standing status) to one of the graduate programs. A graduate assistant must be a full-time student, not otherwise employed, and registered for a minimum of nine (9) hours per semester, and s/he must maintain a 3.0 overall GPA. Partial tuition awards may be given to Academic Affairs funded graduate assistants if sufficient funds are available.

Commencement

A graduate student may participate in commencement exercises if he or she has met all the requirements for graduation. When

commencement takes place before final grades are processed, a graduate student may participate in commencement unless the Registrar has been notified that the student will not meet all degree requirements by the last day of exams.

A graduate student is eligible to participate in the commencement ceremony that coincides with the semester during which he or she will complete all degree requirements. Specifically, if a graduate student will complete degree requirements during the fall semester, he/she is eligible to participate in the Winter Commencement. If he/she will complete degree requirements during the spring semester, he/she is eligible to participate in the Spring Commencement. If he/she will complete degree requirements during the summer (i.e., between the end of the spring semester and the beginning of the fall semester), he/she is eligible to participate in the following Winter Commencement.

If a graduate student elects to receive his/her diploma in absentia, he/she must submit to the Registrar one month prior to graduation a written request that indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

Appeals **(Excluding Academic Honor Code Violations/Appeals)**

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the "due process" body for all graduate students as designated by the Graduate Council, except for Academic Honor Code Violation Appeals, which are handled by the Office of Student Conduct. Appeals may be made for the following: Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal (see Grade Appeal regulations section), and to Apply for Readmission after Dismissal.

The Graduate Appeals Committee meets in February, June, and October. In general, completed Appeals materials are due to the Graduate Office **by the 15th** of the **month prior** to the scheduled **meeting month**. The student wishing to appeal a denial of continuation in a program should submit a written request for appeal to the Dean of The Graduate School so that the appeal is postmarked or hand delivered to The Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next workday.

Any appeal submitted by the deadline will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires. The appeal should contain the reason(s) the student believes the appeal should be granted and/or the denial should be reversed. If a request for appeal is not postmarked or hand-delivered by the deadline specified in the denial letter, it will not be considered.

A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at UNCP for a period of four (4) semesters (excluding summers) may appeal for permission to reapply to the UNCP Graduate School under the Special Readmission Regulation for Students Dismissed for Academic Reasons. Please read the information on this regulation.

The Graduate Appeals Committee is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC will be final.

Grade Appeals

Graduate students have the right to appeal a final grade received in a graduate course. The student wishing to appeal a grade must have clear documentation that the grade earned was due to 1) miscalculation, 2) material deviation from information published in the course syllabus [or online course delivery system] without adequate notice of change or 3) discriminatory or capricious academic evaluation on the part of the instructor. The student should be cognizant that a faculty member has the right and freedom to determine a professionally appropriate grading process for her/his course(s). Cases involving academic dishonesty are handled by the Office of Student Conduct. A student grievance is handled by the Office of Student Conduct.

The process for a graduate student grade appeal is as follows:

1. Students with a grade dispute must first try to resolve the matter with the instructor in person and/or through official communication (university email) no more than 30 days following official final grade due date for the term. The instructor is to respond within 10 days.
2. If the matter cannot be resolved to the student's satisfaction or the instructor cannot be reached, s/he may present an appeal to the chair of the department in which the grade was received (or the Dean of the School if the chair is the instructor) using the Graduate Appeal form, clearly presenting evidence of the problems with the grade in question (the appellant bears the burden of proof in the grade appeal process and a grade appeal will not be successful without appropriate documentation.). The chair will seek to resolve the situation between the instructor and student and provide a written statement of the resolution to the student and faculty member within 10 days using the Graduate Appeal Form.
3. If the student finds the outcomes stated by the chair unacceptable, the appeal (with signatures of the instructor and chair) may be taken to the dean of the college/school in which the grade was received within 10 days following receipt of the chair's resolution. The dean will seek to resolve the matter and provide a written statement of the results to the student, instructor, appropriate program director and chair within 10 days, using the Graduate Appeal Form.
4. If the student finds the resolution of the school/college dean unacceptable, the appeal can be taken to the Dean of The Graduate School by **November 1 (fall) or April 1 (spring)** of the semester following the term in which the grade was received. The Dean of The Graduate School will take meritorious cases to a called meeting of the Graduate Appeals Committee (GAC). Only the student and instructor will be allowed to address the committee.

The GAC will not re-evaluate the student's work to determine whether it agrees with the professional judgment of the faculty member who assigned the grade but will consider the materials and presentation by the student and instructor. The GAC will make a decision concerning the appeal and notify the student, instructor, appropriate program director, chair, and school/college dean within 10 days. The GAC decision is final and may not be appealed.

Grades not appealed 30 days following official final grade due date for the term become permanent.

Special Readmission Regulation for Students Dismissed for Academic Reasons

A former UNCP student who was dismissed for academic reasons from the UNCP Graduate School and has not been enrolled in the UNCP Graduate School for a period of four (4) semesters (excluding summers) may appeal for permission to apply for readmission under the Special Readmission Regulation.

To appeal, a former student must complete a Graduate Appeals form requesting Permission to Apply for Readmission after Dismissal under section B. The process requires obtaining to the degree possible, letters of support from: the current program director, the former advisor, and one other faculty member who taught a graduate course taken by the former student. The appellant should explain of the circumstances of his/her dismissal from The Graduate School, and should make the case for how he/she is prepared to be successful if readmitted.

Students may be granted permission to apply for readmission under this regulation only once. Appeals are considered by the Graduate Appeals Committee of the Graduate Council. The Committee's decision will be final, and there is no opportunity for further appeal. Any readmitted student is subject to the regulations and procedures of The Graduate School that are current at the time of readmission

Any student readmitted to the same program under this regulation will return on provisional readmission status and must meet the provisions stipulated for her/his readmission by the Graduate Appeals Committee, upon recommendation of the program director. Included among those provisions will be the stipulation that the readmitted student must earn a **B or better in each course** after being readmitted. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from The Graduate School. Graduate courses that are not part of a student's degree plan may not be taken in an attempt to raise the GPA.

If a former student wishes to apply to a different graduate program, he/she must first appeal to the Graduate Appeals Committee under the Special Readmission Policy. If the committee grants eligibility to apply for admission to a different

program, the former student must then complete the regular admission process for the new program. Admission to the new program is not guaranteed; the normal admission process and procedures will be followed. A student who ultimately is admitted to a different program under this regulation will return on provisional admission status and must meet the provisions stipulated for their admission by the Dean of The Graduate School, upon recommendation of the program director of the new program. Included among those provisions will be the stipulation that the student must earn a B or better in each course. Students who fall below a 3.0 in a semester will be dismissed from their programs of study and from The Graduate School. Graduate courses that are not part of a student's degree plan may not be taken in an attempt to raise the GPA.

Lapsed Credit (Reinstatement of Graduate Credit)

In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for reinstatement of graduate credits earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study.

The Graduate Appeals Committee is authorized by the Graduate Council to consider reinstatement of a maximum of twelve (12) semester hours of lapsed academic graduate credit. Students interested in making an Appeal for lapsed Credit should follow appropriate directions on the Graduate Appeals form. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the director of the student's graduate program and the chair and/or dean of the appropriate academic department.

The Graduate Appeals Committee is the "due process" body for graduate students seeking to file reinstatement appeals. Such cases are considered on an individual, nonprecedent-setting basis, and they are evaluated and judged by the GAC on their own merit. The decisions of the GAC are final.

Repetition of Courses

Certain graduate courses may be repeated for credit (e.g., thesis, professional paper, or capstone study/project courses) and are identified in the course descriptions in the program sections of the UNCP Catalog. Students in programs with repeatable courses must enroll in the repeatable course each semester and continue enrollment each semester during the regular academic year (fall, spring) until the paper or project is complete, unless the course description specifies otherwise. If the student is defending the paper or project during the summer, the student must register for the repeatable course or in GRD 5000 during at least one summer term. Students should contact program directors for guidance.

A graduate student may gain permission to repeat a course (beyond those identified as repeatable) one time with the approval of the program director and Dean of The Graduate School. Both grades earned in the repeated course remain on the student's transcript and are calculated in the student's graduate GPA, but credit for the course is awarded only once.

Graduate Expenses

(Subject to change without notice.)

Graduate Expenses: Per Semester - Regular Session

Sem. Hrs.	In-State Tuition *	Out-of-State Tuition *	Required Fees**	Insurance***	In-State Total	Out-of-State Total *
9+	$2,140.00	$8,171.59	$1,244.88	$1,313.50	$4,698.38	$10,729.97
6 to 8	$1,605.00	$6,128.69	$933.66	$1,313.50	$3,852.16	$8,375.85
3 to 5	$1,070.00	$4,085.80	$622.44	0	$1,692.44	$4,708.24
1 to 2	$535.00	$2,042.90	$311.22	0	$846.22	$2,354.12

*Additional tuition for Professional Schools: MBA, $272.85 per semester; MSAT, $200.00 per semester; MSN, $107.50 per semester, based on full-time equivalency.

**Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these, as shown below.

***International Insurance: TBD

Miscellaneous Graduate Student Fees

Application Fee (paid at the time of initial application; non-refundable)	$55
International Application Fee (paid at the time of initial application; non-refundable)	$60
Orientation Fee (includes SAPG cost)	$20
Graduation Fee (cap, gown, hood, and diploma)	$100
Internship Fee	$15
Readmission Application Fee	$25
Reenrollment Late Payment Fee	$50
Returned Check Charge	$25

Distance Education* - per credit hour

(including fees of $28.18 for Graduate Students)

In-State	Out-of-State
$237.99**	$829.32**

*Plus Flat $36.75 Distance Education Instructional Support Fee for students exclusively online or remote sites

**Additional tuition for Professional Schools: MBA, $26.75 per credit hour; MSN, $10.54 per credit hour

Graduate Program in Art Education

Art Education, M.A.

Director: Downi Griner

Program Description

The M.A.: Art Education program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Masters of Arts in Art Education program will extend the NCDPI competencies currently required for initial Standard Professional I licensure by extending the art educator's knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend the educator's competencies through self-reflection and self evaluation of planning skills, computer competencies, as well as through advance study of curriculum content, methods of organizing for instruction, materials, the classroom environment, and knowledge of the students and their needs. With this additional knowledge and experience, the art teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

Program Goals

The goals and objectives of the Art Education graduate program reflect a clear conception of the roles and responsibilities of master teachers in art education. The graduate students will accomplish the following goals and objectives of the UNCP M.A.: Art Education Program:

1. Professional Educational Growth and Instructional Mastery:

Analytically reads art education professional literature;

Analyzes and discusses art education philosophies, theories, current practices, and research findings;

Designs and applies coherent, rigorous and consistent instruction based on theoretical, philosophical and research-based information to improve student learning;

Incorporates research findings into curriculum development and classroom instructional strategies to improve student learning;

Add to their current knowledge base and competencies to integrate content information from other disciplines with art education and art history;

2. Knowledge of Students and their Environment:

Develops an advanced knowledge of child development in art;

Creates a classroom environment that promotes understanding, acceptance and respect for all students;

Demonstrates appropriate depth and breadth of knowledge of the learner, learning process, diverse learning styles and abilities, and evaluation procedures.

Creates a classroom environment that promotes success for all students;

Seeks art activities to increase understanding of diverse cultures/people;

Modifies instruction to meet the needs of challenged, exceptional and diverse learners;

Analyzes, diagnoses, and prescribes instruction that furthers student learning.

3. Appropriate Research Experiences:

Enriches their skills in data gathering, diagnosis, and prescription to employ methods to improve instruction and student achievement.

Analyzes educational problems and suggests appropriate adjustments based on data gathering, analysis, and conclusion.

Adapts instruction and learning environments based on evaluation of student learning problems and successes.

Monitors the effects of instructions, learning environments, adaptations and materials for students' learning and actions.

Studies appropriate research methodologies, trends and issues, research and selected readings in art education, research procedures in art education, and areas needing further research;

4. Linking Art Education to the Learners' Needs.

Ability to apply research data to practical life experiences to enhance classroom performance;

Teaching of reading and writing in art education and in content areas, when integrated with the visual arts;

Exhibits advanced knowledge in art education as defined by the State of North Carolina course of study;

Uses technology to create learning environments that encourage and support students' learning;

Demonstrates initiative in linking subject matter to students' knowledge and experiences.

Exhibits advance methods of preparation, implementation and evaluation of instruction for student's diverse learning needs.

Searches, promotes, uses, and evaluates the best teaching practices for each course taught;

Regards the variation between learning behaviors and results expected in communities having varying differences;

5. Professional Development and Leadership:

Uses technology to improve and promote the interest of teaching and other professional activities;

Keeps abreast of developments in art education and issues related to teaching;

Demonstrates initiative in inquiry and seeks to apply exemplary methods for improvement of the curriculum and educational setting;

Demonstrates commitment by participation in professional activities and provides leadership to colleagues and communities through collaboration;

Takes advantage of opportunities to share ideas and learn from colleagues, educators and parents for enhancement of students' education;

Works jointly with others in the collective role of leadership and mentorship activities to solve educational problems in the classroom, school system, and community.

Master of Arts

Art Education, M.A.

Requirements for a Master of Arts in Art Education

Required Professional Studies Core: 3 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)

Specialty Area Requirements

Guided Course Work Emphasizing Art Education: 15 Sem. Hrs.

- ART 5020. Curricula in Art Education (3 credits)
- ART 5030. Research in Art Education (3 credits)
- ART 5040. History and Philosophy of Art Education (3 credits)
- ART 5090. Leadership and Survey of Art Education (3 credits)
- ART 5110. Art History Methods and Content (3 credits)

Guided Courses for Research Thesis or Studio Area: 6-9 Sem. Hrs.

Option I: The student may elect to produce a thesis dealing with a significant problem or inquiry in the field of art education (ART 6000 - 3 credit hrs. per semester; 6 hrs. required)

Option II: Students may elect an art studio concentration that requires a Graduate Exhibit, studio thesis, and artist's statement. Approval for this option is by portfolio review to indicate competence in a selected studio area (ceramics, drawing, digital arts, painting, printmaking, and sculpture). (ARTS 5xxx - 3 credit hrs. per semester; 9 hrs. required)

Guided Electives: 9-12 Sem. Hrs.

- ART 5060. Applied Art Education Pedagogy and Production (3 credits)
- ART 5080. Art Production in the Elementary and Secondary Schools (3 credits)
- ARTS 5xxx. Special Topics (3 credits)
- EDN 5470. Advanced Classroom Management (3 credits)
- EDN 5480. Advanced Foundations of American Education (3 credits)
- EDN 5490. Effective Educational Leadership (3 credits)

Total: 36 Sem. Hrs.

A comprehensive exam is required before completion of the program.

Courses: Art

ART 5020. Curricula in Art Education (3 credits)

Advanced study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary art

programs, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. PREREQ: graduate standing.

ART 5030. Research in Art Education (3 credits)

Studies of appropriate research methodologies, research and selected readings in art education. Includes research procedures in art education, recent studies, areas needing further research. PREREQ: graduate standing.

ART 5040. History and Philosophy of Art Education (3 credits)

Critical analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, aesthetics, the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. PREREQ: graduate standing

ART 5060. Applied Art Education Pedagogy and Production (3 credits)

This course is designed to fulfill MAT: Art Education graduate students' individual and specific needs, especially in studio(s) and/or method(s) courses.

ART 5080. Art Production in the Elementary and Secondary Schools (3 credits)

This course is designed to provide art educators with various aspects of creating new, innovative art lessons for secondary and elementary curricula. Emphasis will be placed upon philosophies associated with elementary and secondary art education production and the use of specific art tools, media, materials, and techniques to enhance student learning. PREREQ: graduate standing.

ART 5090. Leadership and Survey of Art Education (3 credits)

Emphasis is on acquiring the knowledge, skills, and dispositions needed for leadership roles in art education. Students will analyze the philosophical and theoretical content of various models of leadership. The course provides a survey of development of current art education trends, issues and problems in the field by means of a critical inquiry. PREREQ: graduate standing.

ART 5110. Art History Methods and Content (3 credits)

This course focuses on studies of appropriate art history methods and art history content for grades K-12. This course includes the development of competency in art history, methods, and diverse inquiry procedures. PREREQ: graduate standing

ART 5810. Internship in K-12 Art Education (3 credits)

Culminating clinical practice for Art Education initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area.

ART 6000. Thesis in Art Education (3 credits)

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. (repeatable up to 6

credits) PREREQ: Completion of 18 semester hours of graduate work; EDN 5660; permission of the student's major advisor; permission of the Dean of Graduate Studies. The six required hours of thesis credit are earned by registering for this course in two separate semesters.

ARTS 5xxx. Special Topics (3 credits)

This course is designed to fulfill individual and specific needs of art education graduate students' particular area of advanced study. Directed reading, research, production, and problem solving in the student's area or areas of art studio elective(s) or art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. PREREQ: graduate standing

Graduate Program in Athletic Training

The MSAT program prepares students to successfully challenge the Board of Certification (BOC) examination. Athletic trainers are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide an array of care including preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Athletic trainers work under the direction of a physician as prescribed by state licensure statutes. Athletic trainers are employed in a wide variety of settings and work with many different types of patients, not just competitive athletes. This program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Students will be admitted in cohorts for this rigorous two-year, full-time, year-round professional health care program and courses must be taken in the specified sequence. The MSAT program at UNCP has two distinctly unique features. First, since UNCP is one of the most diverse campuses in the southeast, students are exposed to a multi-ethnic patient base. Program faculty are committed to recruiting and mentoring minority students. Second, UNCP is located in rural southeastern North Carolina so students will have the opportunity to serve as the primary care provider for many of the patients since this area is vastly underserved with respect to health care providers.

Master of Science

Athletic Training, M.S.

First Summer: 10 Sem. Hrs.

- ATR 5000. Functional Anatomy (3 credits)
- ATR 5010. Emergency Care (4 credits)
- ATR 5140. Therapeutic Interventions I (2 credits)
- ATR 5100. Clinical Experience I (1 credit)

First Fall Semester: 12 Sem. Hrs.

- ATR 5120. Clinical Examination and Diagnosis I (4 credits)
- ATR 5130. Evidence-Based Practice I (2 credits)
- ATR 5200. Clinical Experience II (2 credits)
- ATR 5240. Therapeutic Interventions II (4 credits)

First Spring Semester: 13 Sem. Hrs.

- ATR 5220. Clinical Examination and Diagnosis II (4 credits)
- ATR 5340. Therapeutic Interventions III (4 credits)
- ATR 5230. Evidence-Based Practice II (2 credits)
- ATR 5300. Clinical Experience III (2 credits)
- ATR 5350. Diagnostic Imaging and Casting (1 credit)

Second Summer: 9 Sem. Hrs.

- ATR 5320. Clinical Examination and Diagnosis III (2 credits)
- ATR 5420. Clinical Examination and Diagnosis IV (3 credits)
- ATR 5440. Therapeutic Interventions IV (2 credits)
- ATR 5400. Clinical Experience IV (2 credits)

Second Fall Semester: 13 Sem. Hrs.

- ATR 5560. Leadership of Athletic Training (3 credits)
- ATR 5330. Evidence-Based Practice III (2 credits)
- ATR 5500. Clinical Experience V (5 credits)
- ATR 5570. Wellness Promotion Across the Lifespan (3 credits)

Second Spring Semester: 9 Sem. Hrs.

- ATR 5660. Transition to Professional Practice (3 credits)
- ATR 5430. Evidence-Based Practice IV (2 credits)
- ATR 5600. Clinical Experience VI (4 credits)

Elective Course: 4 Sem. Hrs.

- ATR 5700. Clinical Experience VII (4 credits)

Total: 66 Sem. Hrs.

Courses: MSAT

ATR 5000. Functional Anatomy (3 credits)

This course uses the basic structural knowledge gained in Human Anatomy and Physiology to develop an understanding of the functional significance of the structures of the musculoskeletal system, within a movement setting (covering mechanical properties and functional characteristics). In addition to normal function, mechanisms of and adaptations to, common injuries, disease and rehabilitation is discussed. Lecture and lab will be used to facilitate learning.

ATR 5010. Emergency Care (4 credits)

This course uses lecture and lab scenarios to provide a comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and immediate care of emergency medical conditions including those that may lead to sudden death. Prerequisite: Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. PREREQ: Admission to the MSAT Program

ATR 5100. Clinical Experience I (1 credit)

This immersive clinical experience allows the student to gain exposure to real patients during the preseason portion of

training. The skills applied during this rotation include emergency care and the selection, fabrication, and/or customization of prophylactic, assistive, and restrictive devices, material and techniques as part of the plan of care. PREREQ: ATR 5000, ATR 5010, and ATR 5140

ATR 5120. Clinical Examination and Diagnosis I (4 credits)

This course uses lecture and lab to outline a comprehensive approach to the evaluation and diagnosis of lower extremity musculoskeletal injuries. Topics explored include obtaining an appropriate medical history, identification of comorbidities, assessment of function, selection and use of tests and measures that assess the structures involved, and making appropriate referral decisions. PREREQ: ATR 5000, ATR 5010, and ATR 5140

ATR 5130. Evidence-Based Practice I (2 credits)

This course will provide a foundational overview of evidence-based practice (EBP), including the five steps of the EBP process as well as research supported strategies for implementing EBP in real world settings. PREREQ: ATR 5000, ATR 5010, and ATR 5140

ATR 5140. Therapeutic Interventions I (2 credits)

This lab course will develop the essential skills for the selection, fabrication, and/or customization of prophylactic, assistive, and restrictive devices, materials, and techniques as part of the plan of care for a patient. Topics include durable medical equipment, orthotic devices, and taping, bracing, splinting, protective padding, and casting. PREREQ: Admission to the MSAT Program

ATR 5200. Clinical Experience II (2 credits)

This clinical experience allows the student to gain experience through exposure to real patients throughout the semester. The skills applied during this rotation build on those utilized in Clinical Experience I and students will utilize skills learned in co-requisite courses as they gain experience with real patients. PREREQ: ATR 5000, ATR 5010, and ATR 5140

ATR 5220. Clinical Examination and Diagnosis II (4 credits)

This course uses lecture and lab to outline a comprehensive approach to the evaluation and diagnosis of upper extremity musculoskeletal injuries. Topics explored include obtaining an appropriate medical history, identification of comorbidities, assessment of function, selection and use of tests and measures that assess the structures involved, and making appropriate referral decisions. PREREQ: ATR 5100, ATR 5120, ATR 5240, ATR 5130, and ATR 5200

ATR 5230. Evidence-Based Practice II (2 credits)

This course investigates the concepts of evidence based practice as it relates specifically to therapeutic interventions with a primary focus on clinician-and patient-oriented outcome measures. Students will explore primary literature focused on diagnostic accuracy of selected lower extremity special tests and clinical questions related to the design, implementation, and modification of therapeutic interventions.
PREREQ: ATR 5100, ATR 5120, ATR 5240, ATR 5130, and ATR 5200

ATR 5240. Therapeutic Interventions II (4 credits)

This course uses lecture and lab to explore the concepts of designing therapeutic interventions for patients with physical dysfunctions that stem from inflammation, pain, and limited movement patterns. The primary focus is on the use of

therapeutic modalities and manual therapy techniques. PREREQ: ATR 5000, ATR 5010, and ATR 5140

ATR 5300. Clinical Experience III (2 credits)

This clinical experience allows the student to gain experience through exposure to real patients throughout the semester. The skills applied during this rotation build on those utilized in Clinical Experience II and students will utilize skills learned in co-requisite courses as they gain experience with real patients. PREREQ: ATR 5100, ATR 5120, ATR 5240, ATR 5130, and ATR 5200

ATR 5320. Clinical Examination and Diagnosis III (2 credits)

This course uses lecture and lab to outline a comprehensive approach to the evaluation and diagnosis of head, neck and spine injuries. Topics explored include obtaining an appropriate medical history, identification of comorbidities, assessment of function, selection and use of tests and measures that assess the structures involved, and making appropriate referral decisions. PREREQ: ATR 5220, ATR 5340, ATR 5230, and ATR 5300

ATR 5330. Evidence-Based Practice III (2 credits)

This course continues to build on the knowledge gained in the previous two evidence-based practice courses and requires the student to appraise the research. New concepts will require the student to research and apply clinical prediction rules and clinical practice guidelines. PREREQ: ATR 5320, ATR 5420, ATR 5440, and ATR 5400

ATR 5340. Therapeutic Interventions III (4 credits)

This course uses lecture and lab to provide an in-depth exploration of the concepts of designing therapeutic interventions and corrective exercise plans for patients with physical dysfunctions and limitations associated with orthopedic injuries, pathological movement patterns, and post-operative rehabilitation. PREREQ: ATR 5100, ATR 5120, ATR 5240, ATR 5130, and ATR 5200

ATR 5350. Diagnostic Imaging and Casting (1 credit)

This lab course requires students to apply their knowledge of orthopedic injuries and conditions, proper healing, and treatment techniques. It includes intensive hands-on experience with orthopedic casting and bracing techniques and diagnostic imaging. After completing this course, students will be able to take the OPE-C (Orthopedic Physician Extender Certification) exam. PREREQ: ATR 5120, ATR 5220, ATR 5240, ATR 5320, ATR 5340, and ATR 5420

ATR 5400. Clinical Experience IV (2 credits)

This immersive clinical experience allows the student to gain exposure to real patients across the lifespan and with non-orthopedic as well as orthopedic conditions. Opportunities for interprofessional education will occur during this immersion. It also gives the student an advanced preseason immersive experience. PREREQ: ATR 5320, ATR 5420, and ATR 5440

ATR 5420. Clinical Examination and Diagnosis IV (3 credits)

This course outlines a comprehensive approach to the evaluation and diagnosis of general medical conditions. Topics explored include obtaining an appropriate medical history, identification of comorbidities, assessment of function, selection and use of tests and measures that assess the structures involved, and making appropriate referral decisions. PREREQ: ATR 5220, ATR 5340, ATR 5230 and ATR 5300

ATR 5430. Evidence-Based Practice IV (2 credits)

This final course in the evidence-based practice series of courses will require students to reflect on their EBP implementation in the clinical setting. Use of patient-rated and clinician-rated outcome measures will be emphasized as students continue to include EBP in their clinical decision-making. PREREQ: ATR 5550, ATR 5560, ATR 5330 and 5500

ATR 5440. Therapeutic Interventions IV (2 credits)

This course provides an overview of pharmacological processes and appropriate pharmacological agents for the management of a general medical or musculoskeletal condition, with a focus on proper use, risks of misuse, and indications/contraindications for use. Common over-the-counter, prescription, and performance-enhancing drugs will be explored. Students will also learn how to properly administer medications by the appropriate route of administration with a physician order. PREREQ: ATR 5220, ATR 5340, ATR 5230, and ATR 5300

ATR 5500. Clinical Experience V (5 credits)

This immersive clinical experience provides the students with a full-time, day-to-day practice-intensive experience that allows the student to experience the totality of care provided by the athletic trainer. PREREQ: ATR 5320, ATR 5420, ATR 5440, and ATR 5400

ATR 5560. Leadership of Athletic Training (3 credits)

This course covers the daily operations and management of physical, human, and financial resources in the delivery of healthcare services as well as exposing the student to leadership strategies and the creation of professional development plans. PREREQ: ATR 5320, ATR 5420, ATR 5450, and ATR 5400

ATR 5570. Wellness Promotion Across the Lifespan (3 credits)

This course addresses epidemiology and role of inflammation in chronic diseases and the preventative role proper exercise and nutrition plays. The use of exercise in the management of chronic disease will also be addressed as exercise prescriptions are summarized for healthy individuals as well as those diagnosed with chronic disease. Students will learn to design and implement exercise programs for individuals across the lifespan based on current evidence and recommendations. PREREQ: ATR 5320, ATR 5420, ATR 5450, and ATR 5400

ATR 5600. Clinical Experience VI (4 credits)

This clinical experience will consist of at least a four-week immersion, providing the students with a full-time, day-to-day practice-intensive experience that allows the student to experience the totality of care provided by the athletic trainer. PREREQ: ATR 5540, ATR 5550, ATR 5330, and ATR 5500

ATR 5660. Transition to Professional Practice (3 credits)

This course prepares student to enter the profession as practicing clinicians. It involves formal preparation for the Board of Certification examination and discussion of current issues in athletic training. PREREQ: ATR 5540, ATR 5550, ATR 5330, and ATR 5500

ATR 5700. Clinical Experience VII (4 credits)

This course provides the student with an optional additional immersive experience that would provide the student with focused experience in a particular area of interest. PREREQ: Approval from the Clinical Education Coordinator

Graduate Programs in Business Administration

Business Administration, M.B.A.

Director: Christine Bell

The Master of Business Administration (MBA) is a professional degree program designed to accelerate entrepreneurial career development by preparing graduates to form their own businesses or to take a leadership role in new corporate ventures. The program is open to all students regardless of their undergraduate major. The expected results and outcomes of the MBA program are to:

- Provide graduates with an opportunity for advanced studies in entrepreneurial business management;
- Prepare graduates to attain entrepreneurial leadership positions in for-profit and non-profit organizations or to establish their own entrepreneurial business;
- Provide a comprehensive knowledge of the functional areas of business, such as accounting, finance, management, economics, and marketing, which are used as the basis for an integrated business endeavor;
- Provide an understanding of the balance required to be a successful leader among the sometimes-conflicting business elements, such as ethical, political, societal, and technical;
- Provide an understanding of the economy, especially as it affects the business environment of North Carolina;
- Enhance the graduates' competency in oral and written communication because of their impact on leadership success. The program emphasizes case analysis for written and presentation skill evaluation and development;
- Improve the graduates' competency in the effective use of Business Information Technology (BIT);
- Develop graduates who can function effectively as members of virtual and participative teams;
- Improve graduates' competencies to integrate and synthesize the various business areas and to develop cross-functional approaches to organizational issues.

Program - Specific Admission Standards

(see also Graduate Admissions)

Students are expected to demonstrate competence in quantitative skills, communication skills, and computer related skills. All students will have to show evidence of either completion of undergraduate "Common Body of Knowledge (CBK)" courses in business or completion of Foundation courses as prerequisites to the formal MBA courses. Since the Foundation courses are at a 5000 level, they are considered graduate level courses. Students taking the foundation courses must complete them successfully as defined in the Graduate Studies section on Master's Degree Requirements.

Common Body of Knowledge or Foundation Requirements:

CBK	OR	Foundation
Principles of Accounting, 6 hours	or	ACC 5010. Foundations of Financial and Managerial Accounting (3 credits)
Principles of Finance, 3 hours	or	FIN 5010. Foundations of Finance (3 credits)
Principles of Economics, 6 hours	or	ECN 5030. Foundations of Microeconomics/Macroeconomics (3 credits)
Quantitative Methods, 3 hours	or	DSC 5050. Foundations of Business Statistics (3 credits)

Master of Business Administration

Business Administration, M.B.A.

Requirements for the Master of Business Administration

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)
- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Professional Enhancement Courses: 12 Sem. Hrs.

Professional Enhancement courses can be any 5000 level or higher course which is not a foundation course or required as part of a core or concentration with the following prefixes: ACC, ACCS, BLAW, BLWS, BUS, DSC, DSCS, ECN, ECNS, FIN, FINS, ITM, ITMS, MGT, MGTS, MKT, MKTS.

*In addition to the courses listed as Professional Enhancement courses, students may choose courses from another graduate program with permission from the MBA Director.

Total: 36 Sem. Hrs.

Business Administration, M.B.A., Concentration in Business Analytics

Requirements for the Master of Business Administration with Concentration in Business Analytics

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)

- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Business Analytics Concentration Courses: 12 Sem. Hrs.

- DSC 5190. Data Analytics for Business (3 credits)
- DSC 5240. Business Analytics (3 credits)
- DSC 5550. Time Series Analysis (3 credits)
- DSC 5600. Project in Business Analytics (3 credits)

Total: 36 Sem. Hrs.

Business Administration, M.B.A., Concentration in Finance

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)
- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Finance Concentration Courses: 12 Sem. Hrs.

- FIN 5210. Investment Analysis (3 credits)
- FIN 5260. Bank Management and Financial Services (3 credits)
- FIN 5400. Corporate Finance (3 credits)

And one of the following:

- FIN 5020. Personal Financial Planning (3 credits)
- FIN 5050. Behavioral Finance (3 credits)

Total: 36 Sem. Hrs.

Business Administration, M.B.A., Concentration in Financial Services

Requirements for the Master of Business Administration with Concentration in Financial Services

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)
- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Concentration Courses: 12 Sem. Hrs.

- FIN 5020. Personal Financial Planning (3 credits)
- FIN 5210. Investment Analysis (3 credits)
- FIN 5260. Bank Management and Financial Services (3 credits)

And choose one of the following:

- ACC 5520. Tax Implications of Business Decisions (3 credits)
- BLAW 5280. Legal Issues for Managers (3 credits)
- DSC 5190. Data Analytics for Business (3 credits)
- MGT 5290. Entrepreneurship (3 credits)
- MGT 5300. Human Resources Management (3 credits)
- MKT 5450. Services Marketing (3 credits)

Total: 36 Sem. Hrs.

Business Administration, M.B.A., Concentration in Healthcare Administration

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)
- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Healthcare Administration Concentration: 12 Sem. Hrs

- BLAW 5300. Legal and Ethical Issues for Healthcare Professionals (3 credits)
- ECN 5740. Health Economics (3 credits)
- MGT 5310. Health Administration and Organization (3 credits)

And choose one of the following Professional Enhancement courses:

- DSC 5240. Business Analytics (3 credits)
- MGT 5290. Entrepreneurship (3 credits)
- MGT 5300. Human Resources Management (3 credits)
- MGT 5350. Operations Management (3 credits)
- MKT 5450. Services Marketing (3 credits)

Total: 36 Sem. Hrs.

Business Administration, M.B.A., Concentration in Supply Chain Management

Requirements for the Master of Business Administration with Concentration in Supply Chain Management

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)
- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Concentration Courses: 12 Sem. Hrs.

- MGT 5210. Supply Chain Management (3 credits)
- MGT 5350. Operations Management (3 credits)
- ITM 5370. Management Information Systems (3 credits)

And choose one additional Professional Enhancement course.

Professional Enhancement courses are listed in the program requirements for the general MBA degree.

Total: 36 Sem. Hrs.

Master of Business Administration with Concentration in Forensic Accounting

Candidates applying for the MBA with the Forensic Accounting concentration need to have a bachelor's degree in Accounting or, in addition to the MBA foundation courses, would have to have the following coursework:
Intermediate Accounting I or equivalent
Intermediate Accounting II or equivalent
Accounting Information Systems or equivalent
Auditing or equivalent

Professional Entrepreneurial Competence and Integrated Applications: 24 Sem. Hrs.

all are required

- ACC 5500. Managerial Accounting (3 credits)
- ECN 5150. Managerial Economics (3 credits)
- DSC 5100. Quantitative Methods (3 credits)
- FIN 5200. Managerial Finance (3 credits)
- MGT 5250. Organizational Theory and Behavior (3 credits)
- MGT 5362. International Business (3 credits)
- MGT 5750. Strategic Planning (Capstone Course) (3 credits)
- MKT 5400. Marketing Planning and Strategy (3 credits)

Concentration Courses: 12 Sem. Hrs.

- ACC 5550. Fraud Examination (3)
- ACC 5551. Forensic Accounting (3)
- ACC 5553. Forensic Analytics (3)
- BLAW 5280. Legal Issues for Managers (3 credits)

Courses: Accounting

ACC 5010. Foundations of Financial and Managerial Accounting (3 credits)

This course is an accelerated course designed for students with no accounting background or as a refresher course for students who desire to review accounting before enrolling in required MBA courses. A study of the basic concepts of accounting with an emphasis on the evaluation of transactions and the preparation and analysis of financial statements including their use in the management planning and control process. (This course will not count toward the 36 hours required for the MBA degree.)

ACC 5100. Accounting Fraud in STEM Businesses (1 credit)

This course addresses the role of research personnel and other clinicians in preventing financial (and other) fraud in scientific, technical, and engineering firms. The course includes an introduction to accounting principles, studies the role of internal control systems, and examines case studies of STEM firms facing significant internal control failures.

ACC 5500. Managerial Accounting (3 credits)

The course introduces the student to management's use of accounting data in the decision-making process. Topics covered include: Estimating Cost Behavior using both Linear Regression and Multiple Regression Analysis; Short-term Planning with Constraints on Resources; Information for Production and Control Analysis; Capital Budgeting and; Segment and Managerial Performance Evaluation. It is strongly recommended that students complete DSC 5100 prior to ACC 5500.

ACC 5520. Tax Implications of Business Decisions (3 credits)

The course introduces the student to Federal tax planning strategies for business. Includes an overview of the Federal tax system, sources of tax law, guidelines for organizing and financing a business, tax incentives for capital investments, and other tax planning topics.

ACC 5550. Fraud Examination (3)

This course examines the prevention and detection of occupational frauds, including skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, and fraudulent financial statements.

ACC 5551. Forensic Accounting (3)

Forensic accounting involves applying accounting knowledge to facts or hypotheses in legal cases. This course examines the accountants' role in litigation support services of various types, issues related to the management of evidence when performing these services, and providing legal testimony. Specific topics include techniques for computing economic and commercial damages, computer forensics, cybercrime management, valuation services, and money laundering.

ACC 5553. Forensic Analytics (3)

This course provides an overview of the examination of various types of information and data from various sources with regard to occurrences of financial crime. The examination of data from application systems or underlying databases (structured data) is explored as well as data taken from communication and office applications or from mobile devices (unstructured data). Identification and analysis of patterns that lead to the discovery of fraudulent activity is a key outcome. PREREQ: ACC 5550 and ACC 5551 or instructor's permission

ACC 5990. Directed Studies (3 credits)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ACCS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

Business Law

BLAW 5280. Legal Issues for Managers (3 credits)

The goal of this course is to help graduate students develop a deeper appreciation and understanding of the legal mechanics of various types of business transactions and of the commercial law environment within which those transactions are negotiated and executed. The course is designed to enhance the student's analytical, communication, and negotiation skills while developing knowledge of several areas of law that play an integral part in management decisions.

BLAW 5300. Legal and Ethical Issues for Healthcare Professionals (3 credits)

This course explores the legal, policy and ethical issues encountered by health care professionals and patients in the continuously evolving health care system. Topics will include government regulation of health care providers, patient consent to and refusal of treatment, human reproduction issues, privacy and confidentiality, tax-exemption, antitrust, fraud and abuse, mental health issues and health information management.

BLAW 5320. Law for Entrepreneurs (3 credits)

This course will help students develop a deeper appreciation and understanding of the legal issues faced in establishing, operating and maximizing a business. The course is designed to enhance the student's analytical and communication skills while developing knowledge of the legal decisions made by entrepreneurs.

BLWS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

Decision Sciences

DSC 5010. Foundations of Analytical Methods (4 credits)

This course equips prospective MBA students with the means and methods of quantitative reasoning through a concise and applied process, which includes introduction to the concepts of mathematical economics, mathematical finance, and business mathematics. The course will cover essentials of algebra with business and economic applications and essentials of calculus with business and economic applications. Upon completing the course students will be able to apply mathematical thinking and quantitative reasoning to solve problems in MBA-level accounting, economics, finance, marketing, and management classes. The applications of concepts include, but are not limited to, Pricing and Inventory Control; Payrolls and Banking; Taxes; Simple Interest; Compound Interest; Annuities; Sinking Funds and Amortization; Accounting; Productivity and Costs, Constrained Optimization (consumer and producer theories); Market Equilibrium; and Elasticities of Demand and Supply. (This course will not count toward the 36 hours required for the MBA degree.)

DSC 5050. Foundations of Business Statistics (3 credits)

This course is an accelerated course designed for students with no statistics background or as a refresher course for students who desire to review statistical methods before enrolling in required MBA courses. Intensive examination of statistical and graphical methods of analyzing quantitative information. Specific topics include frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, regression analysis, and analysis of variance. (This course will not count toward the 36 hours required for the MBA degree.)

DSC 5100. Quantitative Methods (3 credits)

Intermediate level quantitative skills in multivariate statistics, optimization, and decision-making which will be used in subsequent MBA courses. Topics will include multiple regression, multivariate ANOVA, logistic regression, factor analysis,

and linear programming. Computer software will be used.

DSC 5120. Research Methods (3 credits)

This course details the methods employed in defining business problems, research design, primary and secondary data sources, methods of data collection, scaling methods, sampling techniques, and report preparation. Through case analyses, literature reviews and research projects, this applications oriented course focuses on improving decision making.

DSC 5190. Data Analytics for Business (3 credits)

Covers basic programming procedures such as those in R, Python, and other comparable analytic software. Topics include importing and exporting different types of data, managing data frame, writing basic scripts, debugging, reading from and writing to files, and conducting data analyses in business. PREREQ: DSC 5050 or equivalent

DSC 5240. Business Analytics (3 credits)

This course covers a variety of intermediate statistical tools which are used in business data analytics and discusses ways to determine how well the assumptions that underlie these methods describe real-world data problems. Topics include multiple regression and diagnostics tests, categorical response models, cluster analysis, factor and latent variables analysis. PREREQ: DSC 5050 or equivalent.

DSC 5550. Time Series Analysis (3 credits)

A review of statistical methods for analysis of business time-series data. Use of these methods for forecasting will also be discussed. The methods surveyed include smoothing methods, filters, ARIMA models, vector autoregressive models, and cointegration models. PREREQ: DSC 5050 or equivalent

DSC 5600. Project in Business Analytics (3 credits)

This course will bring together fundamentals of business analytics related to database management, data analysis techniques and business decision making to solve a real-world business problem. Specific emphasis will be given on problem identification, data selection, model building, data driven diagnosis, reporting and presentation on industry behavior based on the data. This course will give students the experience of working in a Business Analytic team. PREREQ: DSC 5190, DSC 5240, DSC 5550.

DSC 5990. Directed Studies (3 credits)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

DSCS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

Economics

ECN 5030. Foundations of Microeconomics/Macroeconomics (3 credits)

This course is an accelerated course designed for students with no economics background or as a refresher course for students who desire to review economic principles before enrolling in required MBA courses. A study of the individual decisions in the market economy and an overall view of the operation of the economy. Specific topics include theories of consumer behavior, behavior of firms in various degrees of competition, and government regulation. Fiscal, monetary, and supply-side policies are discussed. (This course will not count toward the 36 hours required for the MBA degree.)

ECN 5100. Economics of Information (1 credit)

This course provides an introduction to informational problems in economic analysis. It introduces basic economic models under asymmetric information and studies the effects of digitization and technology on industry, organizational structure, and business strategy. The course covers topics including the pricing of information goods, open source and innovation, search and competition, targeted advertising, information analytics, social networks, and a variety of other topics. Economic principles are illustrated using case studies and team projects.

ECN 5150. Managerial Economics (3 credits)

An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also, macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

ECN 5420. Industry Structure and Competitive Strategy (3 credits)

Industry structure and competitive strategy is the study of industry and firm behavior. Using the basic tools of microeconomic theory and game theory, this course explores the relationships among firms in an industry or across industries by examining the nature of strategic interaction among firms. The student will learn theoretical models and empirical evidence for a wide variety of market phenomena. The course will also introduce contract theory and its application in financial structure. PREREQ: A "C" or better in ECN 5030 or equivalent, and a "C" or better in DSC 5010 or equivalent.

ECN 5450. Global Macroeconomics (3 credits)

This course builds upon students' undergraduate knowledge of macroeconomics and international economics. Topics covered include domestic monetary policy, exchanges rates, balance of payments, and balance of trade. PREREQ: A "C" or better in ECN 5030 or equivalent, and a "C" or better in DSC 5010 or equivalent.

ECN 5740. Health Economics (3 credits)

This course applies the analytical tools of economics to the markets for health care services, health insurance, and pharmaceuticals. Some of the issues investigated in this course are the structure of these markets and the degree of competition among health care providers, health insurance and access to health care, and the role of the government in health care markets. PREREQ: ECN 5030 or equivalent

ECN 5990. Directed Studies (3 credits)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ECNS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

Finance

FIN 5010. Foundations of Finance (3 credits)

This course will provide a survey or review of basic Business Finance principles, including Time Value of Money, Financial Statement Analysis, Basic Stock and Bond markets and valuation, risk and return relationships and interest rates, and capital budgeting. Emphasis will also be on using technology to assist in financial analysis: Internet research, spreadsheet modeling, and the use of financial calculators. (This course will not count toward the 36 hours required for the MBA degree.)

FIN 5020. Personal Financial Planning (3 credits)

This course provides the tools, techniques, and understanding needed to define and achieve financial goals. Based on a life-cycle approach, coverage includes financial plans, assets, credit, insurance, investment, retirement, and estate planning. MBA participants will apply the financial planning skills they learn in this course in a scenario-based approach and will prepare comprehensive financial plans to include all covered topics. Participants will be required to track their financial activities during the semester and to prepare a personal financial plan.

FIN 5050. Behavioral Finance (3 credits)

This course explores irrational behaviors as they present themselves in a corporate and investor context. It addresses psychological phenomena that may minimize financial value creation and examines ways to mitigate these behaviors. Coverage includes behaviors in corporate financial decisions (biases, heuristics, framing), valuation (by investors and analysts), capital budgeting techniques, risk and return perceptions, principal agent conflicts, group processes, and mergers and acquisitions.

FIN 5100. Ethical Issues in Finance (1 credit)

This course focuses on the different ethical dilemmas analysts, managers, and other finance professionals encounter in the workplace. Concepts include material insider information, agency problems, ethical issues in international finance, and social responsibility. The course will utilize current events and case studies that analyze ethical perspectives from shareholder, manager, employee, and consumer viewpoints.

FIN 5200. Managerial Finance (3 credits)

Course covers time-value of money, capital budgeting and structure, and other finance related decisions for corporations. In addition, the course is intended to give the student an appreciation for the role of finance within the firm, and the impact of financial decisions on society at large. Includes basic microeconomic principles and accounting principles and practical applications within the business world.

FIN 5210. Investment Analysis (3 credits)

This course is an extension of Managerial Finance (FIN 5200), covering trade-offs between risk and return, and the benefits of diversification within a portfolio. The principles of duration, immunization, and other forms of risk management within the portfolio are also discussed. Modern investment theory is addressed, including the study of efficient capital market, capital asset pricing model (CAPM), and arbitrage pricing theory (APT). PREREQ: FIN 5200 or instructor's permission.

FIN 5250. Entrepreneurial Finance (3 credits)

This course acquaints the business person who is in an entrepreneurial environment with the particular issues involved in finance related to the particular needs and conditions of the emerging firm. Cash flow, valuation, managing growth, and raising private and public capital are topics explored through lectures and cases. PREREQ: FIN 5200 and ACC 5010.

FIN 5260. Bank Management and Financial Services (3 credits)

The class will examine management problems and policies of banks. The material to be covered will include: balance sheet management (liquidity, liabilities, spread management, and investment management), capital adequacy, cost of funds, bank profitability, planning and management systems, and the regulatory environment. PREREQ: FIN 5200

FIN 5400. Corporate Finance (3 credits)

Course provides students with the tools necessary for evaluating the intrinsic value of a corporation, as well as assessing a corporation's effectiveness in maximizing its value. Topics cover sizing up business; measuring performance; managing day-to-day cashflows; projecting financial requirements and managing growth; assessing cost of capital, risk, and payout decisions; explaining how taxes, financial distress, and asymmetric information affect capital structure decisions; designing optimal capital structure; and measuring and creating value. PREREQ: FIN 5200

FIN 5990. Directed Studies (3 credits)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

FINS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice

Information Technology Management

ITM 5370. Management Information Systems (3 credits)

Conceptual and practical foundations of information processing systems support for management and decision-making functions, computer system project management, economic and legal considerations of management information systems, system implementation and evaluation.

ITMS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

Marketing

MKT 5400. Marketing Planning and Strategy (3 credits)

This course details the role of marketing in the firm and its impact on the strategic planning process. An emphasis is placed on identifying and solving marketing problems, marketing strategy, and current issues facing marketing managers.

MKT 5450. Services Marketing (3 credits)

The primary goal of this course is to acquaint students with the unique aspects of marketing service firms and nonprofit organizations. The course will cover such topics as service quality, service operations, pricing, distribution, managing supply and demand, customer retention, and developing an integrated marketing communications program.

MKT 5990. Directed Studies (3 credits)

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MKTS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students in the Master of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

Graduate Programs in Counseling

Master of Arts in Education

Clinical Mental Health Counseling, M.A.Ed.

Clinical Mental Health Counseling

Director: Whitney Akers

Program Description

The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of professional counselor in a variety of settings. The M.A.Ed. in Clinical Mental Health Counseling meets the standards established by the North Carolina Board of Licensed Clinical Mental Health Counselors for Professional Counselor licensure (LCMHC) and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the College of Health Sciences, Department of Counseling, and shares a common core of classes with the Professional School Counseling Program.

The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6120, Clinical Mental Health Counseling Internship. The Counselor Preparation Comprehensive Exam (CPCE) is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. S**pecialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved community agency, mental health clinic, college counseling center, and private practice settings and include on-site supervision and university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Courses are scheduled in the evenings and during the summer months. The courses are delivered in a variety of modalities including online, face-to-face, and hybrid formats. The program is a 60-credit hour degree.

Program Mission

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to improve mental health and well-being of individuals across the region and beyond through innovative, interdisciplinary, and effective research, service, and teaching that prepares culturally-responsive clinical mental health counselors and professional school counselors.

Program-Specific Admissions Standards (see also Graduate Admissions)

In addition to The Graduate School admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors;
3. Submit resume or CV; and
4. Participate in an interview with program faculty.

Non-Degree-Seeking Students

Prospective students interested in registering for coursework to achieve credentialing or for continuing education in either of the graduate counseling programs should contact the Department Chair for information. Requests to take courses for credentialing or continuing education purposes must be made to the Department Chair and will be reviewed by program faculty. Non-degree-seeking students, including graduates of either UNCP counseling program, should complete the Graduate School application form following the procedures for Enrollment for Enrichment Purposes and consult with the Non-Degree-Seeking Student Coordinator (Department Chair) two months prior to the start of the semester in which the students would like to register for courses. Students seeking to enroll in courses for summer and fall semesters should apply by April and students seeking to enroll in courses for spring semesters should apply by October. Students who are permitted to take courses as non-degree-seeking students may be required to attend an orientation session with the Coordinator. Non-degree-seeking students are not permitted to take field placement courses at UNCP in either counseling program.

Requirements for a Master of Arts in Education:

Clinical Mental Health Counseling

Core Counseling Courses: 27 Sem. Hrs.

- CNS 5000. Professional and Ethical Issues in Counseling (3 credits)
- CNS 5050. Counseling Skills and Techniques (3 credits)
- CNS 5500. Research and Program Evaluation (3 credits)
- CNS 5400. Theories of Counseling (3 credits)
- CNS 5700. Career Counseling and Development (3 credits)
- CNS 5025. Lifespan Development (3 credits)
- CNS 5100. Groups in Counseling (3 credits)
- CNS 5600. Assessment Practices in Counseling (3 credits)
- CNS 5800. Multicultural and Social Justice Counseling (3 credits)

Specialty Area and Elective Courses: 24 Sem. Hrs.

- CNS 5450. The Clinical Mental Health Counselor (3 credits)
- CNS 5360. Diagnosis and Treatment Planning (3 credits)
- CNS 5080. Gender and Sexuality Issues in Counseling (3 credits)
- CNS 5850. Theory and Process of Family Counseling (3 credits)
- CNS 5900. Issues in Addictions for Counselors (3 credits)
- CNS 5060. Crisis Intervention (3 credits)

Select two elective courses from:

- CNS 5250. Counseling Children and Adolescents (3 credits)
- CNS 5310. Mental Health Issues in Childhood and Adolescence (3 credits)
- CNS 5070. College Counseling and Student Affairs (3 credits)
- CNS 5810. Introduction to Play Therapy (3 credits)
- CNS 5820. Play Therapy Theories and Techniques (3 credits)
- CNS 5830. Play Therapy for Specific Challenges (3 credits)
- CNS 5840. Filial and Family Play Therapy (3 credits)
- CNS 5860. Contemporary Issues and Special Populations in Addictions (3 credits)
- CNS 5870. The Family and Addiction (3 credits)
- CNS 5890. Diagnosis, Treatment, and Psychopharmacology in Addiction (3 credits)
- CNSS 5xxx. Special Topics in Counseling (3 credits)

Clinical Field Placement Courses: 9 Sem. Hrs.

- CNS 6100. Counseling Practicum (3 credits)
- CNS 6120. Clinical Mental Health Counseling Internship (3 credits)

Total: 60 Sem. Hrs.

Professional School Counseling, M.A.Ed.

Professional School Counseling

Director: Shenika Jones

Program Description

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of skills and practices necessary for functioning in the role of a professional school counselor in public and private elementary, middle, and secondary schools. The M.A.Ed. in Professional School Counseling meets the standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The program is located in the College of Health Sciences, Department of Counseling, and shares a common core of classes with the Clinical Mental Health Counseling Program. This program does not prepare students to be clinical mental health counselors. Students interested in careers in clinical mental health counseling should apply to the Clinical Mental Health Counseling Program at UNCP.

The M.A.Ed. in Professional School Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6130, School Counseling Internship. The Counselor Preparation Comprehensive Exam (CPCE) is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.

3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved K-12 school settings and include on-site supervision as well as university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Courses are scheduled in the evenings and during the summer months. The courses are delivered in a variety of modalities including online, face-to-face, and hybrid formats. The program is a 60-credit hour degree.

Program Mission

The mission of the Graduate Counseling Programs at the University of North Carolina at Pembroke is to improve mental health and well-being of individuals across the region and beyond through innovative, interdisciplinary, and effective research, service, and teaching that prepares culturally-responsive clinical mental health counselors and professional school counselors.

Program-Specific Admissions Requirements (see also Graduate Admissions)

In addition to the Graduate School admissions requirements:

1. Submit an essay detailing experiences and goals relevant to professional school counseling;
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors;
3. Complete a brief electronic supplemental skills survey; and
4. Participate in an interview with program faculty.

Licensure-Only Students

Candidates possessing a graduate degree in a qualifying counseling speciality area and who do not desire a degree specifically in school counseling may apply for admittance to the Professional School Counseling program for licensure-only status and will be prescribed a Plan of Study (POS).

Candidates who wish to enter the school counseling licensure-only program are students who have already earned at least a 48 credit hour master's degree from a regionally accredited institution in a counseling degree program.

A summary of the protocol and policy is as follows:

1. Candidates seeking licensure-only status must apply for program admission through the Graduate School. All aspects of the application process must be completed (i.e., essay, letters of reference, interview, and official transcripts of all undergraduate and graduate level coursework). Licensure-only candidates are subject to the same admission criteria as degreeseeking candidates. Candidates must meet the criteria for full-standing status.
2. Only candidates with at least a 48-hour graduate degree in a qualifying counseling speciality area (i.e., addiction; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family counseling; or rehabilitation counseling) from a regionally accredited program will be considered for licensure-only status. An example of this situation is when a practicing agency counselor with a recent degree in community counseling desires training and licensure to practice as a school counselor in a public or private school setting. Practicing teachers who hold "A" or "M" licensure in a teaching area (e.g., special education, administration, middle grades) and who desire training as a school counselor are not eligible for licensure-only status, but are invited to apply for the full master's degree program.

3. Once admitted, students will be issued a Plan of Study (POS). The POS is recommended by the Counseling Programs Faculty and jointly approved by the Professional School Counseling Program Director and the Teacher Education Licensure Officer.
4. Students must complete their POS within six years.
5. Students must earn a "B" or better in all graded coursework applied toward satisfying licensure-only requirements. In courses that are graded on a pass/fail basis, students must earn a "pass." Failure to meet this requirement will render the student ineligible to continue licensure-only study and ineligible to receive a recommendation for licensure from UNCP.
6. Students are obligated to adhere to all other policies established by the program, school, and university.
7. Students must take Praxis II Specialty Area Test in Professional School Counseling upon completion of the POS. Official scores must be submitted to the Teacher Education Licensure Officer. Students who do not achieve a passing Praxis II score set by the North Carolina Department of Public Instruction (NCDPI) will be ineligible to receive a recommendation for licensure from UNCP.
8. Students should be aware that UNCP makes recommendation for licensure only; licensure is granted by the NCDPI. Thus, there may be other requirements mandated by NCDPI before a license will be issued.

Non-Degree-Seeking Students

Prospective students interested in registering for coursework to achieve credentialing or for continuing education in either of the graduate counseling programs should contact the Department Chair for information. Requests to take courses for credentialing or continuing education purposes must be made to the Department Chair and will be reviewed by program faculty. Non-degree-seeking students, including graduates of either UNCP counseling program, should complete the Graduate School application form following the procedures for Enrollment for Enrichment Purposes and consult with the Non-Degree-Seeking Student Coordinator (Department Chair) two months prior to the start of the semester in which the students would like to register for courses. Students seeking to enroll in courses for summer and fall semesters should apply by April and students seeking to enroll in courses for spring semesters should apply by October. Students who are permitted to take courses as non-degree-seeking students may be required to attend an orientation session with the Coordinator. Non-degree-seeking students are not permitted to take field placement courses at UNCP in either counseling program.

Requirements for a Master of Arts in Education:

Professional School Counseling

Core Counseling Courses: 27 Sem. Hrs.

- CNS 5000. Professional and Ethical Issues in Counseling (3 credits)
- CNS 5050. Counseling Skills and Techniques (3 credits)
- CNS 5500. Research and Program Evaluation (3 credits)
- CNS 5400. Theories of Counseling (3 credits)
- CNS 5700. Career Counseling and Development (3 credits)
- CNS 5025. Lifespan Development (3 credits)
- CNS 5100. Groups in Counseling (3 credits)
- CNS 5600. Assessment Practices in Counseling (3 credits)
- CNS 5800. Multicultural and Social Justice Counseling (3 credits)

Specialty Area and Elective Courses: 24 Sem. Hrs.

- CNS 5350. The Professional School Counselor (3 credits)

- CNS 5550. Seminar in Professional School Counseling (3 credits)
- CNS 5250. Counseling Children and Adolescents (3 credits)
- CNS 5310. Mental Health Issues in Childhood and Adolescence (3 credits)
- CNS 5750. College and Career Readiness (3 credits)
- CNS 5060. Crisis Intervention (3 credits)

Select two elective courses from:

- CNS 5650. School Counselor as Leader, Advocate, and Consultant (3 credits)
- CNS 5780. Addressing the Achievement Gap and Issues of Social Justice (3 credits)
- CNS 5770. Evidence-Based School Counseling (3 credits)
- CNS 5760. Legal Aspects of Educational Leadership (3 credits)
- CNS 5360. Diagnosis and Treatment Planning (3 credits)
- CNS 5080. Gender and Sexuality Issues in Counseling (3 credits)
- CNS 5810. Introduction to Play Therapy (3 credits)
- CNS 5820. Play Therapy Theories and Techniques (3 credits)
- CNS 5830. Play Therapy for Specific Challenges (3 credits)
- CNS 5840. Filial and Family Play Therapy (3 credits)
- CNS 5850. Theory and Process of Family Counseling (3 credits)
- CNS 5070. College Counseling and Student Affairs (3 credits)
- CNS 5870. The Family and Addiction (3 credits)
- CNSS 5xxx. Special Topics in Counseling (3 credits) (may be repeated for different topics)
- CNS 5900. Issues in Addictions for Counselors (3 credits)

Clinical Field Placement Courses: 9 Sem. Hrs.

- CNS 6100. Counseling Practicum (3 credits) (School Counseling Setting)
- CNS 6130. School Counseling Internship (3 credits) (repeated once to earn a total of 6 credit hours)

Total: 60 Sem. Hrs.

Minimum total semester hours required for graduation

Certificate

Advanced School Counseling for Postsecondary Success

The Advanced School Counseling for Postsecondary Success is a 12 credit-hour certificate program avaialble for current students enrolled in the Professional School Counseling (PSC) program as well as licensed school counselors who aim to obtain advanced training in school counseling.

To earn this certificate, current students must earn a B or better in all courses listed below. Certificate-only students must earn a B or better in all coursework or be dismissed from the certificate program.

ASC Certificate Courses

- CNS 5650. School Counselor as Leader, Advocate, and Consultant (3 credits)
- CNS 5750. College and Career Readiness (3 credits)
- CNS 5770. Evidence-Based School Counseling (3 credits)
- CNS 5780. Addressing the Achievement Gap and Issues of Social Justice (3 credits)

Graduate Certificate in Addiction Counseling

The Graduate Certificate in Addiction Counseling is a 12 credit hour
program that prepares addiction professionals to meet the increasing complex needs of individuals and families dealing with substance use and addiction. The curriculum includes coursework in areas of substance-related and addictive disorders, co-occurring disorders, methods and theories of substance use assessment and intervention, psychopharmacology and addiction, family impact of substance disorders, and current issues and special population in addiction.

Graduate Certificate in Addiction Counseling: 12 Sem. Hrs.

- CNS 5860. Contemporary Issues and Special Populations in Addictions (3 credits)
- CNS 5870. The Family and Addiction (3 credits)
- CNS 5890. Diagnosis, Treatment, and Psychopharmacology in Addiction (3 credits)
- CNS 5900. Issues in Addictions for Counselors (3 credits)

Play Therapy Graduate Certificate

The Play Therapy Graduate Certificate is a 12-credit hour program designed to prepare students to work with children who are 12 years and younger in a developmentally appropriate way in both school counseling and community settings. The curriculum includes coursework in the (1) history, contemporary theories, and clinical applications of play therapy, (2) an advanced study of child development, and (3) methods of supporting parents, caregivers, and families. The program includes an emphasis on play therapy techniques for various mental health issues including supporting children who have experienced trauma.

Play Therapy Graduate Certificate: 12 Sem. Hrs.

- CNS 5810. Introduction to Play Therapy (3 credits)
- CNS 5820. Play Therapy Theories and Techniques (3 credits)
- CNS 5830. Play Therapy for Specific Challenges (3 credits)
- CNS 5840. Filial and Family Play Therapy (3 credits)

Courses: Counseling

CNS 5000. Professional and Ethical Issues in Counseling (3 credits)

This course is an introduction to the profession of counseling and includes a study of the history, philosophy, ethical and legal considerations, and professional organizations related to the delivery of counseling, consultation, and advocacy. Students will learn about the ethics, credentialing practices and standards of the counseling profession, the suggested disposition and self-care practices of counselors, and the administrative procedures of counseling, consulting, and referral services in multiple settings. Students will also receive an introduction to the supervision processes and practices in the role of the professional development of counselors. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional

School Counseling program.

CNS 5025. Lifespan Development (3 credits)

This course is designed to help counselors address the needs of clients at all developmental levels in multicultural contexts. The course focus emphasizes strategies for facilitating optimal development. Theories and models of growth and learning, personality development, wellness, and resilience for individuals and families are presented. The course addresses contextual factors that influence normal and abnormal behavior. Students are encouraged to apply the theories and models of development in intervention selection and conceptualization of problems in living. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5050. Counseling Skills and Techniques (3 credits)

Students will learn counseling skills and techniques through classroom instruction and experiential activities. Counselor characteristics and behaviors that influence the counseling process will be addressed. This course focuses on the use of empathic listening and interviewing skills in developing therapeutic relationships with diverse clients in a multicultural society. The course also includes an orientation to wellness and prevention in the counseling process. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5060. Crisis Intervention (3 credits)

This course will explore the role, function, and responsibilities of professional counselors in periods of crisis and disaster. Crisis intervention theory will be studied in an effort to inform professional practice in clinical and educational settings during emergencies and disasters. The effects of crises, disasters, and other trauma-causing events will be addressed. Suicide prevention and intervention models, including the use of psychological first aid strategies are included in the course content. Ethical and cultural considerations in the delivery of crisis services will be examined. PREREQ: Admission to the Professional School Counseling Program or the Clinical Mental Health Counseling Program

CNS 5070. College Counseling and Student Affairs (3 credits)

An overview of student services higher in education, and a study of the history, philosophy, issues and trends in college counseling. Topics to be covered include college student development, college and career counseling issues and strategies, and student affairs services such as advisement, placement and enrollment planning, residence life, academic support, and student activities. PREREQ: Admission to the Professional School Counseling Program or the Clinical Mental Health Counseling Program

CNS 5080. Gender and Sexuality Issues in Counseling (3 credits)

The course is designed to develop students' knowledge related to human sexuality and gender issues relevant to professional counseling. Students will develop an understanding of the varied sexuality issues which may be encountered in a variety of practice settings and also learn appropriate skills in assessment and intervention. Reflection activities will be used to increase awareness of personal perceptions, attitudes, and affect related to sexuality issues. The course provides an overview of the counselor's role in counseling students, individuals, couples, and families with sex-related concerns. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5100. Groups in Counseling (3 credits)

This course addresses the principles of group dynamics, group leadership skills, theories of group counseling, and group counseling methods. Current trends in group work, including professional, ethical, and legal issues relevant to working with

groups in a multicultural society are explored. Students will learn the fundamental skills and techniques for designing and implementing group counseling activities during experiential learning activities in which students participate as group members. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5250. Counseling Children and Adolescents (3 credits)

This course provides an opportunity for students to practice counseling strategies that are designed to address factors that impact student learning and development. Specific topics discussed include effective communication with parents and school personnel, leadership styles, play media, and special needs children. Ethical and legal considerations specific to the practice of counseling children and adolescents in schools and educational systems are presented. PREREQ: Admission to the Professional School Counseling Program or the Clinical Mental Health Counseling Program

CNS 5310. Mental Health Issues in Childhood and Adolescence (3 credits)

From an integrative ecological perspective that acknowledges biological, psychological, social, and cultural contextual influences and their interdependence, this course will focus on the origin and course of child and adolescent mental health issues. The course will include discussion of etiological factors of various child and adolescent DSM mental disorders; associated diagnostic criteria and assessment; contextual and relational variables that influence children's and adolescents' risk and resilience; and prevention and intervention approaches/strategies. Students will learn strategies to address these issues using school and community referral resources. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5350. The Professional School Counselor (3 credits)

This course emphasizes the history, philosophy, and trends in school counseling and educational systems. Students will learn the roles (e.g., leader, advocate, counselor, and consultant), functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the schools. Additional content focuses on professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. Current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program are highlighted. PREREQ: Admission to the Professional School Counseling program.

CNS 5360. Diagnosis and Treatment Planning (3 credits)

The focus of this course is on the development of counseling skills necessary for making mental health and developmental diagnoses with diverse clients. The understanding of principles and development of skills necessary for biopsychosocial case conceptualization, treatment planning, and prevention programming are emphasized. A study of the history, theories, symptoms and etiology of mental and emotional disorders, including sociocultural factors related to mental health, is provided. Students will demonstrate proficiency in using diagnostic tools and providing clinical documentation. Students are expected to critically evaluate research and practices relevant to the practice of clinical mental health counseling. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5400. Theories of Counseling (3 credits)

Students in this course will be introduced to existing and emerging counseling theories that can be used as models to conceptualize clients' concerns. Students will learn about the interventions associated with each of the theories and the client populations, such as individuals or families, most appropriate for each of the interventions. The counseling theories will be critiqued from a multicultural perspective. Recurring themes, such as self-awareness, will be emphasized to assist students in consciously reflecting on their philosophy on life and its influence on their approaches to counseling. Students are expected to

begin to articulate their personal models of counseling based on the information that they are exposed to in this course. A theory-to-practice approach is utilized to promote counseling effectiveness with individuals, families, and groups throughout the lifespan and across diverse populations. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5450. The Clinical Mental Health Counselor (3 credits)

This course provides an understanding of the history, philosophy, and trends in clinical mental health counseling. The roles and functions, preparation standards, and professional issues of the clinical mental health counselor in a multicultural society are discussed. Students will develop an understanding of how clinical mental health counselors interact with government agencies, health care providers, and social service organizations during policy making, financing of services, advocacy for clients, and during interdisciplinary consultation. Topics specific to state, regional, and national mental health trends and issues are also addressed. PREREQ: Admission to the Clinical Mental Health Counseling program.

CNS 5500. Research and Program Evaluation (3 credits)

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate counseling interventions and programs, inform evidence-based practices, and conduct needs assessments. The course provides an overview of statistical methods and computer-based research and analysis tools. Ethical and culturally relevant strategies for conducting and interpreting qualitative and quantitative research studies are addressed. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5550. Seminar in Professional School Counseling (3 credits)

This course is a seminar about the principles, procedures, and emerging trends in professional school counseling. A variety of topics that are currently addressed in the professional school counseling literature will be studied. This course is designed to examine the development, organization, administration, and evaluation of comprehensive developmental P-12 school counseling programs that promote access and equity for all students. PREREQ: CNS 5350

CNS 5600. Assessment Practices in Counseling (3 credits)

This course will provide students with an understanding of current and historical perspectives on the uses of standardized and non-standardized assessment and appraisal methods, techniques, and instruments in counseling. The assessment of abilities, behaviors, symptoms, achievement, personality, interests, and other characteristics relevant to the counseling process will be addressed. Issues related to assessment including selection, statistical concepts, social and cultural factors, and ethical testing procedures will be presented. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5650. School Counselor as Leader, Advocate, and Consultant (3 credits)

A comprehensive study is made of contemporary practices of leadership, advocacy, and consultation in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, and fostering family, school, community connections in the 21st century. Theories and models of leadership and consultation are presented which school counselors can utilize to enhance the services they provide. PREREQ: CNS 5350

CNS 5700. Career Counseling and Development (3 credits)

This course includes an overview of career development theories and career decision-making models appropriate for a

multicultural society and global economy. The course is designed to assist counselors in the processes of career development program planning, organization, implementation, administration, and evaluation. A lifespan perspective that addresses the interrelationship of work, family, culture, and historical era in career development is used to present the career-planning and decisionmaking interventions. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5750. College and Career Readiness (3 credits)

This course examines theories and models of career development, school transitions, college access/college admissions counseling, and educational policy. Students will utilize action plans that include assessment tools, information sources, and technology to promote college and career readiness for diverse K-12 school communities. PREREQ: CNS 5350

CNS 5760. Legal Aspects of Educational Leadership (3 credits)

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics.

CNS 5770. Evidence-Based School Counseling (3 credits)

This course will focus primarily on the selection, implementation, and evaluation of evidence-based interventions and programs that aim to promote student success. The course begins by exploring issues relevant to establishing evidence-based methods, including ways to effectively develop needs surveys and logic models. The remainder of the course will focus on how to deliver evidence-based practices in curriculum and intentional guidance. The course is designed to promote knowledge and skills related to data collection, program planning, evaluation, and intervention selection and delivery in K-12 settings. PREREQ: CNS 5350

CNS 5780. Addressing the Achievement Gap and Issues of Social Justice (3 credits)

This course provides students with a comprehensive framework for understanding the school counselor's role in addressing the achievement gap and issues related to social justice. The course is designed to promote knowledge and skills that emphasize a social justice approach to comprehensive school counseling practice. Students will learn how to use data to uncover inequities in school practice and policy while developing and implementing interventions and strategies that promote social justice in K-12 schools. PREREQ: CNS 5350

CNS 5800. Multicultural and Social Justice Counseling (3 credits)

This course emphasizes theories of multicultural counseling, identity development, and social justice. Students learn about multicultural and pluralistic trends, such as characteristics and concerns within and among diverse groups, nationally and internationally. Also, attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. The counselors' roles in developing cultural self-awareness, promoting cultural diversity, social justice, advocacy, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body, and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination are reviewed. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.

CNS 5810. Introduction to Play Therapy (3 credits)

This course is an introduction to the basic concepts of child-centered play therapy. Students will learn the history of play therapy and professional issues related to the profession, the attitudes and skills necessary to establish and maintain facilitative

relationships with children that encourage their self-expression and facilitate change, how to work with parents, and the basic concepts of child development.

CNS 5820. Play Therapy Theories and Techniques (3 credits)

An advanced exploration of fundamental issues involved in play therapy. This course will focus on an in-depth study of various theoretical approaches, modalities, techniques, and applications of play therapy. Historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children.

CNS 5830. Play Therapy for Specific Challenges (3 credits)

An advanced exploration of fundamental issues involved in play therapy. Students will learn theoretical and applied play therapy skills for the assessment and treatment of clients with mental health issues associated with trauma and complex trauma, medical illness and co-morbid diagnoses, developmental considerations (such as Autism Spectrum), psychosis, and other types of psychopathology. PREREQ: CNS 5810 Introduction to Play Therapy

CNS 5840. Filial and Family Play Therapy (3 credits)

An advanced exploration of fundamental issues involved in play therapy. This course focuses on concepts and skills for training parents/caretakers/teachers to be therapeutic agents in their children's lives through the utilization of child centered play therapy skills in regularly scheduled structured play sessions with children. Students will also learn the systemic applications of play therapy for families and the diverse applications within the home, office, school, foster home or hospital. PREREQ: CNS 5810 Introduction to Play Therapy

CNS 5850. Theory and Process of Family Counseling (3 credits)

This course is a study of established models and theories of family counseling, including systemic and contemporary approaches to family counseling. Each approach will be examined in terms of theoretical formulations, family development, goals of counseling, conditions for change, techniques, and strengths and weaknesses. This course also examines the impact of gender roles and culture within the practice of family counseling. PREREQ: Completion of all core counseling courses or permission of the instructor.

CNS 5860. Contemporary Issues and Special Populations in Addictions (3 credits)

This course provides an overview of contemporary issues in the addiction counseling and research. The course will also discuss about the unique problems and needs of special populations who have addiction issues. PREREQ: CNS 5900

CNS 5870. The Family and Addiction (3 credits)

This course will examine the impact of chemical and process addictions on the family system. Coursework will focus on the integration of assessment, theory, and technique. Related sociocultural implications of assessment and treatment will be discussed. PREREQ: CNS 5900

CNS 5890. Diagnosis, Treatment, and Psychopharmacology in Addiction (3 credits)

The focus of this three-credit online course is to examine the procedures for assessment and diagnosis of substance-related and addictive disorders. Students in this course will gain a basic understanding of addiction neurobiology, psychopathology, and psychopharmacology. Emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy of psychotropic treatment, while helping to integrate other

non-pharmacological modalities. An overview of biopsychosocial case conceptualization, psychological tests and assessments, and treatment planning related to substance abuse and other addictions is provided. PREREQ: CNS 5900

CNS 5900. Issues in Addictions for Counselors (3 credits)

The focus of the course will be on the assessment, diagnosis, prevention, and treatment of substance abuse related disorders and process addictions across the lifespan. Students will learn about the intersection of addictions issues with mental health issues from diagnostic and intervention perspectives. Current research and evidence-based practices in the treatment of addictions will be emphasized. The course will address ethical, legal, and cultural aspects of addictions counseling. Students will become familiar with practices, philosophies, and treatment modalities related to the field of addictions counseling. Students will develop an understanding of the impact of various addictions on all clinical and educational settings. PREREQ: CNS 5400

CNS 6100. Counseling Practicum (3 credits)

The practicum is an introductory field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The practicum experience allows for enhanced skill development and exposure to professional and ethical practices in a supervised and counseling setting. Students work with the Field Placement and Testing Coordinator to obtain field placements one semester in advance of enrollment. Students must complete a total of 100 clock hours at the field placement site. In addition to the field placement requirement, students are required to attend class for group supervision and attempt the comprehensive exam. PREREQ: CNS 5000, CNS 5050, and CNS 5100 and 8/9 core courses completed, a minimum grade point average of 3.0, and an approved field placement application.

CNS 6120. Clinical Mental Health Counseling Internship (3 credits)

The clinical mental health counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. Graded on a Pass/Fail basis. PREREQ: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a grade point average of 3.0.

CNS 6130. School Counseling Internship (3 credits)

The school counseling internship is a field placement course. The field placement is required to take place in a setting appropriate to the student's graduate counseling program of study. All placements must have approval from the program faculty the semester before enrollment. The internship experience provides opportunity for in-depth application of counseling skills and techniques. Students will demonstrate their ability to apply theory to practice. Students receive field-based supervision at their sites and university-based group supervision during class time. Students must complete a total of 300 clock hours at the field placement site during each semester of enrollment in this course. Sixty percent of the 300 clock hours must be in direct client contact each semester that the course is completed. The course is completed twice for a total of 6 credit hours and 600 clock hours. Graded on a Pass/Fail basis. PREREQ: Completion of CNS 6100 Counseling Practicum, passed the comprehensive exam, permission of the instructor, and a minimum of a grade point average of 3.0.

CNSS 5xxx. Special Topics in Counseling (3 credits)

This course will provide an opportunity for in depth exploration of advanced areas and topics of interest. May be repeated for different topics.

Graduate Programs in Educational Leadership

School Administration, M.S.A.

Director: Olivia Oxendine

Program Description

The thirty-nine (39) semester hour Master of School Administration is designed to prepare administrative leaders for the system of elementary, middle, and high schools. The Master of School Administration leads to licensure in school administration.

The conceptual framework of this program is built around the NC Standards for School Executives, which provide the program structure and purpose. The seven standards are as follows:

Standard 1: Strategic Leadership

School executives will create conditions that result In strategically re-imagining the school's vision, mission and goals in the 21st century.

Standard 2: Instructional Leadership

School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment.

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school.

Standard 4: Human Resource Leadership

School executives will ensure that the school is a professional learning community.

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems In place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building.

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership.

Standard 7: Micropolitical Leadership

The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and Influence to realize the school's vision for success.

In addition, the MSA program adheres to the ISLLC standards indicated below:

Standard 1. A school administrator is an educational leader who promotes the success of allstudents by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Program-Specific Admission Requirement:
A minimum of 3 full years of teaching experience is required for admission.

Master of School Administration

School Administration, M.S.A.

Requirements for a Master of School Administration

Required Courses: 33 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)
- EDNL 5030. Engaging our Families, Schools, and Communities (3 credits)
- EDNL 5710. Analyzing Educational Issues (3 credits)
- EDNL 5720. Ethical and Societal Aspects of Educational Leadership (3 credits)
- EDNL 5730. School Based Management (3 credits)
- EDNL 5800. Supervision and Instructional Leadership (3 credits)
- EDNL 5850. Curriculum Leadership (3 credits)
- EDNL 5860. Legal Aspects of Educational Leadership (3 credits)
- EDNL 5880. Leading School Improvement and Organizational Change (3 credits)
- EDNL 5900. Internship and Seminar in Educational Leadership I (3 credits)
- EDNL 5950. Internship and Seminar in Educational Leadership II (3 credits)

Required Guided Elective: 3 Sem. Hrs.

- Each student must complete one (1) three-semester-hour Guided
- Electives are recommended by the Advisor, in consultation with the student, and approved by the MSA Program Director.

Program Total: 36 Sem. Hrs.

License

School Administration Add-On Program

The School Administration Add-on Licensure Program is designed to prepare experienced educators for positions of administrative leadership in P-12 settings. Individuals holding a Master's Degree from a regionally accredited institution who have completed two years of teaching or other professional education experience or are employed by an LEA as an assistant principal may apply to the School Administration program for consideration for an add-on license in School Administration. The licensure-only program reflects standards as outlined by the North Carolina Standards for School Executives and the Professional Standards for Educational Leaders. The porgram is 24 credit hours. Students are required to complete a supervised internship.

Required Courses (24 sem. hrs.)

- EDNL 5030. Engaging our Families, Schools, and Communities (3 credits)
- EDNL 5730. School Based Management (3 credits)
- EDNL 5800. Supervision and Instructional Leadership (3 credits)
- EDNL 5850. Curriculum Leadership (3 credits)
- EDNL 5860. Legal Aspects of Educational Leadership (3 credits)
- EDNL 5880. Leading School Improvement and Organizational Change (3 credits)
- EDNL 5900. Internship and Seminar in Educational Leadership I (3 credits)
- EDNL 5950. Internship and Seminar in Educational Leadership II (3 credits)

Courses: Educational Leadership

EDNL 5030. Engaging our Families, Schools, and Communities (3 credits)

This course will combine the latest research in partnership building with practical approaches for identifying and structuring community support. Throughout the semester, the candidate will spend considerable time developing strategies for improved community support of schools. Course projects and assignments will be field-based, collaborative, and reflective best practices in constructivist teaching and learning.

EDNL 5710. Analyzing Educational Issues (3 credits)

This course provides students with opportunities to critically analyze current educational issues from a variety of perspectives and disciplines including education, history, philosophy, anthropology, sociology, law, and political science.

EDNL 5720. Ethical and Societal Aspects of Educational Leadership (3 credits)

This course examines educational leadership through an analysis of the relationship of personal values and the core values of society to education. There is emphasis on understanding of and sensitivity to the societal dimension of educational decision making.

EDNL 5730. School Based Management (3 credits)

The candidate will develop effective management strategies for school operations, understand management complexities that impact decisions related to the use of instructional time, evaluating instruction, fiscal responsibility, and resource management, internal and external communication, and public school law mandates.

EDNL 5800. Supervision and Instructional Leadership (3 credits)

In this course, candidates focus on developing an understanding of the essential elements of developmental supervision,

quality instruction, and effective learning. Particular attention is focused on knowledge and application of effective leadership models and styles for implementing quality instruction. Candidates develop supervisory skills they can use to strengthen the instructional program in schools by facilitating and supporting the professional development of teachers in order to improve student learning.

EDNL 5850. Curriculum Leadership (3 credits)

This course is designed to introduce prospective school executives to the role of curriculum leadership and "best practices" in managing a standards-based curriculum, including local and state assessments. The candidates will demonstrate their understanding of the North Carolina School Executive Standards by creating critical evidences that align activities with specific leadership standards. Strategies for improving curricular delivery and student assessment will be explored throughout the course.

EDNL 5860. Legal Aspects of Educational Leadership (3 credits)

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics.

EDNL 5880. Leading School Improvement and Organizational Change (3 credits)

This course introduces the candidate to the school improvement process with attention to implementing change in the operations, policies, and governance of the school. The candidates will apply their understanding of key concepts that pertain to stakeholder involvement, teacher empowerment, and strategic planning for increased student achievement.

EDNL 5900. Internship and Seminar in Educational Leadership I (3 credits)

These two courses are composed of a two-semester internship in a public school setting in order to give the candidates the opportunity to apply, practice and refine the knowledge and skills acquired from course work. During this experience the candidates will play an active role in identifying and solving a school-related problem and will also engage in the assigned duties of administering the school. The candidate will be required to develop an educational leadership internship portfolio in accordance with the specifications provided. The candidate's internship participation will be supervised jointly by school-based administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. PREREQ: Completion of 15 hours of graduate work and permission of program director.

EDNL 5950. Internship and Seminar in Educational Leadership II (3 credits)

These two courses are composed of a two-semester internship in a public school setting in order to give the candidates the opportunity to apply, practice and refine the knowledge and skills acquired from course work. During this experience the candidates will play an active role in identifying and solving a school-related problem and will also engage in the assigned duties of administering the school. The candidate will be required to develop an educational leadership internship portfolio in accordance with the specifications provided. The candidate's internship participation will be supervised jointly by school-based administrators and university personnel and will include a reflective evaluation and an oral comprehensive exam. PREREQ: Completion of 15 hours of graduate work and permission of program director.

Graduate Program in Elementary Education

Elementary Education, M.A.Ed.

Director: Kelly Ficklin

Program Description

The master's degree in elementary education is designed for experienced, practicing teachers who are seeking an "M" license and/or planning to apply for National Board Certification. The master's program extends the theoretical and pedagogical foundations acquired during undergraduate study and builds on the competence acquired by the career teacher through years of practice. Teachers must hold a Standard Professional I license or be eligible to hold a Standard Professional I license at the time of application. Two years full-time teaching experience is recommended but not required.

Program Mission

The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well-being of their students, the teaching and learning environments of their schools, and partnerships with parents and families.

Program Goals

The Elementary Education Program is designed to help the career teacher

1. strengthen his/her commitment to the goals of education in a democratic society and use the underlying principles of those goals to guide decisions about practice;
2. develop ways of working with families and other members of the community to reform schools so that all children may learn meaningfully and equitably;
3. become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
4. develop the disposition to strengthen both subject-specific and pedagogical knowledgebases through systematic research and inquiry on practice;
5. construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and,
6. develop the disposition to reflect critically on the connection between his/her conceptual framework for teaching and learning (theory) and the effectiveness of his/her practice on diverse learners.

Master of Arts in Education

Elementary Education, M.A.Ed.

Requirements for a Master of Arts in Education: Elementary Education

I: Theory and Research: 6 Sem. Hrs.

- EDN 5490. Effective Educational Leadership (3 credits)

- EDN 5660. Applied Educational Research (3 credits)

II: Professional Practice and Pedagogy: 15 Sem. Hrs.

- ELE 5700. Language, Literacy, and Diversity (3 credits)
- ELE 5750. Curricula Design and Choices (3 credits)
- ELE 5775. Development, Diversity, and Differentiated Instruction (3 credits)
- ELE 5800. Advanced Elementary Mathematics and Science (3 credits)
- ELE 5850. Advanced Elementary Social Studies and Language Arts (3 credits)

III: Guided Content Courses: 12 Sem. Hrs.

In consultation with their program advisor and/or director, candidates will choose 12 semester hours from content courses.

IV: Professional Practice and Pedagogy: 3 Sem. Hrs.

- ELE 5900. Professional Development and Leadership Seminar (3 credits)

Total: 36 Sem. Hrs.

Courses: Elementary Education

ELE 5700. Language, Literacy, and Diversity (3 credits)

The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional, and cultural aspects of language. This foundation provides the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing, and viewing through the use of culturally diverse and appropriate literature. Candidates will demonstrate collaboration skills with families and specialists within the school settings.

ELE 5750. Curricula Design and Choices (3 credits)

The purpose of this course is to assist teachers in developing a comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom. Candidates will use philosophical viewpoints to inform decisions related to organization, structure, and sequence of curriculum, selection of resources, approaches to engaging learners in inclusive, supportive environments and assessment of learner outcomes.

ELE 5775. Development, Diversity, and Differentiated Instruction (3 credits)

The purpose of this course is to assist candidates in developing a contextual perception of diverse learners and their educational needs based on information about children's family life, culture, and stages of development. Candidates will assess children's development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Candidates will also explore ways to nurture and motivate family involvement in the education process

ELE 5800. Advanced Elementary Mathematics and Science (3 credits)

The purpose of this course is to assist candidates in deepening their understanding of mathematics and science in facilitating student learning. Emphasis placed on a constructivist approach to learning and incorporating research as it translates to instructional practices.

ELE 5850. Advanced Elementary Social Studies and Language Arts (3 credits)

The purpose of this course is to provide an opportunity for candidates to improve student learning in social studies and language arts through systematic analysis and reflection on the cycles of teaching and learning. A primary focus is placed on connecting curriculum and instructional design, desired learning outcomes, content, diverse learners, instructional resources and assessment measures, in the context of developing global understandings and multiple literacies.

ELE 5900. Professional Development and Leadership Seminar (3 credits)

The purpose of this course is to provide a capstone experience for candidates to integrate the knowledge and insights gained from experiences in previous courses into final revisions of their professional portfolio. Based on updated self-assessment, candidates develop goals for future professional development and complete data analysis and conclusions to finalize leadership and action research projects.

Graduate Programs in English Education

The Master of Arts in English Education (M.A.)

Director: Roger A. Ladd

The curriculum in the Master of Arts in English Education affirms the richness of language and literature produced by diverse groups. Thus, the program offers courses in language, literacy, literature, and pedagogy. Core courses and electives within a chosen emphasis expand students' personal, intellectual, and professional horizons through classroom experiences and opportunities for travel.

Inservice teachers who are admitted with initial licensure will be recommended for the North Carolina M license in English upon successful completion of the Licensure Concentration of the program. The UNCP Graduate Program in English Education is approved by the Department of Public Instruction for Advanced Licensure in English and is one of the few programs in the state offering courses leading to add-on ESL licensure. Furthermore, program goals and objectives are aligned with National Board Certification standards.

College graduates with backgrounds in English or related fields who are admitted to the program seek advanced knowledge and skills in language, literacy, and literature for various personal and professional proposes, including preparation to teach in community colleges.

Through graduate course work, candidates for the Master of Arts in English Education acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in literature, literacy, and pedagogy.

The Master of Arts in English Education offers two Concentrations: the Licensure Concentration and the Thesis Concentration. The Licensure Concentration focuses on the needs of candidates who already hold initial teacher licensure and prepares those students for advanced licensure. The Thesis Concentration focuses on the needs of candidates who want to develop their teaching and research in a postsecondary context, with a balance of pedagogical and research interests.

The culminating product of the graduate experience in the Licensure Concentration is a Capstone Portfolio and Presentation, in which the candidate demonstrates a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy demonstrates the candidate's proficiency in those areas that constitute program goals:

1. Teacher Leadership
2. Respectful Educational Environments
3. Content and Curriculum Expertise
4. Student Learning
5. Reflection

The culminating product of the graduate experience in the Thesis Concentration is the Six-Credit Thesis (ENG 6020 and ENG 6030), in which the candidate demonstrates sustained development of a major research project. This Thesis must then be successfully defended before a panel of graduate faculty.

Master of Arts

English Education, Licensure Concentration, M.A.

Requirements for a Master of Arts in English Education:

Licensure Concentration

A. Core Courses: 15 Sem. Hrs.

(15 hours required)

- ENG 5000. Literacy in Context: Issues and Reform (3 credits)
- ENG 5300. Theories and Methods of Literary Research (3 credits)
- EED 5510. The Teaching of Writing: Theory and Practice (3 credits)
- EED 5520. The Teaching of Literature: Theories, Issues, and Practices (3 credits)
- EDN 5490. Effective Educational Leadership (3 credits)

B. Content Courses: 21 Sem. Hrs.

(Choose 21 credit hours from the following courses)

- ENG 5010. Critical Approaches to Children's Literature (3 credits)

- ENG 5050. Native American Literature (3 credits) or
- AIS 5500. Native American Literature (3 credits)
- ENG 5110. Principles of English Linguistics (3 credits)
- ENG 5210. Advanced Creative Writing (3 credits)
- ENG 5310. Medieval and Early Modern Drama (3 credits)
- ENG 5320. Rhetorical Analysis (3 credits)
- ENG 5330. Working Class Literature (3 credits)
- ENG 5340. Victorian Literature (3 credits)
- ENG 5500. Advanced Nonfiction Writing (3 credits)
- ENG 5610. Shakespeare Studies (3 credits)
- ENG 5750. Film Studies (3 credits)
- ENG 5810. Phonetics and Phonology (3 credits) (fall odd years)*
- ENG 5830. Second Language Acquisition (3 credits) (spring even years)*
- ENG 5850. Cultural Issues of English as a Second Language (3 credits) (fall even years)*
- TESL 5890. Applied Pedagogy of Teaching English as a Second Language (3 credits) (spring odd years)*
- ENGS 50xx. Seminar in Literature (3 credits)
- ENGS 51xx. Special Topics in Literacy (3 credits)
- ENGS 52xx. Literary Genre Seminar (3 credits)
- ENGS 53xx. Author Seminar (3 credits)
- ENGS 5370. Study Abroad (3 credits)
- ENGS 54xx. Literary Period Seminar (3 credits)
- ENG 6010. Three-Credit Thesis (3 credits)
  or
- ENG 6020. Six-Credit Thesis I (3 credits) and
- ENG 6030. Six-Credit Thesis II (3 credits)

Guided Elective course:

With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use EDN 5660, EDN 5470, and EDN 5480 as elective courses.

C. Capstone Portfolio and Presentation

The Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.

Total: 36 Sem. Hrs.

English Education, Thesis Concentration, M.A.

Requirements for a Master of Arts in English Education:

Thesis Concentration

A. Core Courses: 12 Sem. Hrs.

(12 hours required)

- EED 5510. The Teaching of Writing: Theory and Practice (3 credits)
- EED 5520. The Teaching of Literature: Theories, Issues, and Practices (3 credits)
- ENG 5300. Theories and Methods of Literary Research (3 credits)
- ENGS 57xx. Expanding Canon Seminar (3 credits)

B. Electives: 18 Sem. Hrs.

(18 hours required)

- ENG 5000. Literacy in Context: Issues and Reform (3 credits)
- ENG 5010. Critical Approaches to Children's Literature (3 credits)

- ENG 5050. Native American Literature (3 credits) or
- AIS 5500. Native American Literature (3 credits)
- ENG 5110. Principles of English Linguistics (3 credits)
- ENG 5210. Advanced Creative Writing (3 credits)
- ENG 5310. Medieval and Early Modern Drama (3 credits)
- ENG 5320. Rhetorical Analysis (3 credits)
- ENG 5330. Working Class Literature (3 credits)
- ENG 5340. Victorian Literature (3 credits)
- ENG 5500. Advanced Nonfiction Writing (3 credits)
- ENG 5610. Shakespeare Studies (3 credits)
- ENG 5750. Film Studies (3 credits)
- ENG 5810. Phonetics and Phonology (3 credits) (fall odd years)*
- ENG 5830. Second Language Acquisition (3 credits) (spring even years)*
- ENG 5850. Cultural Issues of English as a Second Language (3 credits) (fall even years)*
- TESL 5890. Applied Pedagogy of Teaching English as a Second Language (3 credits) (spring odd years)*
- ENGS 50xx. Seminar in Literature (3 credits)
- ENGS 51xx. Special Topics in Literacy (3 credits)

- ENGS 52xx. Literary Genre Seminar (3 credits)
- ENGS 53xx. Author Seminar (3 credits)
- ENGS 5370. Study Abroad (3 credits)
- ENGS 54xx. Literary Period Seminar (3 credits)

C. Thesis: 6 Sem. Hrs.

(6 hours required)

- ENG 6020. Six-Credit Thesis I (3 credits)
- ENG 6030. Six-Credit Thesis II (3 credits)

Total: 36 Sem. Hrs.

License

English as a Second Language (ESL) Graduate Add-On Licensure

Requirements for Graduate Add-On Licensure in English as a Second Language (ESL): 12 Sem. Hrs.

- ENG 5810. Phonetics and Phonology (3 credits) (fall odd years)
- ENG 5830. Second Language Acquisition (3 credits) (spring even years)
- ENG 5850. Cultural Issues of English as a Second Language (3 credits) (fall even years)
- TESL 5890. Applied Pedagogy of Teaching English as a Second Language (3 credits) (spring odd years)

Note:

Candidates for this licensure must have taken ENG 3460. Aspects of the English Language (3 credits) and ENG 3710. English Grammar (3 credits) or their equivalents.

The degree must be completed within five years of admission to the program. Students should consult with the Program Director about rotation of core courses and schedule their capstone experience to assure completion of all requirements in a timely manner.

Courses: English

ENG 5000. Literacy in Context: Issues and Reform (3 credits)

Examinations of literacy issues from intersecting historical, global, psychological, socioeconomic, class, and curricular perspectives (including gender and race); the role of technology in literacy; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; and how literacy professionals can provide leadership in the twenty-first century.

ENG 5010. Critical Approaches to Children's Literature (3 credits)

Introduction to current theoretical and critical approaches in the field of children's literature. Students will read multiple theoretical and critical works, and a broad selection of novels and other works commonly read by children.

ENG 5050. Native American Literature (3 credits)

Study of the historical and continuing contributions of Native American authors to literary studies, especially within the United States. Particular attention will be paid to the intersections of Euroamerican and Native American traditions. Topics covered may include, contemporary issues, oral and written traditions, identity, place, colonization, displacement, and differing world views.

ENG 5110. Principles of English Linguistics (3 credits)

A study of the English language as a system of rules operating at various levels (sound, word formation, syntax, and discourse) and how this system governs and explains our everyday use of the language. The course will focus on English but will also include analysis of examples from other languages of the world for comparative purposes.

ENG 5210. Advanced Creative Writing (3 credits)

Study and extensive practice in a variety of literary genres such as fiction, poetry, script and/or play writing, children's literature, and others. Workshop format.

ENG 5300. Theories and Methods of Literary Research (3 credits)

Study of the major theoretical approaches to interpreting literature; application of research methodology to study of texts, periods, genres.

ENG 5310. Medieval and Early Modern Drama (3 credits)

Study of the transition from late medieval to early modern English drama, with particular attention to representations of the divine and supernatural.

ENG 5320. Rhetorical Analysis (3 credits)

Study of classical and contemporary rhetorical concepts; analysis of a variety of texts such as speeches, film, advertising, news, documentaries, social media, and other persuasive artifacts; examination of the rhetorical effects of non-literary texts.

ENG 5330. Working Class Literature (3 credits)

Study of the contributions of working-class writers from the early 20th-century to the present, especially in the U.S., with an emphasis on the intersections among race, class, and gender in working-class culture. Particular attention will be paid to the interdisciplinary field of working-class studies.

ENG 5340. Victorian Literature (3 credits)

A critical study of selected literature of the Victorian period in relation to social and cultural contexts, such as industrialization, social class and social reform, roles of women and children, religion, and science, monarchy and empire, and conditions of

literary publication.

ENG 5500. Advanced Nonfiction Writing (3 credits)

Study and extensive practice in expository, persuasive writing, narrative, autobiographical and biographical forms. Topics may include creative non-fiction and modern literary journalism.

ENG 5610. Shakespeare Studies (3 credits)

An intensive study of Shakespeare and his work considering both Early Modern stage practice and Shakespeare's later cultural impact. Course emphasis may vary to include such issues as gender, genre, race, adaptation, and performance. The course may also provide an opportunity for a trip to Shakespeare's England.

ENG 5750. Film Studies (3 credits)

An investigation of film in its cultural, social, and historical contexts; the film text in its various configurations, including a discussion of film narrative, film techniques, film history, the development of the medium and the industry, as well as a study of theory, criticism, and analysis. Topics may vary to include studies of critical methods, genre, directors, national cinema, and movements in film history.

ENG 5810. Phonetics and Phonology (3 credits)

A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns.

ENG 5830. Second Language Acquisition (3 credits)

An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence.

ENG 5850. Cultural Issues of English as a Second Language (3 credits)

A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered.

ENG 6010. Three-Credit Thesis (3 credits)

A research paper produced during one semester, of at least 25-30 pages, that substantially develops through extensive revision a research paper that earned an A in a course taken during the student's first 21 hours in the Master of Arts in English Education; expanded research and writing under the direction of a faculty advisor (in whose course the original paper was submitted) and second reader who schedule meetings and submission of work throughout the semester. Must be taken in every fall or spring semester once thesis work is begun until such time as the thesis has been successfully defended. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work.

ENG 6020. Six-Credit Thesis I (3 credits)

The first of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 6020 earns a grade of Satisfactory (Pass) upon the student's successful review of relevant primary and secondary sources culminating in an acceptable annotated bibliography and prospectus. Must be taken in every fall or spring semester once thesis work is begun until such time as the prospectus has been successfully submitted. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work.

ENG 6030. Six-Credit Thesis II (3 credits)

The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 6030 consists of the student's drafting, revising, and submitting the completed, successful thesis to earn a grade of Satisfactory (Pass). Must be taken in every fall or spring semester after the prospectus has been submitted until such time as the thesis has been successfully defended. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work.

ENGS 5370. Study Abroad (3 credits)

A critical study of a particular area in literature and cultural studies with an international focus.

ENGS 52xx. Literary Genre Seminar (3 credits)

A seminar approach to the study of a particular literary genre or sub-genre seen in its genesis, maturation, and subsequent influence; possible topics include Courtly Literature, Romantic Poetry, Modern Poetry, The Bildungsroman, The Short Story, Modern World Drama, The Epic.

ENGS 53xx. Author Seminar (3 credits)

A seminar approach to the study of a literary figure whose substantial literary corpus may be investigated through primary texts, major scholarship, theoretical approaches, and bibliographical and textual study that situate the author within a particular literary, historical, or cultural framework.

ENGS 54xx. Literary Period Seminar (3 credits)

A seminar approach to the study of a significant period of American, British, or world literature; texts are examined for the characteristics that define the period and as evidence of literary, historical, and cultural contexts. Possible periods for study are Medieval British Literature, English Romanticism, Literature of the English Renaissance, American Transcendentalism, American Literary Realism, Eighteenth Century Studies, and the Victorian Age.

ENGS 57xx. Expanding Canon Seminar (3 credits)

A seminar approach to the study of a significant author, topic, period, or genre related to the expanding canon. The focus of this course might include Native American, African-American, Asian American, Women's, Latino/a, Post Colonial, regional,

working-class, or other literatures.

TESL 5810. Internship in TESOL (3 credits)

Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 ESL licensure. PREREQ: Approval of the English Education Program Director.

TESL 5890. Applied Pedagogy of Teaching English as a Second Language (3 credits)

Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management.

Graduate Programs in Health and Physical Education

Health and Physical Education, M.A.
Two Concentrations of Study
36 Total Semester Hours for Each Concentration

Director: Thomas Trendowski

Program Description

The Department of Health and Human Performance offers a Master of Arts (M.A.) in Physical Education with a concentration in either of two programs - 1) Physical Education "M" Licensure, or 2) Exercise/Fitness or Sports Administration.

The M.A. program leading to "M" licensure is designed to enhance physical educator's understanding and knowledge of human movement, the graduate program in Health and Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate's physical education preparation, and to that end, will be a multi-disciplinary study that aims to help in-service teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

The graduate experience in the Exercise Science/Sport Administration program provides opportunities for students to investigate those associated fields at a more intense level than an undergraduate program can provide to students. Faculty members provide in-depth coursework for graduate students in a variety of sub-disciplinary areas including exercise science, sport psychology, recreation, sport management, and sport leadership. Students in this program complete a thesis in their final semester and present the result from their research project to the graduate department faculty.

Program Goals

The graduate program in Health and Physical Education ("M" licensure) is designed

1. to prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. to extend the graduate student's understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. to help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. to stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. to help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. to provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. to help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors; and
8. to help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

The graduate program in Physical Education - Exercise Science/Sport Administration is designed

1. to prepare professionals in the field of human movement physiology as it relates to the fields of exercise science and sport administration;
2. to extend the graduate student's understanding of the basic principles of management, supervision, leadership, and/or administration;
3. to help the graduate student to understand the role of psychology in teaching, coaching, and administration;
4. to stress the importance of a sound understanding of legal issues for athletes, recreation, and any movement education facility;
5. to help the graduate student to construct effective development plans for various phases of health, wellness, fitness, physical education, recreation, etc.;
6. to provide an expanded grasp of research trends in the field of human movement and healthful living;
7. to help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors; and
8. to help the graduate student to develop the ability to objectively review contemporary issues affecting students, families, sports, and schools.

Master of Arts

Health and Physical Education, Exercise/Sports Administration Concentration, M.A.

Requirements for a Master of Arts in Physical Education:

Exercise/Sports Administration Concentration

Core Courses: 36 Sem. Hrs.

- EXER 5010. Health, Fitness, and Exercise Physiology (3 credits)
- EXER 5020. Exercise, Sport, and Coaching Psychology (3 credits)
- EXER 5040. Recreation, Leisure, and Tourism (3 credits)
- EXER 5050. Health, Wellness and Fitness Administration (3 credits)
- EXER 5060. Current Issues and Trends in Health, PE, and Sport (3 credits)
- EXER 5070. The Law in PE and Sport (3 credits)
- EXER 5080. Facility Design and Management (3 credits)
- EXER 5090. Promotion and Marketing of PE and Sport (3 credits)
- EXER 5100. Leadership and Management in Health, PE and Sport (3 credits)
- EXER 5110. Conflict Resolution in PE/Sport (3 credits)
- EXER 5980. Research Methodology (3 credits)
- EXER 6000. Thesis (3 credits)
- EXER 6200. Graduate Comprehensive Examination (0 credit)

Total (minimum): 36 Sem. Hrs.

Health and Physical Education, Physical Education Licensure Concentration, M.A.

Requirements for a Master of Arts in Health and Physical Education:

Physical Education Licensure Concentration

Required Courses: 36 Sem. Hrs.

- EDN 5470. Advanced Classroom Management (3 credits) *
- EDN 5480. Advanced Foundations of American Education (3 credits) *
- EDN 5490. Effective Educational Leadership (3 credits) *
- EDN 5660. Applied Educational Research (3 credits) *
- EXER 5010. Health, Fitness, and Exercise Physiology (3 credits)
- EXER 5020. Exercise, Sport, and Coaching Psychology (3 credits)
- EXER 5030. Advanced Teaching Methodologies in Health/PE (3 credits)
- EXER 5050. Health, Wellness and Fitness Administration (3 credits)
- EXER 5060. Current Issues and Trends in Health, PE, and Sport (3 credits)
- EXER 5070. The Law in PE and Sport (3 credits)
- EXER 5120. Advanced Methodologies in Health/PE II (3 credits)
- EXER 6000. Thesis (3 credits)
- EXER 6200. Graduate Comprehensive Examination (0 credit)

Total (minimum): 36 Sem. Hrs.

*For EDN course descriptions, see listings in M.A.Ed. program.

Courses: Exercise and Sport Science

EXER 5010. Health, Fitness, and Exercise Physiology (3 credits)

Course will present concepts of health, fitness, and exercise physiology in a practical approach based on researched principles of human physiology and applied science as it pertains to various grade levels, adults, and seniors. Movement analysis of the human body will be studied as to variables, exercise responses, training principles, adaptation, and modalities. Physiological response of human body system will be explored relevant to wellness and fitness.

EXER 5020. Exercise, Sport, and Coaching Psychology (3 credits)

Course will examine topics related to the potential for optimal human athletic and exercise performance at various life stages. Areas of study will include functional behavior, behavior modification, psychology of human and work motivation, self-assertion, personality, gender differences, visual and auditory perception, and stages and processes of behavior development and decision-making.

EXER 5030. Advanced Teaching Methodologies in Health/PE (3 credits)

This course focuses on health/PE teaching instruction needed for learning, planning, and implementing health and physical education teaching techniques. Students will analyze various teaching models, practical application, and critical reflection.

EXER 5040. Recreation, Leisure, and Tourism (3 credits)

A comprehensive study of the basic concepts of organized recreation and its philosophy and implementation. An in-depth overview of practices, methods, and processes of leadership, supervision, staff development, etc. as well as a thorough examination and study of the organization and administration of recreation management, logistics, legal issues, etc.

EXER 5050. Health, Wellness and Fitness Administration (3 credits)

Course will include in-depth coverage of the dimensions of health, wellness & fitness. The course is intended to provide knowledge and skills that will enable humans to achieve an optimal healthy lifestyle regardless of age or gender. Emphasis will be placed on making correct choices based on sound principles of researched and applied science and human biological study. The course will present the various options, strategies, issues and implications surrounding the bases of human wellness.

EXER 5060. Current Issues and Trends in Health, PE, and Sport (3 credits)

Course will be designed for formulating, designing, and implementing meaningful research into timely and practical wellness issues in health, physical education and/or sports, particularly in K-12 settings. Topics relative to health and physical educators, coaches, fitness coordinators, etc., will be researched and discussed. Society health, fitness, wellness, and athletic concerns will be researched and debated.

EXER 5070. The Law in PE and Sport (3 credits)

Course will be a thorough investigation and review of the legal and judicial issues, cases, and history of litigation in physical education and sport. Case research, analysis of law, and current legal issues that apply to physical educators and coaches will be examined in detail. Professional liability, statutory, and landmark cases in movement education will be studied.

EXER 5080. Facility Design and Management (3 credits)

Course will examine basic principles and practices of planning, designing, managing, operation of, maintenance of, security for, scheduling, crowd/risk management, adaptive barriers for, etc of facilities for PE, sport, recreation, health, fitness, etc.

EXER 5090. Promotion and Marketing of PE and Sport (3 credits)

Course will examine promotion and marketing principles such as marketing concepts, ethics, strategies, customer analysis, activity promotion, advertising, publication, sponsorship, endorsements, sales promotion, merchandising, public relations, etc., specific to the perspective of athletic directors, head coaches, school administrators, fitness administrators, etc.

EXER 5100. Leadership and Management in Health, PE and Sport (3 credits)

Course will examine the basic skills and techniques in leadership and management to include, but not limited to, leadership styles, problem-solving, decision-making, planning, budgeting, delegation, communications, self-management, supervision, staffing, accountability, time management, etc. A major part of the course will deal with proper leadership/management in health, PE, and sport issues in K-12 educational settings.

EXER 5110. Conflict Resolution in PE/Sport (3 credits)

Course will address conflict analysis and resolution associated with PE and sport environments. Both team and individual conflict situations will be discussed along with possible solutions. PE teacher/ coach resolution and problem-solving methodologies will be covered along with mediation techniques.

EXER 5120. Advanced Methodologies in Health/PE II (3 credits)

This course is designed to explore physical education teaching methods and strategies with specific emphasis on designing and delivering learning experiences for secondary level students. Students will be instructed on how to provide appropriate learning experiences and assessment techniques in Health and Physical Education. Instructional content development, student motivation and inclusion techniques along with observational tools will also be covered. NOTE: A grade of B or better is required of all students pursuing licensure degree programs.

EXER 5810. Internship in Health and Physical Education (3 credits)

Culminating clinical practice for Health and Physical Education initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area. PREREQ: Grade of "B" or better in EXER 5030 and EXER 5120; Approval of Graduate Program Director

EXER 5980. Research Methodology (3 credits)

Course will address graduate-level research design and methodology to include hypotheses, human subject(s) ethics and protocol, data collection, sampling, measurement, statistics, data interpretation, data analysis, etc.

EXER 5990. Capstone Study (3 credits)

Each student must successfully complete an original, rigorous, and significant research project. The capstone project may be a thesis and will be supervised by appropriate Health and Human Performance Department graduate faculty. Any project must have prior approval of the Health and Human Performance Graduate Committee. Must be repeated for credit in consecutive semesters until the final document has been successfully completed and defended.

EXER 6000. Thesis (3 credits)

Each student must successfully complete an original, rigorous, and significant research project that results in a thesis and is supervised by appropriate Health and Human Performance department faculty. Any project that results in a thesis must have prior approval of the Health and Human Performance Graduate Committee. This course must be repeated for credit in consecutive semesters until the final document has been successfully completed and defended. The course is designed to personalize the research experience and support the completion of research plans (proposal) established in EDN 5440, EDN 5660, or EXER 5980. PREREQ: EXER 5980 or EDN 5440 or EDN 5660 and IRB approval of research proposal

EXER 6200. Graduate Comprehensive Examination (0 credit)

Graduate Comprehensive Exam is a graduation requirement for all students in the master's degree programs housed in the Department of Health and Human Performance. Delivered on line and may be repeated in consecutive semesters. COREQ: EXER 5990 or EXER 6000 or 6100

Graduate Program in Mathematics Education

Mathematics Education, M.A.

Director: Latoya Brewer

Sir Isaac Newton made the statement, "If I have seen further than others, it is because I have stood on the shoulder of giants." In this statement, Sir Isaac Newton gave the essence of mathematics; it is a body of knowledge accumulated through cultural and historical development, and it is a shared experience.

Program Description

The Master's of Arts in Mathematics Education Program seeks to build upon the undergraduate degree through the extension of the width and breadth of students' mathematics background and through the enhancement of those skills and attributes which assist in the improvement of learning and teaching. The program's conceptual framework is based upon the premise of extending the experienced teacher's instructional background in those subject areas that are pertinent to the secondary curriculum: function, algebra, and geometry. The extension of the instructional background is contained within the casing of problem solving and research. Problem solving and research should promote data collection, analysis, reflective thought, conjecture, and assessment which provide collaborative leadership to other experienced practitioners. The growth will be demonstrated through the capstone project of the Portfolio.

Program Goals

The educational objectives of the program are

1. to provide students with a solid foundation and understanding of mathematics;
2. to enable students through study to appreciate both the aesthetic and practical aspects of mathematics.
3. to provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times;
4. to provide students with current theories regarding the psychological development of the learner, and an understanding of human dynamics found in the home, the school, and the community;
5. to demonstrate methods of evaluating student learning, textbooks, curriculum educational techniques, and the educational process as a whole;
6. to prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others;
7. to provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology; and
8. to stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meetings, and inservice programs.

Master of Arts

Mathematics Education, M.A.

Requirements for a Master of Arts in Mathematics Education

Pedagogical Requirements: 15 Sem. Hrs.

- MATE 5500. Curriculum Development and Evaluation in Mathematics Education (3 credits)
- MATE 5530. Teaching Critical Thinking and Problem-Solving Techniques (3 credits)
- MATE 5600. Advanced Classroom Instruction in Mathematics Education (3 credits)
- MATE 5660. Advanced Educational Research in Mathematics Education (3 credits)
- MATE 5990. Professional Development and Leadership Seminar (3 credits)

Academic Specialization: 21 Sem.Hrs.

Mathematics Content

1. Analysis (6 hrs)

- MATH 5210. Analysis I (3 credits)
- MATH 5220. Analysis II (3 credits)

2. Algebra and Discrete Mathematics (6 hrs)

- MATH 5410. Advanced Topics in Abstract Algebra (3 credits)
- MATH 5420. Special Topics in Discrete Mathematics (3 credits)

3. Geometry (3 credits)

- MATH 5110. Advanced Topics in Geometry (3 credits)

4. Statistics (3 credits)

- MATH 5060. Statistics and Probability (3 credits)

5. Technology in Education (3 credits)

Total (minimum): 36 Sem. Hrs.

Courses: Mathematics

MAT 5810. Internship in Secondary Mathematics (3 credits)

Culminating clinical practice for Math Education initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area.

MAT 6000. Thesis in Mathematics Education (3 credits)

The student prepares a masters degree thesis in Mathematics Education under the direction of a thesis advisor from the Dept.

of Math/CSC and the student's thesis committee. Students electing to complete a thesis are still required to take the written comprehensive examinations. May be used to satisfy 3 hours of electives. PREREQ: 21 hours of Graduate Work, MAT 5000, EDN 5660, permission of Math Dept. Chair, Graduate Program Coordinator, and Graduate Dean.

MATE 5080. Technology in Mathematics Education (3 credits)

An inservice course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development.

MATE 5500. Curriculum Development and Evaluation in Mathematics Education (3 credits)

A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MATE 5530. Teaching Critical Thinking and Problem-Solving Techniques (3 credits)

This course strengthens the student's mathematical problem-solving ability by extensive work with non-routine problems that can be solved by elementary methods. General strategies for creative problem-solving will be emphasized. Meaningful ways of dealing with such problems in the secondary school classroom will constitute a significant part of the course. Required of all master's candidates in mathematics education.

MATE 5600. Advanced Classroom Instruction in Mathematics Education (3 credits)

An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MATE 5660. Advanced Educational Research in Mathematics Education (3 credits)

Emphasis is on understanding research designs and methods in mathematics education. Students will apply statistical methods to interpret and present data in a professional research method. Students will use experience gained here to develop a comprehensive research-based project as their capstone experience.

MATE 5990. Professional Development and Leadership Seminar (3 credits)

A capstone experience for mathematics teachers. Candidates will successfully complete a comprehensive research-based project in mathematics education by integrating knowledge gained throughout the program into a final conceptual framework. The project may take the form of a thesis or a comprehensive portfolio and will incorporate educational research. This project will include the candidate's plans for future professional development. Each candidate will give an oral presentation of his or her completed comprehensive project for review by the graduate faculty in the mathematics department.

MATH 5060. Statistics and Probability (3 credits)

The emphasis of this course will be on understanding various statistical concepts and techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

MATH 5110. Advanced Topics in Geometry (3 credits)

Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 4110 classes.

MATH 5210. Analysis I (3 credits)

A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MATH 5220. Analysis II (3 credits)

A continuation of MATH 5210. This course continues developing the principal ideas and techniques of Calculus. Advanced topics covered may include selected topics from the real number system involving open and closed sets, covering properties, Borel sets. Additional topics: measurable sets and measurable functions, Lebesque measure and integration, and LP spaces.

MATH 5410. Advanced Topics in Abstract Algebra (3 credits)

Two- and three-dimensional linear algebra over the numbers; geometric interpretations; and topics from group, ring, and field theory that have implications to the secondary curriculum.

MATH 5420. Special Topics in Discrete Mathematics (3 credits)

This course will cover applications of Discrete Mathematics and such discrete techniques as are currently found at the secondary level. This course will also cover content chosen from classical Number Theory that extends beyond what students learned in undergraduate courses.

Computer Science

CSC 5050. Current Topics in Computers in Education (3 credits)

Crosslisted: (MATH 5080)
An inservice course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development. A laboratory experience will be an integral part of the course.

CSC 5080. Computer Graphics for the Mathematics Teacher (3 credits)

This course introduces graphics appropriate to classroom settings at the pre-college level. Graphics that will be dealt with include various algebraic, geometric, and trigonometric relations. Methods that will be used include direct programming as well as the introduction of commercially available software designed for this purpose.

CSC 5090. Programming and Algorithms for the Mathematics Teacher I (3 credits)

Techniques for problem solving in a mathematical setting through programming in a high level language. The efficiency of algorithms and the design of programs are considered. CSC 2020 or its equivalent is required background for this course.

CSC 5100. Programming and Algorithms for the Mathematics Teacher II (3 credits)

Advanced techniques for problem solving in a mathematics setting through programming in a high level language. Emphasis is given to data structures and object-oriented design. An individual indepth programming project including design, implementation, testing, and documentation of each phase is required. PREREQ: CSC 5090 or instructor permission.

CSC 5110. Computer Hardware in an Educational Setting (3 credits)

A study of the various components that make up computer configurations in public school settings. Comparison of the various types of computer hardware available for use in the school. Particular attention will be given to evaluation of hardware for laboratory situations with both individual and networking of computers and computer terminals.

CSC 5120. Database Management for Teachers (3 credits)

Goals of DBMS including data independence, relationships, logical organizations, schema and subschema. Designing databases including lossless join, dependence preserving normal form decompositions. Using relational database management systems. Constructing applications which include databases. Data integrity and reliability. PREREQ: CSC 5100 or permission of instructor and program coordinator.

CSC 5130. Computer Systems for Teachers (3 credits)

Basic logic design; sequential circuits; digital storage and access. Computer structure, machine and assembly language, and addressing modes. I/O and interrupt structure. Operating system concepts. Examples from microcomputer operating systems. PREREQ: CSC 5100 or permission of instructor and program coordinator.

Graduate Programs in Middle Grades Education

Middle Grades Education, M.A.Ed.

Director: Camille Goins

Specialty Area Advisors:

Language Arts: Roger A. Ladd

Mathematics: Latoya Brewer

Science: Rita Hagevik

Social Studies: Serina Cinnamon

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold a Standard Professional I license in middle school education. Building on the background knowledge and experience of the classroom teacher, the program seeks to strengthen advanced academic competence through two teaching concentrations in the disciplines, and to relate advanced understandings of the learner, learning process, curriculum, and instructional strategies to the unique needs and characteristics of the emerging adolescent.

Students pursuing the M.A.Ed. are encouraged to complete the program's professional studies core within their initial 15 hours of graduate study. The required capstone course is taken toward the completion of the student's program of study. All M.A.Ed. candidates are required to construct and present products of learning such as action research projects and professional portfolios that are aligned with the advanced Master's degree competencies.

Program Goals

The Program will prepare the teacher to

1. Develop an understanding of the history and philosophy of middle grades education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting.
2. Develop an understanding of middle school curriculum and practices appropriate for the emerging adolescent learner.
3. Develop a greater understanding of the theoretical base, research, and exemplary practices of middle grades education.
4. Demonstrate advanced knowledge of the content and pedagogy of the middle school curriculum.
5. Improve educational practice through self-reflection, self-evaluation, and action research.

Master of Arts in Education

Middle Grades Education, M.A.Ed.

Requirements for a Master of Arts in Education: Middle Grades Education

Required Professional Studies Core: 12 Sem. Hrs.

- EDN 5470. Advanced Classroom Management (3 credits)
- EDN 5480. Advanced Foundations of American Education (3 credits)
- EDN 5490. Effective Educational Leadership (3 credits)

- EDN 5660. Applied Educational Research (3 credits)

Specialty Area Requirements: 21 Sem. Hrs.

Required and Guided Electives in One Subject Area

Students must complete one 21-semester-hour content area concentration in Language Arts, Mathematics, Science, or Social Studies. Advanced study in any content area chosen for specialization requires foundation discipline knowledge sufficient for graduate-level work.

1. Language Arts:

(two required courses + five electives)

Required courses:

- EED 5510. The Teaching of Writing: Theory and Practice (3 credits) *
- EED 5520. The Teaching of Literature: Theories, Issues, and Practices (3 credits) *

Five courses from the following:

- ENG 5000. Literacy in Context: Issues and Reform (3 credits) *
- ENG 5050. Native American Literature (3 credits) *
- ENG 5210. Advanced Creative Writing (3 credits)
- ENG 5500. Advanced Nonfiction Writing (3 credits) *
- ENG 5610. Shakespeare Studies (3 credits) *
- ENG 5750. Film Studies (3 credits) *
- ENGS 5000-5099. Literary Topic Seminar
- ENGS 5100-5199. Special Topics in Literacy
- ENGS 5200-5299. Literary Genre Seminar
- ENGS 5300-5399. Author Seminar
- ENGS 5400-5499. Literary Period Seminar
- ENGS 5700-5799. Expanding Canon Seminar or

- ENG 5810. Phonetics and Phonology (3 credits) or
- ENG 5830. Second Language Acquisition (3 credits) or
- ENG 5850. Cultural Issues of English as a Second Language (3 credits)

2. Science:

(one required course + six electives)

Required course:

- SCE 5600. Foundations of Science Education (3 credits) **

Physical Sciences:

(select at least three)

- PHY 5200. Current Trends in Physics (3 credits) ** or
- PHY 5480. Historical Perspectives of Physics (3 credits) **

- CHM 5480. Historical Perspectives of Chemistry (3 credits) ** or
- CHM 5200. Current Trends in Chemistry (3 credits) **

- GLY 5010. Essentials of Earth Science (3 credits) ** or
- GLY 5020. Essentials of Earth History (3 credits) **

Life Sciences:

(select at least one)

- BIO 5100. Marine Biology (3 credits) **
- BIO 5120. Topics in Ecology and Environmental Biology (3 credits) **
- BIO 5250. Evolutionary Botany (3 credits) **
- BIO 5350. Evolutionary Zoology (3 credits) **

At least two additional courses from those listed above

3. Social Studies:

(one required course + six electives)

Required course:

- SSE 5750. Social Studies Curriculum Transformation (3 credits) ***

Social Sciences (select at least three):

- Geology/Geography (GGY/GLY***)
- Political Science (PSPA***)
- Economics (ECN*****)
- American Indian Studies (AIS***)

History (select at least three):

- HST 5100. Advanced North Carolina History (3 credits) ***
- HST 5200. History of the South (3 credits) ***

4. Mathematics:

(two required courses + five electives)

Required courses:

- MATE 5500. Curriculum Development and Evaluation in Mathematics Education (3 credits) ****
- MATE 5530. Teaching Critical Thinking and Problem-Solving Techniques (3 credits) ****

Five courses selected from:

- MATE 5600. Advanced Classroom Instruction in Mathematics Education (3 credits) ****
- MATH 5060. Statistics and Probability (3 credits) ****
- MATH 5110. Advanced Topics in Geometry (3 credits) ****

Required Middle Grades Capstone Course: 6 Sem. Hrs.

Thesis: 0-6 Sem. Hrs.

Independent Study: 0-3 Sem. Hrs.

Total (minimum): 39 Sem. Hrs.

Note: For course descriptions, see M.A. in *English Education, **Science Education, ***Social Studies Education, ****Mathematics Education, *****MBA

Courses: Education

EDN 5040. Basics Tenets of Education (3 credits)

This course is a graduate-level introduction to the foundational fields of education: philosophy and psychology, with an emphasis on the development of an appreciation for the role and responsibility of the teacher as the instructional leader in the educational community.
COREQ: EDN 5460 Field Experience required COREQ: EDN 5460

EDN 5120. Advanced Studies of Exceptional Children (3 credits)

This course is a graduate-level introduction to the areas of focus addressed within the Individuals with Disabilities Education Act. This course familiarizes students with the practices, philosophies, roles, and responsibilities of educators working with a diverse population of students. Field experience required. COREQ: EDN 5460

EDN 5260. Advanced Instructional Approaches to Middle School Grades (3 credits)

This course addresses the unique teaching strategies and specialized materials and resources for the middle grades classroom. Focus on specialized curriculum, and teaching styles which meet these needs, especially interdisciplinary team teaching. Field experience required. COREQ: EDN 5460

EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)

This course examines curriculum design and research-based practices in lesson design and instructional practices, including backward design, instructional strategies such as differentiated instruction and formative and summative assessment. COREQ:EDN 5460 Field experience reqiured.

EDN 5460. Field Experience (0 credit)

The student will participate in field experiences that support the practical application of theoretical constructs including activities completed outside of the college classroom connecting to course content, assignments and assessments. Students will actively engage with clinical teachers and students to broaden their knowledge bases and engage in school-based professional activities and may include observation, co-teaching and working with students in supervised settings. (Course may be repeated.)

EDN 5470. Advanced Classroom Management (3 credits)

This course is designed to develop graduate students' knowledge base related to the theory and techniques of classroom management. Emphasis is placed on how those understandings can be utilized to establish a positive and respectful learning environment for all students. A variety of classroom management programs are examined and evaluated. Field experience required. COREQ: EDN 5460

EDN 5480. Advanced Foundations of American Education (3 credits)

This course focuses on the multicultural 21st-century classroom and its foundations in educational philosophy and educational psychology. Course requirements are designed to nurture the professional disposition for critical self-reflection and to develop the theoretical knowledge base including research-based practices in the classroom. Emphasis is placed on promoting positive learning outcomes for all students. Field experience required. COREQ: EDN 5460

EDN 5490. Effective Educational Leadership (3 credits)

This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate candidates will begin and may finish their leadership projects in this course. Field experience required. COREQ: EDN 5460

EDN 5620. Advanced Educational Assessment (3 credits)

This course is designed to address principles, theories, and techniques of educational measurement and classroom assessment. Topics addressed in this course are assessment techniques; interpreting test results; political, philosophical, and ethical issues in testing and assessment; and applications to classroom, district, and state testing programs.

EDN 5660. Applied Educational Research (3 credits)

Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Graduate candidates will begin and may finish the research project in this course. Field experience required. COREQ: EDN 5460

EDN 5800. Effective Instructional Practices (3 credits)

This course explores the development of effective instructional practices designed to significantly improve the academic

success of all students. Topics covered in the class include (but are not limited to): responsiveness to students' needs, reading and writing in the content areas, lesson planning, instructional expectations, technology integration, classroom management, higher-order thinking skills, and diversity. Field experience required.

EDN 5810. Internship (3 credits)

Culminating clinical practice for initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area.

EDN 5820. Instructional Development (3 credits)

This course provides students with the knowledge and skills required for designing and evaluating instructional plans, units, and educational programs. Topics will include types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Field experience required.

EDN 5990. Independent Study (3 credits)

An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 6000. Thesis in Education (3-6 credits)

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. PREREQ: Completion of 2I semester hours of graduate work; EDN 5660; permission of the student's major advisor; and permission of the Dean of Graduate Studies.

EDNS 5xxx. Special Topics (1-3 credits)

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. PREREQ: Permission of instructor. This course may be repeated for different topics.

Graduate Programs in Nursing

Master of Science in Nursing

Director: Julie Harrison-Swartz

Department of Nursing Mission and Purposes

The Department of Nursing is dedicated to carrying out the mission of the College of Arts and Sciences and the University of North Carolina at Pembroke (UNCP). As an integral academic unit of the University, the Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others.

The primary purposes of the UNCP Department of Nursing program are to

1. Provide accessible, seamless, high quality undergraduate and graduate nursing education to diverse student populations to shape nursing graduates who are leaders in professional nursing practice.
2. Prepare graduates to provide high quality, cost-effective professional nursing services, to improve health outcomes across the life span, for individuals, families, groups, and communities.

The Department of Nursing is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural and social community of the University and the community at large. The graduate program in nursing aims to prepare graduates to take on leadership or educator roles and be qualified to face the challenges of the future in nursing to improve the quality of client care and client outcomes. The master's level program in nursing provides students with an opportunity to build expertise in a specialized area of practice while enhancing their skills in theory and research for use in professional practice.

MSN Program Outcomes

The Master of Science in Nursing program prepares graduates to

1. Synthesize evidence-based knowledge, theories and principles from nursing, the arts and humanities, biopsychosocial and applied sciences which support advanced nursing practice and role development.
2. Assume a leadership role in coordinating, managing, and improving health services for culturally diverse populations by using knowledge of political, economic, organizational, and regulatory systems.
3. Direct organizational and systems leadership initiatives for the improvement of health outcomes and safety for diverse individuals, families, groups, populations, and communities across the continuum of care.
4. Collaborate with interprofessional healthcare providers and consumers in designing, implementing, and evaluating health services for the attainment of shared health care goals that focus on clinical prevention and population health.
5. Integrate information technology for evidence-based care management, education, collaboration, and decision-making to improve health outcomes.
6. Demonstrate beginning competence in applying research principles to clinical practice that will impact advanced nursing practice and education as well as health programs and services.
7. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.
8. Adhere to ethical, legal, and regulatory mandates and professional standards for advanced nursing practice.
9. Engage in professional behaviors that reflect a commitment to lifelong learning and excellence in advanced nursing practice.

The Department of Nursing holds membership in the American Association of Colleges of Nursing (AACN). The

Department of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, DC 20036-1120; 202/887-6791.

Program Description

The UNCP Department of Nursing is dedicated to providing students the opportunity for seamless transition to graduate studies. There are two entry pathways into the graduate program with both full- time and part-time study options available for students. The direct entry Master of Science pathway is for registered nurses with a baccalaureate degree in nursing. The degree requires 39 semester hours of graduate-level coursework, including 15 semester hours in Nursing Core coursework and 24 semester hours in Specialty Concentration coursework.

The second entry pathway is the RN-MSN program. This program provides educational mobility for registered nurses, with an Associate Degree in Nursing (ADN) or Diploma in Nursing, seeking a Master of Science in Nursing. The RN-MSN program provides the opportunity to earn both the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) degree. Combined credit toward the BSN and MSN degrees is earned. Two courses (six semester hours) in the Master of Science in Nursing program may be substituted for two courses in the RN-BSN program, allowing students to graduate with a BSN degree and complete the MSN degree in 33 additional semester hours of graduate-level coursework. The RN-BSN and MSN can be completed separately for those not wishing to apply to the RN-MSN program.

Both pathways are offered in a hybrid format which blends online instruction with face-to-face class meetings and direct faculty/student interaction. Through a blend of face-to-face and online classes as well as practicum experiences, the graduate program offers three areas of specialty concentration: Nurse Educator, Clinical Nurse Leader, and Rural Case Manager.

Program-Specific Admissions Standards

Master of Science in Nursing Program (MSN)

Admission Criteria for MSN:

Application for admission to the MSN program will be made through The Graduate School. Applications should be completed by July 31 for fall consideration and December 1 for spring consideration. Only applications with all necessary materials will be considered. The Director of the Graduate Program, in collaboration with graduate faculty, will review all applications and make a final recommendation regarding admission. Each applicant will be notified in writing regarding the admission decision.

To enroll students with the greatest potential for successfully completing the program, the Department of Nursing will consider the following criteria for full acceptance, in addition to the general requirements for admission to The Graduate School:

- Baccalaureate of Science in Nursing (BSN) from an accredited NLN or CCNE School of Nursing.
- Current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
- Cumulative undergraduate GPA of 3.0 or greater (on a 4.0 scale).
- Nursing practice experience (one year recommended).
- Completed application and official transcripts of all postsecondary coursework sent directly from each institution to The Graduate School.
- Completion of a course is Descriptive/Inferential Statistics with a minimum grade of "C" or higher.
- A personal statement describing the applicant's experience and objective in undertaking graduate study in the chosen specialty. The personal statement should describe
    - The development of applicant's interest in graduate education in nursing;

  - The reason for the specialty area to which s/he is applying;
  - Applicant's professional goals and how this specialization will help achieve them;
  - Applicant's academic strengths and areas needing further development;
  - Any special circumstances that applicant believes require further clarification.
- Current résumé or curriculum vitae of educational and work experience.
- Three letters of recommendation from instructors, supervisors or professional colleagues, two of which must come from individuals with a minimum of a master's degree in nursing, who are qualified to evaluate your professional nursing experience, academic competence, and potential to undertake a master's degree program.
- For graduates of BSN programs of greater than 5 years, it is recommended that an additional course or continuing education offering be completed prior to enrolling in the following graduate courses: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology.

Enrollment Requirements for MSN:

If offered admission, student must provide the following before starting the program:

- Copy of physical health examination and immunizations as required by the University and Department of Nursing
- Copy of current BCLS certification by the American Heart Association
- Copy of professional liability insurance - all students must present evidence of coverage 18 annually in the amounts of $1 million/$6 million
- Copy of personal health insurance coverage
- Results of a Criminal History Database Check and Drug Screen clearance as specified by the Department of Nursing

RN-MSN Program

Admission Criteria for RN-MSN:

Students interested in the RN-MSN program must successfully complete the required undergraduate pre-requisite coursework, 25 semester hours of RN-BSN upper-division coursework, and meet admission requirements of the UNCP Graduate School as well as the Department of Nursing to continue seamlessly into the MSN program. Students must be in the last semester of required RN-BSN upper-division coursework before they are eligible to apply to The Graduate School to be considered for full admission to the MSN program. Applications should be completed by July 31 for fall consideration and December 1 for spring consideration. Only applications with all necessary materials will be considered. The Director of the Graduate Program, in collaboration with graduate faculty, will review all applications and make a final recommendation regarding admission. Each applicant will be notified in writing regarding the admission decision. To enroll students with the greatest potential for successfully completing the program, the Department of Nursing will consider the following criteria for full acceptance, in addition to the general requirements for admission to The Graduate School:

- Earned associate degree or diploma in nursing from an approved nursing program
- Current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
- Cumulative undergraduate GPA of 3.0 or greater (on a 4.0 scale).
- Nursing practice experience (one year recommended).
- Meet minimum requirements as specified in the current undergraduate catalog.
- Complete required 25 semester hours of RN-BSN coursework before or during semester of application to MSN program through The Graduate School.

- Complete required undergraduate prerequisite general education and RN-BSN coursework with a grade of C or higher.
- In semester prior to anticipated enrollment in the MSN program, students will submit an application packet to the UNCP Graduate School that includes the following:
    - Three letters of recommendation from instructors, supervisors or professional colleagues, two of which must come from individuals with a minimum of a master's degree in nursing, who are qualified to evaluate your professional nursing experience, academic competence and potential to undertake a master's degree program.
    - Current résumé or curriculum vitae of educational and work experience.
    - A personal statement describing applicant's experience and objective in undertaking graduate study in chosen specialty. The personal statement should describe
        - The development of applicant's interest in graduate education in nursing;
        - The reason for the specialty area to which s/he is applying;
        - Applicant's professional goals and how this specialization will help achieve them;
        - Applicant's academic strengths and areas needing further development;
        - Any special circumstances that applicant believes require further clarification.
    - Official transcripts of all postsecondary coursework sent directly from each institution to The Graduate School
- For graduates of basic nursing education programs of greater than 5 years, it is recommended that an additional course or continuing education offering be completed prior to enrolling in the following graduate course: Advanced Pharmacology.
- Admission to the RN-MSN Pathway does not guarantee admission to a specific MSN area of specialization.

Pre-requisite Course Requirements:

Prior to admission to the RN-MSN program, all but nine (9) of the following pre-requisite academic courses must be completed. The pre-requisite coursework may be taken at UNCP or other accredited college or university. Academic credits from other accredited institutions may be accepted by UNCP if a grade of C or higher is earned. There is no time limit for acceptance of general education academic credits. Advanced placement and the College-Level Examination Program (CLEP) are other avenues to meet these requirements.

English Composition-ENG 1060 or equivalent (3 credits)

Arts/Humanities (Fine Art, Literature, History, Logic) (12 credits)

Social Sciences (Economics, Geography, Political Science, Psychology, or Sociology) (9 credits)

Biological Sciences (Anatomy and Physiology I and II, Microbiology) (12 credits)

Natural Sciences/Math (CHM 1400, 1410, 1120, 1130, MAT 1070 or higher) (11 credits)

Statistics (Math, Psychology, Sociology, Social Work, or Criminal Justice) (3 credits)

Physical Education (1 credit)

NUR 2000 (1 credit)

Electives (8 credits)

RN-BSN/MSN Course Requirements Prior to Enrolling in MSN Program:

RN-MSN students complete 25 semester hours of upper-division nursing coursework that reflect the baccalaureate nursing program outcomes and prepare students for achieving success in graduate study. RN-MSN students will earn 30 semester hours of validation credit for previous nursing education upon successful completion of the required upper-division courses.

NUR 3000. Transition to Professional Nursing - This course focuses on the role of the professional nurse, an overview of the delivery of professional nursing practice and role transition.

NUR 3200. Health Assessment across the Lifespan-This course prepares students to conduct 34 comprehensive health assessments.

NUR 3250. Pathophysiology across the Lifespan-This course prepares the student to systematically approach complex clinical situations.

NUR 3300. Gerontological Nursing-This course examines the process of aging.

NUR 4000. Nursing Research and Theory-This course provides students with an overview of the role of theory and research in the development of nursing as a profession.

NUR 4350. Community Health Nursing-This course focuses on care of the culturally diverse populations and aggregates within the community.

NUR 4120. Leadership in Nursing-The course focuses on the professional nurse's role as a leader in the profession and health care delivery.

All requirements for the baccalaureate degree must be met before the BSN is awarded. Students may opt to "stop-out" of the RN-MSN program after meeting all requirements for the baccalaureate degree in nursing.

Master of Science in Nursing

Nursing, Clinical Nurse Leader Specialization, M.S.N.

1. **Clinical Nurse Leader® (CNL)** - This specialty concentration prepares nurse leaders who will be accountable for clinical and health care environmental outcomes. This role was developed in 2004 by the American Association of Colleges of Nursing (AACN) as a national initiative to address fragmentation in health care delivery and improvement of patient outcomes. The clinical nurse leader concentration focuses on the assessment, design, implementation, coordination and evaluation of health promotion, risk reduction, disease prevention and illness management services for individuals, families, groups, and communities. Students complete the core coursework toward the Master of Science in nursing degree. In addition, students receive instruction in community health for rural populations, epidemiology and global health, leadership, care environment/clinical outcomes management, and health policy, organization, and financing of health care. Practicum experiences are tailored to each student's area of clinical specialization and provide opportunities for the development of competencies in nursing leadership, health care environmental management, and clinical outcomes management. Graduates of the program are able to practice with a high level of clinical competence at the point of care and serve as clinical leaders across all clinical settings in order to meet the demands of a complex health care delivery system. In addition, graduates are eligible to take the CNL

certification examination, with the appropriate clinical experience, offered by American Association of Colleges of Nursing (AACN).

Requirements for a Master of Science in Nursing

Professional Core Courses: 15 Sem. Hrs.

- NUR 5000. Advanced Nursing Concepts in Theory and Practice (3 credits)
- NUR 5010. Research Methods for Evidence-Based Practice (3 credits)
- NUR 5020. Advanced Pathophysiology (3 credits)
- NUR 5030. Advanced Concepts of Pharmacology in Nursing (3 credits)
- NUR 5040. Advanced Health Assessment and Clinical Decision Making (3 credits)

Advanced Practice Area Courses: 24 Sem. Hrs.

Clinical Nurse Leader® Concentration:

- NUR 5100. Rural Health Care: Theoretical Foundations (2 credits)
- NUR 5110. Policy, Organization, and Financing of Health Care (3 credits)
- NUR 5140. Epidemiology and Global Health (3 credits)
- NUR 5210. Leadership in Clinical Microsystems (4 credits)
- NUR 5220. Care Environment and Clinical Outcomes Management (3-2-1 credits)
- NUR 5230. Clinical Nurse Leader Capstone Practicum (6 credits)
- NUR 5240. Master's Clinical Nurse Leader Research or Action Project (3 credits)

Program Total: 39 Sem. Hrs.

Nursing, Nurse Educator Specialization, M.S.N.

Nurse Educator-This concentration is designed to prepare practicing nurses to assume roles as educators in baccalaureate and associate degree nursing programs, staff development programs, continuing education programs, and community health education programs. After a minimum of two years of full-time employment in an academic faculty role, graduates are eligible to take the NLN nurse educator certification examination.

Requirements for a Master of Science in Nursing

Professional Core Courses: 15 Sem. Hrs.

- NUR 5000. Advanced Nursing Concepts in Theory and Practice (3 credits)
- NUR 5010. Research Methods for Evidence-Based Practice (3 credits)
- NUR 5020. Advanced Pathophysiology (3 credits)
- NUR 5030. Advanced Concepts of Pharmacology in Nursing (3 credits)
- NUR 5040. Advanced Health Assessment and Clinical Decision Making (3 credits)

Advanced Practice Area Courses: 24 Sem. Hrs.

Nurse Educator Concentration:

- NUR 5300. Educating Diverse Populations (3 credits)
- NUR 5310. Curriculum Theory and Design in Nursing Education (3 credits)
- NUR 5320. Classroom Teaching and Integration of Technology (3 credits)
- NUR 5330. Clinical Teaching Strategies for Nurse Educators (3 credits)
- NUR 5340. Measurement and Evaluation in Nursing Education (3 credits)
- NUR 5350. Nurse Educator Capstone Practicum (6 credits)
- NUR 5360. Master's Nurse Educator Research or Action Project (3 credits)

Program Total: 39 Sem. Hrs.

Courses: Nursing

NUR 5000. Advanced Nursing Concepts in Theory and Practice (3 credits)

3-0
The course prepares students to critique, evaluate, and utilize theory in advanced practice nursing. Students will analyze and evaluate selected contemporary theories and frameworks from nursing and related disciplines to develop a comprehensive, ethical, and holistic approach to client care within their nursing practice. Emphasis will be on the integration of nursing middle---range and practice theories, theories related to cultural aspects of care, population focused theories, and change theories into advanced nursing practice. PREREQ: Admission to School of Graduate Studies and Nursing Graduate Program

NUR 5010. Research Methods for Evidence-Based Practice (3 credits)

3-0
This course focuses on the development of skills needed to analyze, critique, and conduct nursing research for scientific and clinical merit to promote evidence-based nursing practice. Students will build on their knowledge of the research process and conduct an in-depth analysis of research methods as a framework for studying clinical issues. Emphasis will be on the use of descriptive and inferential statistics, qualitative and quantitative research methods, and application and utilization of research related to advanced nursing practice. PREREQ/COREQ: NUR 5000

NUR 5020. Advanced Pathophysiology (3 credits)

3-0
This course focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills that distinguish the relationships between normal and altered physiological functioning of body systems. Particular attention will be given to etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Changes associated with individuals of different ethnic/racial origins, gender and which occur across the lifespan will be examined. Relevant evidence-based research findings related to pathophysiologic changes will be included.

NUR 5030. Advanced Concepts of Pharmacology in Nursing (3 credits)

3-0
This course builds on a foundation of basic pharmacology to provide students with advanced theoretical and empirical knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherpaeutics of drug groups. Students will apply advanced knowledge in pharmacology to support clinical decision-making for the therapeutic management of clients across the lifespan.

NUR 5040. Advanced Health Assessment and Clinical Decision Making (3 credits)

2-1
This course focuses on the development of advanced practice nursing skills related to health assessment and clinical decision-making. Health assessment focuses on interviewing to acquire a comprehensive health history and refinement of physical examination skills of populations across the lifespan. Clinical decision-making focuses on the diagnostic process, prevention and early detection of risk factors, abnormal assessments and related pathology, developing differential nursing diagnoses, and developing individualized plans of care. Students will have an opportunity to enhance and refine their critical thinking, diagnostic reasoning, documentation, and communication skills in the laboratory component of the course.

NUR 5100. Rural Health Care: Theoretical Foundations (2 credits)

2-0
This course focuses on the theoretical and philosophical basis for rural health from nursing and related disciplines, providing an overview of rural culture, rural health issues, healthcare priorities for rural dwellers, and strategies for dealing with challenges facing rural healthcare providers. Areas of emphasis will include: analysis of key rural concepts, rural healthcare policy, impact of technology on rural healthcare, workforce issues in rural health, and challenges facing the nurse case manager or clinical nurse leader working with rural populations. PREREQ: NUR 5000, NUR 5010.

NUR 5110. Policy, Organization, and Financing of Health Care (3 credits)

3-0
This course provides an overview of health care policy, organization, and financing with emphasis on current health care trends. The focus is to educate the nurse case manager or clinical nurse leader to collaborate with members of the health care community in the planning and provision of quality, cost-effective care. Emphasis is placed on the development of a leadership role in managing human, fiscal, and physical health care resources in order to improve client outcomes and eliminate health disparities. Core concepts include basic policy development and policy analysis, health care finance systems, government structure related to health care, primary health care, core public health functions, and patient safety and quality.

NUR 5120. Human Relations Management (3 credits)

3-0
This course focuses on establishing relationships with person(s) and families, group dynamics, team building, leadership and management skills, negotiation, human diversity in health and illness, conflict management, and rural health issues relevant for case management of rural populations.

NUR 5130. Nursing Case Management Process (4 credits)

3-1
This course examines the process of case management and the evolving role of the case manager in a variety of settings across the continuum of health care, with particular emphasis on populations residing in rural and medically underserved areas. Emphasis is on examining the fundamental concepts, components, principles and models of case management, as well as measuring and evaluating outcomes of case management related to access, quality, costs and client satisfaction. PREREQ: NUR 5000, NUR 5010, NUR 5100, and NUR 5110.

NUR 5140. Epidemiology and Global Health (3 credits)

3-0
This course focuses on the distribution and determinants of health-related states or conditions in specified populations and the

application of this study to control health problems. Students will be presented with epidemiologic models and methods in order to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application of methods to improve healthcare delivery and health policy. PREREQ: NUR 5000 and NUR 5010.

NUR 5150. Case Management Capstone Practicum (6 credits)

1-5
This course focuses on the application of the nurse case manager's functions of assessing, planning, intervening, monitoring, and evaluating health care in rural communities. Emphasis is placed on implementing a coordinated, evidence-based, interdisciplinary, collaborative, integrated and cost effective approach to health care with rural populations. PREREQ: Completion of all coursework related to the major with the exception of NUR 5160.

NUR 5160. Master's Rural Case Manager Research or Action Project (3 credits)

1-2
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis, and integration of their learning for advanced practice as a nurse case manager. Students will participate in a seminar as part of the rural case manager project. This course will be taken during the final semester of study. PREREQ: Completion of all coursework related to the major with the exception of NUR 5150.

NUR 5200. Issues in Community Health for Rural Populations (2-2-0 credits)

Students will examine selected issues that affect community health care for rural populations for nursing roles in case management or as a clinical nurse leader. The organization and financing of health care for rural populations will receive considerable attention. The nurse case manager or clinical nurse leader student will gain understanding of the development of health care policy and the ethical, political, economic, sociocultural, and technological forces influencing the delivery of care. PREREQ: NUR 5000, 5010

NUR 5210. Leadership in Clinical Microsystems (4 credits)

3-1
The focus of this course is on assessment of clinical microsystems in healthcare settings to identify needed changes in the clinical trajectory for patients within the system. Development of the role of the CNL student as a patient care coordinator and educator for interprofessional team is the aim of this course. Improving patient safety, quality outcomes, and planning for implementation of innovations in care based on evidence-based practice will be discussed. PREREQ: NUR 5000, NUR 5010, NUR 5110, NUR 5100

NUR 5220. Care Environment and Clinical Outcomes Management (3-2-1 credits)

Building on baccalaureate level nursing skills and foundational pathophysiology, pharmacology, and health assessment, the focus of this course is on integrative care approaches that improve health through graduate-level nursing and collaborative planning to design systems that promote positive health outcomes. Health promotion, disease reduction, and/or prevention as health-oriented strategies will be applied to patient care. Students will develop an outcome-focused model that relates to a graduate-level clinical practice area and that will inform the terminal project and residency. PREREQ: NUR 5000, 5010, 5100 and 5110

NUR 5230. Clinical Nurse Leader Capstone Practicum (6 credits)

1-5
The residency is the culminating application of the role of the CNL. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and management of clinical outcomes in the care environment. The complexities of clinical nursing leadership in interdisciplinary clinical applications will be discussed in weekly meetings. Students will apply evidenced-based practice including risk management, interdisciplinary collaboration for the promotion of patient outcomes and the integration of informatics to advance decision-making. Advocacy, health care resource, and organizational issues will be intentionally evaluated. Students will develop a written analysis of personal leadership skill development and reflection of the impact of CNL change within the care environment. PREREQ: Completion of all coursework related to the major with the exception of NUR 5240.

NUR 5240. Master's Clinical Nurse Leader Research or Action Project (3 credits)

1-2
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis and integration of their learning for advanced practice as a clinical nurse leader. Students will participate in a seminar as part of the clinical nurse leader project. This course will be taken during the final semester of study. PREREQ: Completion of all coursework related to the major with the exception of NUR 5230.

NUR 5300. Educating Diverse Populations (3 credits)

3-0
This course provides students with the opportunity to understand the ever-changing demographics of society and how these changes influence health care delivery systems and approaches to education. Concepts of design and adaptation of instructional materials and methods will be explored as well as the impact of educator and learner characteristics on the education process. PREREQ: NUR 5000, NUR 5010.

NUR 5310. Curriculum Theory and Design in Nursing Education (3 credits)

3-0
This course focuses on curriculum design in nursing education. Theories of education and cognitive development, as a foundation for program development, will be presented. Students will participate in the curriculum-design process using mission and philosophy statements as the basis of curriculum development. The evaluation process and its impact on curriculum development, implementation and outcomes will be considered.

NUR 5320. Classroom Teaching and Integration of Technology (3 credits)

2-1
This course focuses on the development and analysis of classroom teaching and learning strategies in nursing education. Adult learning principles of teaching and learning will be incorporated into the innovative strategies developed within this course. Integration of new technology in instructional design and delivery will be highlighted. Students will produce media-rich, interactive programs for use in nursing education or continuing education programs. PREREQ: NUR 5000, NUR 5010, NUR 5310.

NUR 5330. Clinical Teaching Strategies for Nurse Educators (3 credits)

2-1
Much of the basic education for nurses and for students in other health professions occurs in clinical settings. These settings require teaching methodologies quite different from the classroom setting. This course focuses on clinical instruction and the

development of clinical judgment in the health professions. Emphasis will be given to clinical education in undergraduate programs. PREREQ: NUR 5000, NUR 5010, NUR 5020, NUR 5030, NUR 5040, NUR 5300, NUR 5310.

NUR 5340. Measurement and Evaluation in Nursing Education (3 credits)

3-0
This course provides students the opportunity to learn evaluation concepts, including testing and measurement in nursing education at the didactic, clinical and programmatic levels. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Quality improvements, as well as legal and ethical considerations are explored. Key concepts include classical test theory; criterion and norm referenced theory and technique; reliability, validity, and the associated descriptive statistics; preparation of instrumental objectives for use in developing classroom tests and clinical nursing performance evaluations.

NUR 5350. Nurse Educator Capstone Practicum (6 credits)

1-5
This course is a concentrated opportunity to function in an advanced nursing role as a nurse educator, integrating clinical and functional role activities within a chose setting. Emphasis includes educator nursing practice, functional role responsibilities, and activities with emphasis on their relationship to client outcomes. PREREQ: Completion of all coursework related to the major with the exception of NUR 5360.

NUR 5360. Master's Nurse Educator Research or Action Project (3 credits)

1-2
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis, and integration of their learning for advanced practice as a nurse educator. Students will participate in a seminar as part of the nurse educator project. This course will be taken during the final semester of study. PREREQ: Completion of all coursework related to the major with the exception of NUR 5350.

Graduate Programs in Public Administration

Master of Public Administration, M.P.A.

Hybrid MPA and On-line MPA Programs

Director: Emily A. Neff-Sharum

The Master of Public Administration Program (MPA Program) is a broad-based degree designed to prepare students for leadership roles in public organizations. The MPA Program emphasizes the critical areas of political institutions and processes, managerial and leadership concepts and skills, and analytical skills and techniques. It is anchored in both theory and application for those seeking to leverage their career progress and enhance their leadership potential.

The MPA Program is intended for practicing and aspiring administrators in public sector organizations, and is also an excellent degree for those in non-profit and voluntary sectors, and in private organizations that interact consistently with public agencies or which maintain government or public affairs offices. The degree also is useful for those whose career paths may move across sectors over a period of time. The degree-while based solidly in research and theory-emphasizes the practical application of modern technical, managerial, and leadership skills in a variety of settings.

For those currently in administrative and managerial positions, the MPA Program will help refine, update, and improve career potential and help add value to performance. For preservice individuals, the program is an excellent way to build the educational foundation for a career in management and leadership.

This graduate program is devoted to public management, and also committed to serving the needs of those whose careers are invested in the work of non-profit organizations and private sector organizations that have public interest linkages. Given its emphasis on management, the program is multi-disciplinary and involves a significant mix of disciplines, all of which contribute to the value of the program for individual students. This multi-disciplinary quality, along with its public management base, is a significant, and unique strength of the MPA Program and degree.

The MPA Program offers four choices beyond the initial required courses: The student may choose a concentration in General Public Administration, Criminal Justice, Emergency Management, or Health Administration. These options are designed to enable the student to select courses that will enable meeting individual career and professional goals and needs.

Program-Specific Admissions Standards

All applicants for the M.P.A. degree in Public Administration are required to submit an essay detailing their preparation for graduate studies, relevant professional experiences, and their objectives in pursuing an M.P.A. degree. The M.P.A. program requires submission of scores from the GRE General Test; students do not need to submit subject area scores. See also *Graduate School Regulations and Procedures*

The MPA Program Components

The major components of the MPA Program are: (1) the Required Core Courses; (2) the required concentration courses; and (3) electives.

Master of Public Administration

General Public Administration: M.P.A.

Requirements for a Master of Public Administration (M.P.A.)

I. Required Core Courses: 21 Sem. Hrs.

- PAD 5000. Leadership and Administration in Public Affairs (3 credits)
- PAD 5010. Organizational Behavior (3 credits)
- PAD 5050. Analytical Methods (3 credits)
- PAD 5060. Human Resource Administration (3 credits)
- PAD 5080. Quantitative Analysis I (3 credits)
- PAD 5500. Public Institutions and Processes (3 credits)
- PAD 5520. Principles of Budgeting and Finance (3 credits)

II. Concentration* Courses: 12 Sem. Hrs.

Four courses selected from the options described under each concentration listed below.

III. Elective Courses: 6 Sem. Hrs.

Two courses selected in consultation with advisor and concentration coordinator. Students who are not current working professionals in the field or without substantive management experience in public administration are encouraged to select PAD 5340: Leadership/Managerial Internship as one of their two elective courses.

Total: 39-42 Sem. Hrs.

*Concentration

Students may select their concentration at initial program enrollment; otherwise, the designation should be completed during their initial semesters, prior to enrolling in electives. Each concentration, along with requirements, is described below. Students should make specific class selection within each concentration's general requirements, along with general electives, in consultation with their advisor and concentration coordinator.

General Public Administration: 12 Sem. Hrs.

Coordinator: General Public Administration - Dr. William Albrecht

This concentration prepares students to serve in senior administrative and managerial positions, providing background in significant managerial issues, skills, and concerns appropriate for those anticipating positions in the public, non-profit, or private sectors.

Required Courses (12 hours)

In consultation with their advisor, students select any four, three-hour 5000 level or above courses with the following prefixes: PAD, PADS, EMG, EMGS, HAD, HADS, CRJ, CRJS.

Public Administration, Criminal Justice, M.P.A.

Requirements for a Master of Public Administration (M.P.A.)

I. Required Core Courses: 21 Sem. Hrs.

- PAD 5000. Leadership and Administration in Public Affairs (3 credits)
- PAD 5010. Organizational Behavior (3 credits)
- PAD 5050. Analytical Methods (3 credits)
- PAD 5060. Human Resource Administration (3 credits)
- PAD 5080. Quantitative Analysis I (3 credits)
- PAD 5500. Public Institutions and Processes (3 credits)
- PAD 5520. Principles of Budgeting and Finance (3 credits)

II. Concentration* Courses: 12 Sem. Hrs.

Four courses selected from the options described under each concentration listed below.

III. Elective Courses: 6 Sem. Hrs.

Two courses selected in consultation with advisor and concentration coordinator. Students who are not current working professionals in the field or without substantive management experience in public administration are encouraged to select PAD 5340: Leadership/Managerial Internship as one of their two elective courses.

Total: 39-42 Sem. Hrs.

*Concentration

Students may select their concentration at initial program enrollment; otherwise, the designation should be completed during their initial semesters, prior to enrolling in electives. Each concentration, along with requirements, is described below. Students should make specific class selection within each concentration's general requirements, along with general electives, in consultation with their advisor and concentration coordinator.

Criminal Justice: 12 Sem. Hrs.

Concentration coordinator: Criminal Justice - TBA

Students choose 12 hours of any CRJ or CRJS courses at the 5000 or higher level in consultation with their advisor.

Public Administration, Emergency Management, M.P.A.

Requirements for a Master of Public Administration (M.P.A.)

I. Required Core Courses: 21 Sem. Hrs.

- PAD 5000. Leadership and Administration in Public Affairs (3 credits)
- PAD 5010. Organizational Behavior (3 credits)
- PAD 5050. Analytical Methods (3 credits)
- PAD 5060. Human Resource Administration (3 credits)
- PAD 5080. Quantitative Analysis I (3 credits)
- PAD 5500. Public Institutions and Processes (3 credits)

- PAD 5520. Principles of Budgeting and Finance (3 credits)

II. Concentration* Courses: 12 Sem. Hrs.

Four courses selected from the options described under each concentration listed below.

III. Elective Courses: 6 Sem. Hrs.

Two courses selected in consultation with advisor and concentration coordinator. Students who are not current working professionals in the field or without substantive management experience in public administration are encouraged to select PAD 5340: Leadership/Managerial Internship as one of their two elective courses.

Total: 39-42 Sem. Hrs.

*Concentration

Students may select their concentration at initial program enrollment; otherwise, the designation should be completed during their initial semesters, prior to enrolling in electives. Each concentration, along with requirements, is described below. Students should make specific class selection within each concentration's general requirements, along with general electives, in consultation with their advisor and concentration coordinator.

Emergency Management: 12 Sem. Hrs.

Concentration coordinators: Emergency Management - Dr. Robert Schneider

Emergency Management is a complex, multidisciplinary array of critical planning and implementation activities that are directly related to the roles that administrators and public managers play in preparing for, responding to, recovering from, and mitigating the impacts of the risks and vulnerabilities associated with natural and manmade disasters. In the context of an all hazards approach, this concentration is designed to enhance the planning capabilities for those directly involved in emergency management responsibilities as well as for all public administration professionals who play a role in the building of sustainable hazard resilient communities.

Required Courses (3 hours):

- EMG 5150. Introduction to Emergency Management (3 credits)

Elective Course-Choose three of the following (9 hours):

Students must take three additional (9 Hours) 5000 level or above EMG or EMGS courses.

Public Administration, Health Administration, M.P.A.

Requirements for a Master of Public Administration (M.P.A.)

I. Required Core Courses: 21 Sem. Hrs.

- PAD 5000. Leadership and Administration in Public Affairs (3 credits)
- PAD 5010. Organizational Behavior (3 credits)
- PAD 5050. Analytical Methods (3 credits)
- PAD 5060. Human Resource Administration (3 credits)
- PAD 5080. Quantitative Analysis I (3 credits)
- PAD 5500. Public Institutions and Processes (3 credits)
- PAD 5520. Principles of Budgeting and Finance (3 credits)

II. Concentration* Courses: 12 Sem. Hrs.

Four courses selected from the options described under each concentration listed below.

III. Elective Courses: 6 Sem. Hrs.

Two courses selected in consultation with advisor and concentration coordinator. Students who are not current working professionals in the field or without substantive management experience in public administration are encouraged to select PAD 5340: Leadership/Managerial Internship as one of their two elective courses.

Total: 39-42 Sem. Hrs.

*Concentration

Students may select their concentration at initial program enrollment; otherwise, the designation should be completed during their initial semesters, prior to enrolling in electives. Each concentration, along with requirements, is described below. Students should make specific class selection within each concentration's general requirements, along with general electives, in consultation with their advisor and concentration coordinator.

Health Administration: 12 Sem. Hrs.

Concentration coordinator: Health Care Management - Dr. Nicholas Giannatasio

This concentration is designed for both experienced health care practitioners and those who aspire to careers in health administration.

Choose 4 courses (12 hours) from:

- HAD 5710. Health Administration and Organization (3 credits)
- HAD 5720. Health Policy (3 credits)
- HAD 5730. Legal and Ethical Issues in Health Care (3 credits)
- HAD 5740. Health Economics (3 credits)
- HAD 5750. Comparative Health Care Systems (3 credits)

Courses: Public Policy and Administration

PAD 5000. Leadership and Administration in Public Affairs (3 credits)

This course deals with roles of public and non-profit managers and leaders in guiding organizations to meet the demands of changing domestic and global conditions. The course covers the evolution of modern leadership and administrative strategies and employs relevant research literature, case/ scenario analysis, and diagnostic activities.

PAD 5010. Organizational Behavior (3 credits)

The course will examine explanations of individual behavior (perceptions, attributions, motivations, attitudes); the nature of human behavior in groups (group dynamics, power, leadership); and organizational structures and processes that affect human behavior (organizational and job design, communication, performance appraisal). Principles of organizational change and development will also be addressed. The course will employ case analyses and directed readings in relevant research literature as well as text materials. PREREQ: PAD 5000

PAD 5020. Legal, Policy, and Ethical Issues in Administration (3 credits)

This course analyzes current legal, policy and ethical issues which apply to administrators in both public and private organizations. Emphasis will be given to regulatory policy, statutory and case law in administration, the politics of regulation, along with administrative and legal processes pertaining to implementation and enforcement. An important emphasis will also be given to the ethical implications of the political, policy, and legal issues raised. Topics will include governmental practices, and administrative responsibility.

PAD 5030. Economic Analysis for Public Managers (3 credits)

An examination of economic issues and methods which are relevant to public and non-profit administration, and public policy. Topics covered include microeconononomic concerns such as supply and demand, firms and markets, welfare economics, and benefit-cost analysis. Methods of macroeconomic analysis and stabilization policies are also reviewed.

PAD 5050. Analytical Methods (3 credits)

Examination of methodologies used to analyze management problems and improve managerial decision making. Includes research design, modeling, measurement and observational techniques, using library and computing resources, analysis of quantitative data, and the evaluation and application of administrative and management research.

PAD 5060. Human Resource Administration (3 credits)

Study of how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

PAD 5070. Computer Technology in Administration (3 credits)

Study of computer technology in contemporary organizations. Primary emphasis is on developing a conceptual framework for selecting appropriate hardware and software configurations to perform different organizational functions. The limitations and complications associated with computer technology are also covered. Students will complete several individual projects involving direct experience with various categories of application software, including work processing, database management, statistical analysis, spreadsheet analysis, and decision making.

PAD 5080. Quantitative Analysis I (3 credits)

Intensive examination of statistical and graphical methods of analyzing quantitative information. Covers frequency

distribution, probability, sampling, T-tests, correlation, various graphic forms, methods of avoiding distortions in graphics, and an overview of regression analysis, factor analysis, and analysis of variance. Extensive experience working with administrative data, emphasizing the use of computer technology and software. PREREQ: PAD 5050

PAD 5100. Organizational Leadership Seminar (3 credits)

The concepts, principles, theories, and practices of organizational leadership will be examined. A combined emphasis is placed on the effectiveness of an organization and on the professional development of organizational leaders. The lectures and class discussions will be enhanced by various readings including biographies, live case studies, and research reports.

PAD 5110. Strategic Planning (3 credits)

This course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

PAD 5120. Decision-Making for Leaders (3 credits)

This course considers the theory and practice of decision-making in administrative and managerial settings. The emphasis is on the development of diagnostic, analytic, and choice skills that can be employed to improve decision-making at the individual, group, organizational and interorganizational levels. Leading models and approaches to decision-making behavior and its application and consequences in administration are covered. Scenario and case analyses from research literature will be used with lectures and class activities.

PAD 5300. Organizational Communication (3 credits)

Theory and practice of oral and written communication within organizations, from employee-employer interpersonal communication, interview communication, serial (information dissemination) communication, small group communication, and formal and informal presentations within the organization. All students are expected to fully participate in all written and oral activities and presentations.

PAD 5310. Governmental and Not-for-Profit Accounting for Managers (3 credits)

The development and use of accounting information by managers. Includes financial and managerial concepts relevant to public and private sectors. PREREQ: PAD 5520

PAD 5320. Quantitative Analysis II (3 credits)

Study of modeling and other analytical methods to address problems and needs of administrative organizations. Describes the uses and limitations of quantitative models as well as criteria for planning and decision-making, simulation, systems analysis, forecasting, analytical programming, and scheduling.

PAD 5330. Leadership and Change (3 credits)

This course addresses the phenomenon of change, how it affects organizations, and the role of leaders in shaping the future of the organization by guiding change. The course covers types of change, the tools available to leaders for guiding both planned and unplanned change, and the effects, and consequences of change.

PAD 5340. Leadership/Managerial Internship (3 credits)

This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skilled gained from course work to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions. PREREQ: Consent of Program Director.

PAD 5360. Administrative Law (3 credits)

Administrative Law and its concomitant appeals process, judicial review or agencies and other facets of The Administrative Procedure Act of 1946, and our legislative review and constraint of agencies are the primary focus of this course. Additionally, the rules and regulations process of federal and state agencies and its effect of the public, private, and non-profit sectors are the secondary focus of this course.

PAD 5370. Program Evaluation and Analysis (3 credits)

Intensive study of techniques for use in program and policy evaluation and analysis. Topics include determination of program/policy objectives, examination of research designs and implications for assessments and evaluations, measurement issues, data collection techniques, and analysis of program information. Application of analysis efforts to benefit/cost analysis, modeling and forecasting, and other techniques will also be discussed. PREREQ: PAD 5050, PAD 5080.

PAD 5380. Conflict Analysis and Resolution (3 credits)

This course addresses the theory, concepts, research, and practice in conflict analysis and resolution. It deals with the kinds of conflict issues that are associated with the management and leadership roles and functions in public, non-profit, and business organizations, and hence focuses more on conflicts among organizations and, social groups, than within the organization. Some emphasis is on social and community settings and the conflicts in these settings involving organizations. Collaborative problem solving, scenario-based planning, negotiation, and mediation are explored and practiced using cases, role-playing, scenarios, simulations, and critical events. Lectures are used to introduce and explain key concepts and approaches as well as research findings.

PAD 5500. Public Institutions and Processes (3 credits)

Seminar in American policy and institutional processes, including development of demands, agendas, and policy selection and implementation. Interactions between public institutions and policies and behaviors by private and non-profit institutions will also be examined. Student assignments will require analysis of policy problems and institutional responses. PREREQ: PAD 5000

PAD 5520. Principles of Budgeting and Finance (3 credits)

Focus on the fiscal aspects of public sector administration including: analysis of the sources of revenue for public programs; review of budgeting processes and important budget functions (e.g., cost-benefit analysis, capital budgeting and debt administration); examination of the strategies and tactics used by various governmental actors in their efforts to maximize agency policy objectives. PREREQ: PAD 5080

PAD 5530. Advanced Public Administration and Policy (3 credits)

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to

fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it.

PAD 5600. Independent Study (3 credits)

Independent study in an area of administration and management relevant to the student's needs and interests. Supervised by an MPA Program faculty member. Regular advisory and tutorial activities. Consent of the Program Director is required.

PAD 5620. Professional Paper (3 credits)

Crosslisted: (CRJ 5620, EMG 5620, HAD 5620)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

PAD 5770. Topics in Public Policy (3 credits)

This course will focus on a substantive policy issue area, focusing on policy and administrative issues surrounding the issue area. The specific policy will vary by semester.

PADS 5xxx. Special Topics (3 credits)

The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPA Program, and requires significant student activity. Consent of Program Director required. The content of the special topics course varies with each offering

Criminal Justice

CRJ 5620. Professional Paper (3 credits)

Crosslisted: (PAD 5620, EMG 5620, HAD 5620)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

CRJ 5700. Criminal Justice Research Methods (3 credits)

This course covers the logic of social research methods, survey research, methods of evaluation research, sampling, and the contrast between quantitative and qualitative research. Included in this course will be; the importance of ethics and institutional review board compliance issues related to internal and external validity of research designs; sampling designs; and conformity with acknowledged scholarly writing format in criminal justice such as the American Psychological Association style, the Harvard Reference system, and the Chicago Manual of Style.

CRJ 5710. Criminological Theory (3 credits)

This course will explore individual and societal theories of crime causation and remediation. The functional and expressive utility of punishment as well as individual correctional treatment strategies will be examined through a variety of criminological

theories. The course will cover early and contemporary criminological theories. The policy relevance of criminological theories to crime control will be presented and evaluated.

CRJ 5810. Victimology and Criminal Justice (3 credits)

Victimology is the study of personal and public issues associated with victims of crimes. This course will address the extent, nature and theories of victimization. Effects of crime on victims, services available to neutralize effects, experiences of victims in the criminal justice system, the victims rights movement, and alternative ways of defining and responding to victimization also will be examined.

CRJ 5830. Image Management and Media Relations for Criminal Justice and Public Service Agencies (3 credits)

The mass media can be both an asset and a threat to the standing of criminal justice and other public service agencies. In this course the organization of the American mass information media, their history of involvement in criminal justice and public policy issues and themes, their influence on crime and social issues, and their legitimate interests in criminal justice and public policy activities and policies will be revealed. The techniques criminal justice and public service agencies can employ to keep or enhance a better public image via the mass media will be examined, as will the ways in which media outlets and criminal justice and public service agencies can cooperate in the public interest.

CRJ 5850. Results-Driven Management in Criminal Justice (3 credits)

This course is designed to call attention to six common benefits associated with reinventing government organizations in order to enhance effectiveness and efficiency: (1) moving beyond bureaucratic system maintenance constraints; (2) better alignment of results-oriented goals with daily operations; (3) collaboration across organizational boundaries; (4) opportunities to use performance information to improve policies, practices, and programs; (5) results-oriented basis for individual accountability and staff performance evaluations; and (6) continuity of program goals during leadership transitions that are politically driven and a fact of life in government operations. This course will focus primarily on the analysis and application of results-driven management practices in local, state, and federal criminal justice organizations; however, the substantive course content is generalizable to the full spectrum of government organizations charged with delivering publicly valued services.

CRJ 5860. Use of Force Policy in Criminal Justice (3 credits)

This course will address a continuing concern in criminal justice. Subject control events such as Waco, Rodney King, and Ruby Ridge have been the subject of controversy. The riot at Attica Prison resulted in civil suits that took thirty years to settle. Use of force is the underlying concern with racial profiling and police misconduct. Criminal Justice professionals need to know how to design proactive policies that are agency-specific.

CRJ 5870. Criminal Justice Policy (3 credits)

This course focuses on the analysis of American and International criminal justice policies. Policy analysis is conducted through the lens of major sociological and criminological theories (e.g. deterrence theory, social disorganization theory, Marxist theory, routine activities theory, rationale choice theory, social learning theory, and others). The theoretical foundations of the theories presented will be related to policy initiatives of elected officials and senior policy makers. In addition to providing a theoretical analysis of criminal justice policy, this course will present empirical research findings on the efficacy of various policies and the theories which underpin them.

CRJ 5880. Police Effectiveness (3 credits)

The course reviews the development and function of policing in contemporary American society and examines the traditional and alternative criteria by which the effectiveness of police strategies can be assessed by critically reviewing empirical studies of police effectiveness. The course will also examine the political and professional nature of policing in America.

CRJ 5890. Philosophy of Corrections (3 credits)

This course reviews the history and philosophy of corrections from a comparative perspective; specific attention will be given to the history punishment and justice in America as well as other major industrialized nations of the world. Students will examine corrections from an evidence-based perspective and explore the relationship between empirical research and theory to correctional practices (e.g., the impact of prisons on crime, the effectiveness of community "control" programs, and the effectiveness of rehabilitation interventions). Finally, students will learn about how correctional policy is shaped by prevailing social and political forces as much as by "data" and "crime rates."

Emergency Management

EMG 5150. Introduction to Emergency Management (3 credits)

This course will introduce students to the fundamental elements of emergency management: its evolution, the history and growth of emergency management, and the contemporary practice of strategic emergency management. The multidisciplinary origins of emergency management will be explored along with its evolving status as a profession. The significance of emergency management to modern government will be addressed. The course will present the development of integrative concepts and phases in emergency management: preparedness, response, recovery, and mitigation. The concept of comprehensive emergency management will be examined along with its multi-sector institutional base. Cases scenarios, and similar techniques will be employed throughout the course.

EMG 5160. Sustainability and Hazard Resilience (3 credits)

This course will address the issues, strategies, and techniques related to sustainable disaster planning and hazard mitigation. Of special interest will be the linkages between planning, mitigation, and the building of hazard resilient communities. Federal policy initiatives, local initiatives, and the planning tools and techniques in relation to these will be explored.

EMG 5170. Crisis Leadership and Sustainability (3 credits)

The course explores the concept of crisis, crisis leadership, and the political and administrative challenges to those with leadership roles and responsibilities in crisis environments and situations. Special emphasis is given to the need to create conditions of political, social, economic, and cultural sustainability in crisis environments and situations. Crisis is presented through a series of cases and research results. Leadership actions and behaviors are learned and reinforced by guided participation in research projects, scenario construction, realistic exercises and other applications.

EMG 5180. Social Equity in Emergency Management (3 credits)

The importance of social and cultural factors has long been embraced in the field of public management. It is a fact that attention to special needs, regional, and cultural differences will improve both the equity and efficiency of operations in emergency management. This course focuses on the role of social, cultural, and physical differences among the many populations in the United States in emergency response and individual resilience.

EMG 5190. Technological Applications in Emergency Management (3 credits)

This course will explore the emerging role of technology in effective emergency management. Specific applications and usages

of modern technology, with an emphasis on information technology, will be addressed. Various software packages applicable to emergency management for modeling the effects of a disaster will be addressed. Among the topics covered: modeling the effects of disaster, risk analysis, the practical applications of Geographic Information Systems (GIS), and the uses of information technology in the four phases (preparedness, response, recovery, mitigation) of emergency management.

EMG 5620. Professional Paper (3 credits)

Crosslisted: (CRJ 5620, HAD 5620, PAD 5620)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

EMG 5750. Capstone in Emergency Management (3 credits)

This course serves to coalesce the knowledge and tools acquired in the EM concentration by assigning teams of students actual projects in Emergency Management. Faculty will guide students through projects applying state of the art knowledge, tools, and technology aimed at solving real problems at the local, state, regional, and national level.

EMG 5800. Disaster Recovery and Sustainability (3 credits)

This course deals with the complex political, social, and administrative process of disaster recovery. The emergent concept of sustainable recovery will be explored in the context of the other components of emergency management, federal and state recovery assistance processes, pre-event recovery planning, and other forms of community planning, long-term restoration planning, and hazard mitigation planning. The course will employ a variety of instructional approaches using existing cases, scenarios, and recovery exercises.

EMGS 5900. Special Topics in Emergency Management (3 credits)

This is a variable content course in emergency management in which students will have an opportunity to pursue issues and advanced study of topics that are not a part of the regular curriculum. Special topics courses will be of variable credit hours (1-3) and students may take up to three hours of special topics credit.

Health Administration

HAD 5620. Professional Paper (3 credits)

Crosslisted: (PAD 5620, CRJ 5620, EMG 5620)
A directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

HAD 5710. Health Administration and Organization (3 credits)

A focus on how health care is delivered and the challenges facing health care administrators from the internal and external environment.

HAD 5720. Health Policy (3 credits)

The focus is on trends in health care delivery with emphasis on health care cost containment, access to health care, and recent efforts to invoke broad based systemic reforms to the U.S. Health Care System.

HAD 5730. Legal and Ethical Issues in Health Care (3 credits)

The focus is on the health delivery entity as a corporation, its relationship with physicians and other health deliverers and patients, and professional liability.

HAD 5740. Health Economics (3 credits)

The application of health care to economic theory, private and government insurance, cost containment theories and analysis.

HAD 5750. Comparative Health Care Systems (3 credits)

In an increasingly globalized society, a clear understanding of international health care systems is a fundamental step toward improving the quality of health care systems, both in the United States and abroad. This course will examine 17 countries using a health care rubric of workforce, technology, cost, quality, and access. PREREQ: full admission status in the MPA program

Graduate Program in Reading Education

Reading Education, M.A.Ed.

Director: Heather Kimberly Dial Sellers

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

Program Goals

The revised M.A.Ed. in Reading Education is organized around four major standards established by the International Literacy Association (ILA) for Master's level literacy specialist. These reflect state-approved standards for reading teachers and expectations set forth by NCATE. All reading courses reflect the four program standards in content, learning opportunities, and requirements.

The four standards are:

1. Reading teacher candidates have knowledge of the foundations of reading.
2. Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.
3. Reading teacher candidates understand and apply best instructional practices and techniques in the reading process of all learners.
4. Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

Please contact the Program Director for the Reading Education Program Progression Worksheet.

Master of Arts in Education

Reading Education, M.A.Ed.

Requirements for a Master of Arts in Education: Reading Education

I: Orientation, Theory, and Research: 13 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)
- RDG 5150. Research in Literacy (3 credits)
- RDG 5220. Literacy and Literature (3 credits)

- RDG 5230. Professional Seminar I (1 credit) (1 hour)
- RDG 5350. Reading Instructional Strategies (3 credits)

II: Expanding Content and Pedagogical Knowledge: 13 Sem. Hrs.

- RDG 5300. Reading and Writing in the Content-Areas I (3 credits)
- RDG 5301. Reading and Writing in the Content-Areas II (3 credits)
- RDG 5430. Professional Seminar II (1 credit)
- RDG 5450. Reading Development and Assessment (3 credits)

Guided Elective course:

With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use EDN 5470, EDN 5480, and EDN 5490 as elective courses.

III: Influencing Literacy Instruction and Leadership: 10 Sem. Hrs.

- RDG 5320. Diversity and Multicultural Education (3 credits)
- RDG 5330. Leadership in Reading (3 credits)
- RDG 5610. Diagnosis, Assessment, Instruction, and Practicum in Reading (3 credits)
- RDG 5630. Professional Seminar III (1 credit) (1 hour)

Total: 36 Sem. Hrs.

Reading Education

RDG 5150. Research in Literacy (3 credits)

This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom-based research to improve literacy learning.

RDG 5220. Literacy and Literature (3 credits)

A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

RDG 5230. Professional Seminar I (1 credit)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in

instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

RDG 5300. Reading and Writing in the Content-Areas I (3 credits)

This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in grades K-5 in a variety of content-areas, such as mathematics, social studies, and health. Strategies to support learning for English Language Learners will be explored. Field experience is required. PREREQ: Completion of strand I

RDG 5301. Reading and Writing in the Content-Areas II (3 credits)

This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in grades 6-12 in a variety of content-areas, such as mathematics, social studies, and health. Strategies to support learning for English Language Learners will be explored. Field experience is required. PREREQ: RDG 5300 and completion of strand I

RDG 5310. Principles of Testing and Measurement in Reading (3 credits)

This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education. PREREQ: 9 semester hours of previous course work in reading.

RDG 5320. Diversity and Multicultural Education (3 credits)

This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, and socioeconomic aspects of diversity and how these impact student achievement and teacher expectations. The need for multicultural education and culturally responsive teaching is emphasized; related strategies are explored. Field experience is required. PREREQ: Completion of strand I.

RDG 5330. Leadership in Reading (3 credits)

This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. PREREQ: Completion of strand II and permission of the instructor.

RDG 5350. Reading Instructional Strategies (3 credits)

This course is designed to provide teachers with knowledge of established and innovative practices of teaching reading and writing. Strategies to support learning for English Language Learners will be explored. Field experience is required. PREREQ: Completion of RDG 5150.

RDG 5430. Professional Seminar II (1 credit)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in

instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. PREREQ: Completion of Strand I

RDG 5450. Reading Development and Assessment (3 credits)

A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading. Topics will range from perception and learning theory to the implications of cultural differences and language factors as they affect both the child's learning to read and the teacher's effective facilitation of this learning. A thorough overview of phonics will be explored within informal assessments. Strategies to support learning for English Language Learners will be explored. Field Experience required. PREREQ: Completion of RDG 5150 and RDG 5350.

RDG 5610. Diagnosis, Assessment, Instruction, and Practicum in Reading (3 credits)

This course will assist the literacy specialist in locating causes of reading difficulties, diagnosing, and prescribing corrective procedures. It is designed to give the literacy specialist practical application of methods in solving reading problems. Published case studies are analyzed and original case studies developed which include observations, use of evaluation methods proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Review and critique sessions with colleagues are conducted at spaced intervals during the course. Teachers work one-on-one or in small groups of children in a practicum setting. Field experiences required. PREREQ: Completion of Strand II.

RDG 5630. Professional Seminar III (1 credit)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders of the 21st century, as students plan to meet their own learning needs in instructional/technological expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. PREREQ: Completion of Strands I and II and 18 hours of reading courses.

RDG 5xxx. Special Topics in Reading Education (3 credits)

Guided investigation of topics in reading education, such as curriculum revision, course or program design, newly evolved trends in reading education, and implications of research in reading education. This course will be an elective option within the reading education program for reading education candidates/students. PREREQ: Completion of Strands I and II and 18 hours of reading courses.

Graduate Programs in Science Education

The Master of Arts in Science Education, M.A.

Director: Rita Hagevik, Biology

Program Description

The Master of Arts (M.A.) in Science Education program has two concentrations. The Licensure Concentration is designed to prepare currently licensed North Carolina Secondary School Science Teachers for the N.C. Master's/Advanced Competencies License. The program requires 36 s.h. and is a logical extension of any undergraduate science teacher preparation program including those currently offered at UNCP.

The M.A. in Science Education has been designed to provide an opportunity for science teachers who hold a comprehensive Science License, a Biology License, or a Science Content Area License to enter the program and qualify for the N.C. Master's/Advanced License.

While in the M.A. Program, the former undergraduate science education major will be required to concentrate in one of four areas of science (12 s.h. in Biology, Chemistry, Physics, or Earth Science) and take nine additional s.h. in the three areas outside of the concentration (no more than 3 s.h. from any one area). The former undergraduate biology education major or science education major can concentrate in biology (15-18 s.h.) and take an additional 3 s.h. to 6 s.h. in an area or areas outside of biology. Both groups will also take a required core of professional education courses (9 s.h.) and six additional s.h. in science education.

The M.A. in science education will build upon the instructional expertise and leadership qualities and skills of an experienced licensed science teacher by requiring the following qualifications prior to full admission into the program:

1. the applicant must hold either the N.C. Secondary Science Comprehensive License or the Secondary Biology, Chemistry, Earth Science, or Physics License. Any out-of-state applicants will have to hold licenses deemed equivalent to the N.C. licenses.
2. the applicant must meet all of the graduate school general admission requirements.

Another degree program, the Non-Licensure Concentration in Biology, enables individuals to combine their science expertise with advanced understanding of teaching and learning to prepare individuals to teach science in the community such as in a community college or as an instructor in a university or to work as a scientist or perhaps to pursue an advanced degree in the sciences. Students in this program work with a faculty advisor to develop and implement a research project culminating in a thesis. This program includes an internship customized to individualized career goals. In addition, courses are offered in a wide variety of exciting locations including study in Bermuda, Costa Rica, Ossabaw Island, the Grand Canyon, and Nova Scotia. A video and additional program information can be found at http://www.uncp.edu/biology/grad_programs/. The non-licensure program is designed for applicants who meet all of the graduate school general admission requirements for the program with the exception of the teaching licensure requirement and do not desire to pursue a teaching license. Students in this Master's program are prepared to teach in community college settings, non-formal science education settings such as zoos, museums, and aquaria or other professional science settings. Upon admission to the program, students will be required to sign a waiver of North Carolina Standard Professional I and M level licensure.

Program Goals

The major goals of the program are designed to prepare a student to be able to:

1. Apply the theoretical, philosophical, and research bases for educational practice in a variety of science educational settings to improve student learning.
2. Plan, implement, and evaluate instruction that is philosophically consistent with the current National Science Education Standards.

3. Incorporate knowledge of the nature of the learner, learning process, variations in learning abilities, assessments, and strategies for evaluating learning in the secondary school classroom.
4. Plan, implement, and evaluate instruction that is culturally and pedagogically responsive to diverse students
5. Understand and employ methods of research to examine and improve instructional effectiveness, student achievement, and program evaluation in the science classroom and other non-formal science settings.
6. Understand and link subject matter to students' developmental and diverse needs.
7. Plan, implement, and evaluate instruction that reflects intellectual rigor and depth of knowledge in both science content and pedagogy.
8. Demonstrate self-directed, self-reflective, and research-based practice that provides leadership to colleagues and communities through collaboration, participation, and presentation in international, national, and state science education, science, and/or other educational organizations.

Master of Arts

Science Education, Biology, M.A.

The Master of Arts in Science Education (M.A.)

Requirements for a Master of Arts in Science Education

Core: Required courses: 15 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)
- SCE 5600. Foundations of Science Education (3 credits)
- SCE 5700. Improving 9-12 Science Classroom Instruction (3 credits)
- SCE 5800. Contemporary Issues in Science Education (3 credits)

Content: Choose 21 credit hours from the following:

A concentration in one of these areas: 12 Sem. Hrs.

(note: Biology Education majors may choose 15-18 hours in Biology)

Biology

(required for undergraduate Biology Education majors)

- BIO 5100. Marine Biology (3 credits)
- BIO 5120. Topics in Ecology and Environmental Biology (3 credits)
- BIO 5140. Biogeography (3 credits)
- BIO 5150. Advanced Microbiology (3 credits)
- BIO 5200. Current Trends in Molecular and Cellular Biology (3 credits)
- BIO 5250. Evolutionary Botany (3 credits)
- BIO 5280. Teaching Practicum in Biology (3 credits)

- BIO 5350. Evolutionary Zoology (3 credits)
- BIO 5400. Natural History of Costa Rica (3 credits)
- BIO 5550. Independent Biology Research (3 credits)
- BIO 5770. Science in the Natural Environment (3 credits)
- BTEC 5300. Principles of Medical Biotechnology (3 credits)
- BIOS 5xxx. Special Topics in Biology (1-4 credits)

Additional courses in the three areas outside of the concentration: 9 Sem. Hrs.

Students must complete at least 3 semester hours in each of the three areas outside of their area of concentration.

Capstone Experience

Each candidate must select and successfully complete a Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.

Total: 36 Sem. Hrs.

Science Education, Chemistry, M.A.

The Master of Arts in Science Education (M.A.)

Requirements for a Master of Arts in Science Education

Core: Required courses: 15 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)
- SCE 5600. Foundations of Science Education (3 credits)
- SCE 5700. Improving 9-12 Science Classroom Instruction (3 credits)
- SCE 5800. Contemporary Issues in Science Education (3 credits)

Content: Choose 21 credit hours from the following:

A concentration in one of these areas: 12 Sem. Hrs.

(note: Biology Education majors may choose 15-18 hours in Biology)

Chemistry

- CHM 5200. Current Trends in Chemistry (3 credits)
- CHM 5420. Environmental Chemistry: Water Chemistry (3 credits)
- CHM 5480. Historical Perspectives of Chemistry (3 credits)
- CHM 5500. Spectroscopic Methods of Structure Determination (3 credits)
- CHM 5600. Instruments for Chemical Analysis (3 credits)

- CHMS 5xxx. Special Topics in Chemistry (3 credits)

Additional courses in the three areas outside of the concentration: 9 Sem. Hrs.

Students must complete at least 3 semester hours in each of the three areas outside of their area of concentration.

Capstone Experience

Each candidate must select and successfully complete a Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.

Total: 36 Sem. Hrs.

Science Education, Earth Science, M.A.

The Master of Arts in Science Education (M.A.)

Requirements for a Master of Arts in Science Education

Core: Required courses: 15 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)
- SCE 5600. Foundations of Science Education (3 credits)
- SCE 5700. Improving 9-12 Science Classroom Instruction (3 credits)
- SCE 5800. Contemporary Issues in Science Education (3 credits)

Content: Choose 21 credit hours from the following:

A concentration in one of these areas: 12 Sem. Hrs.

(note: Biology Education majors may choose 15-18 hours in Biology)

Earth Science

- GLY 5010. Essentials of Earth Science (3 credits)
- GLY 5020. Essentials of Earth History (3 credits)
- GLY 5030. Geology of North Carolina (3 credits)
- GLY 5410. Meteorology and Climatology (3 credits)
- GLYS 5xxx. Special Topics in Geology (1-4 credits)
- GGYS 5xxx. Special Topics in Geography (1-4 credits)

Additional courses in the three areas outside of the concentration: 9 Sem. Hrs.

Students must complete at least 3 semester hours in each of the three areas outside of their area of concentration.

Capstone Experience

Each candidate must select and successfully complete a Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.

Total: 36 Sem. Hrs.

Science Education, Non-Licensure Concentration in Biology, M.A.

Requirements for a Master of Arts in Science Education:

Non-Licensure Concentration in Biology

Required Science Education Courses: 6 Sem. Hrs.

Choose two of the following:

- SCE 5600. Foundations of Science Education (3 credits)
- SCE 5700. Improving 9-12 Science Classroom Instruction (3 credits)
- SCES 5xxx. Special Topics in Science Education (1-4 credits)

Required Science Content Courses: 18-21 Sem. Hrs.

A minimum of 18 semester hours from the following:

- BIO 5100. Marine Biology (3 credits)
- BIO 5120. Topics in Ecology and Environmental Biology (3 credits)
- BIO 5140. Biogeography (3 credits)
- BIO 5150. Advanced Microbiology (3 credits)
- BIO 5200. Current Trends in Molecular and Cellular Biology (3 credits)
- BIO 5250. Evolutionary Botany (3 credits)
- BIO 5280. Teaching Practicum in Biology (3 credits)
- BIO 5350. Evolutionary Zoology (3 credits)
- BIO 5400. Natural History of Costa Rica (3 credits)
- BIO 5550. Independent Biology Research (3 credits)
- BIO 5770. Science in the Natural Environment (3 credits)
- BTEC 5300. Principles of Medical Biotechnology (3 credits)
- BIOS 5xxx. Special Topics in Biology (1-4 credits)

Guided Electives: 9-12 Sem. Hrs.

The program director must approve the elective selections based upon the student's career goals and objectives. Students are required to take the following two courses or six credit hours as part of the guided electives section: BIO 5280 and BIO 5550. It is recommended that students take at least one course in research.

Capstone Experience

Each candidate must select and successfully complete a Master's Research Project as the final product of the program and successfully complete a Comprehensive Exit Oral Interview. The Research Project must be approved by the candidate's graduate committee.

Total: 36 Sem. Hrs.

Science Education, Physics, M.A.

The Master of Arts in Science Education (M.A.)

Requirements for a Master of Arts in Science Education

Core: Required courses: 15 Sem. Hrs.

- EDN 5660. Applied Educational Research (3 credits)
- SCE 5600. Foundations of Science Education (3 credits)
- SCE 5700. Improving 9-12 Science Classroom Instruction (3 credits)
- SCE 5800. Contemporary Issues in Science Education (3 credits)

Content: Choose 21 credit hours from the following:

A concentration in one of these areas: 12 Sem. Hrs.

(note: Biology Education majors may choose 15-18 hours in Biology)

Physics

- PHS 5000. The Art and Science of Chemistry and Physics (3 credits)
- PHY 5200. Current Trends in Physics (3 credits)
- PHY 5480. Historical Perspectives of Physics (3 credits)
- PHY 5500. Classical Mechanics (3 credits)
- PHY 5600. Modern Physics (3 credits)
- PHYS 5xxx. Special Topics in Physics (3 credits)

Additional courses in the three areas outside of the concentration: 9 Sem. Hrs.

Students must complete at least 3 semester hours in each of the three areas outside of their area of concentration.

Capstone Experience

Each candidate must select and successfully complete a Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.
Total: 36 Sem. Hrs.

Courses: Biology

BIO 5100. Marine Biology (3 credits)

A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes a one-week on-campus study followed by a one-week field, lab work at the Bermuda Biological Station for Research. There are additional costs involved in the trip.

BIO 5120. Topics in Ecology and Environmental Biology (3 credits)

Students will become cognizant of the principles of ecology and environmental biology through analysis of the interactions of organisms with each other and their interactions with the physical environment. The impact of humans and human systems on the natural world will be examined The interaction of ecological, geological and human processes is examined at regional, national, and global scales. Human management of fragmented landscapes will be discussed. Certain topics may be emphasized according to the expertise of the instructor.

BIO 5140. Biogeography (3 credits)

Students will become cognizant of the principles of biogeography through an analysis of the interactions of organisms with each other and with the physical environment through time. Biogeographic processes are examined at individual, community, and ecosystem levels. The effects of evolution and a changing earth on species distribution and extinction will be assessed. Causes of modern and historical distributions of taxa will be examined.

BIO 5150. Advanced Microbiology (3 credits)

A survey of modern developments emphasizing the application of the knowledge of fundamental microbiology to address problems which exist in today's environment. Topics will be discussed using case studies and problem -based learning and will include comparative genomics, emerging infectious diseases, antibiotic resistance, bioterrorism, microbial biotechnology and archaeal, viral, and prion biology.

BIO 5200. Current Trends in Molecular and Cellular Biology (3 credits)

This course is designed to provide the student with an awareness and appreciation of the rapidly changing trends in molecular and cellular biology. Discussion will include the medical potential and ethical issues raised by developments in these areas. Topics of discussion will include cloning, gene therapy, etc.

BIO 5250. Evolutionary Botany (3 credits)

A survey of all photosynthetic organisms with emphasis on phylogenetic relationships. Topics covered will include early evolution of life and the part photosynthesis played, three billion years of evolution restricted to the aquatic habitat, and evolution of terrestrial plants over the last half billion years.

BIO 5280. Teaching Practicum in Biology (3 credits)

Experience in some aspects of the teaching of biology with formal evaluation, supervision, and direction determined by the supervisory professor and student. PREREQ: Permission of coordinating professor and graduate director of science education. Application must be approved in the semester preceding the one in which the practicum is to be undertaken.

BIO 5350. Evolutionary Zoology (3 credits)

A review of the basic workings of science, evolutionary concepts, and the animal kingdom. Topics will also include animal fossils, morphological & behavioral phylogeny, and human evolution.

BIO 5400. Natural History of Costa Rica (3 credits)

An introduction to different ecosystems within Costa Rica. Students participate in field trips and excursions to study first-hand the biological complexities of the tropics. Students will experience cultural aspects of Costa Rica, discuss Costa Rica's conservation ethic and the impact of humans on the environment. Offered in the summer of odd-numbered years; students spend two full weeks in Costa Rica.

BIO 5550. Independent Biology Research (3 credits)

Advanced students carry out independent research activity relating to a significant problem in a major field of study in biology based on their interests. Supervised by a faculty member. Formal report and preparation required. PREREQ: Permission of the supervising professor and the graduate director of science education. Application must be approved in the semester preceding the one in which the independent research is to take place.

BIO 5770. Science in the Natural Environment (3 credits)

An overview of the study of the natural environment and environmental education methods for science professionals and science educators, including design of and participation in experiential learning programs that emphasize environmental and nature studies. The use of Geographic Information Systems (GIS) for the biological and environmental sciences is emphasized as students create maps, analyze spatial data, and create their own data from field observations. An emphasis is placed on wetland-related topics.

BIOS 5xxx. Special Topics in Biology (1-4 credits)

The course content will vary from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of biology. Offerings will be on an announced basis.

BTEC 5300. Principles of Medical Biotechnology (3 credits)

The purpose of this course is to provide a broad overview of the methods and strategies of biotechnology for medicinal applications including drug discovery. Major emphasis will be placed on describing therapeutic concepts and how they are developed from the discovery of a molecular target for drugs to the use of disease models to test new pharmaceutical agents. The course covers many aspects of biotechnology, including aspects of molecular pharmacology, gene therapy, and drug safety evaluation. This course also introduces analytical methods as applied to experimental design and quantitative analysis of data encountered in biotechnology and biomedical sciences. Graduate students will also take part in assembling specific components of a manuscript in the drug discovery field. PREREQ: BIO 1000, CHM 1300, and graduate status.

Chemistry

CHM 5200. Current Trends in Chemistry (3 credits)

A survey of current developments and trends in the various fields of chemistry. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHM 5420. Environmental Chemistry: Water Chemistry (3 credits)

A study of water in our environment and our daily lives focusing on human interactions with water. Field trips allow first-hand experience with some of the issues covered. PREREQ: General Chemistry (CHM 1300 or equivalent); one semester of Organic Chemistry and General Biology recommended.

CHM 5480. Historical Perspectives of Chemistry (3 credits)

This course emphasizes the development of physical concepts in the discipline of chemistry from the earliest records through Aristotle, the alchemist and beyond, to the present. Topics include contributions of such scientists as Boyle, Lavoisier, Dalton, Mendeleev, Rutherford, and others. Discussions concerning their methods, motives, and the mental and social climate of their time are also included.

CHM 5500. Spectroscopic Methods of Structure Determination (3 credits)

The student will be introduced to the process by which the modern organic chemist determines the atom-to-atom structure of organic molecules. A review of empirical and molecular formulas, and what can be learned from them, is included. However, the major focus of the course will be teaching the student about the use of a number of instrumental techniques that is used in the elucidation of individual molecular structures. The specific techniques, and how they relate to molecular structure determination, include: UV-VIS (ultra violet-visible spectroscopy), IR (infrared spectroscopy), mass spectrometry (simulated data only), and various introductory and advanced NMR (nuclear magnetic resonance spectroscopy) techniques, including Proton and Carbon-13, COSY, DEPT, and HETCOR. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHM 5600. Instruments for Chemical Analysis (3 credits)

A course examining the theory and operation of instrumentation used for quantitative and qualitative analyses of matter. A combination of lecture and laboratory activities will develop both student knowledge of and skills in a variety of modern spectroscopic, electrochemical and chromatographic techniques. PREREQ: At least 24 credit hours of undergraduate coursework in chemistry or consent of the instructor and the department chair.

CHMS 5xxx. Special Topics in Chemistry (3 credits)

Course content will focus on topics in chemistry and will vary from offering to offering, with prerequisites appropriate to content. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of chemistry.

Geography

GGY 5030. Descriptive Regional Analysis (3 credits)

Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 5050. Geographics (3 credits)

Visualization of spatial data. Utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Study of contemporary advances in computer mapping technology and geographic information systems.

GGYS 5xxx. Special Topics in Geography (1-4 credits)

Course content will change from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special intense summer experiences that focus on concepts within the discipline of geography. Offerings will be on an announced basis.

Geology

GLY 5010. Essentials of Earth Science (3 credits)

Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GLY 5020. Essentials of Earth History (3 credits)

An Advanced study of earth history as recorded in the rock record. Topics include geologic time; evolution of the continents, oceans and atmosphere; fossils and the development of life through time; and the historical development of geologic concepts. PREREQ: GLY 5010 or permission of the instructor.

GLY 5030. Geology of North Carolina (3 credits)

Study of the geology of North Carolina. Areas include the Blue Ridge, Piedmont, Newark-type Basins, and Coastal Plain. Topics include rocks, structures, environmental geology, economic geology, and plate tectonic implications of these regions. May include field trips.

GLY 5410. Meteorology and Climatology (3 credits)

Analysis and presentation of weather and climate information. Emphasis on explanatory methods in basic meteorology. Graphical representation and modeling of weather elements, atmospheric processes and climate regions.

GLYS 5xxx. Special Topics in Geology (1-4 credits)

Course content will change from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special intense summer experiences that focus on concepts within the discipline of geology. Offerings will be on an announced basis.

Physical Science

PHS 5000. The Art and Science of Chemistry and Physics (3 credits)

Essential concepts of chemistry and physics will be explored in the context of current topics in science and technology. Varied course assignments will actively engage students in the review of popular and scientific literature; the collection, analysis, interpretation, and presentation of scientific data; and the correlation of scientific knowledge to societal issues. PREREQ: Enrollment in an MA or MS degree program.

Physics

PHY 5200. Current Trends in Physics (3 credits)

A survey of current development and trends in the various fields of physics. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHY 5480. Historical Perspectives of Physics (3 credits)

This course emphasizes the development of physical concepts in the discipline of physics from the earliest records through Aristotle, Einstein and beyond, to the present. Topics include contributions of such scientists as Copernicus, Galileo, Newton, Boyle, Rutherford, Millikan, Bohr, DeBroglie, Schroedinger, and others. Discussions concerning their methods, motives and the mental and social climate of their time are also included.

PHY 5500. Classical Mechanics (3 credits)

Newtonian mechanics, linear oscillations, non-linear oscillations, introduction to calculus of variation. Hamilton's principle and La Grange's equations, central force motion, non-inertial frames, rigid body dynamics, vibrating systems. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHY 5600. Modern Physics (3 credits)

Special theory of relativity; introductory quantum mechanics with applications to microscopic systems; Fermi-Dirac, Bose-Einstein statistics; and electronic bands in solids. PREREQ: At least 24 credit hours of undergraduate coursework in physics or consent of the instructor and the department chair.

PHYS 5xxx. Special Topics in Physics (3 credits)

Course content will focus on topics in physics and will vary from offering to offering, with prerequisites appropriate to content. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of physics.

Science Education

SCE 5000. Teaching Science in Grades 6-12 (3 credits)

Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the 6-12 classroom. Limited to MAT students only. PREREQ: Formal admission to the MAT program; EDN 5500 .

SCE 5600. Foundations of Science Education (3 credits)

Historical, philosophical, sociological, political, and economic factors affecting science education in the schools of the United States will be analyzed. The goals of science education in the United States from the early nineteenth century to the present along with the implications of various learning theories and models for curriculum development will be examined. Current trends, issues, and problems in science education will also be evaluated.

SCE 5700. Improving 9-12 Science Classroom Instruction (3 credits)

This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school science classroom. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate, and a critical analysis of research relevant to the teaching of all science disciplines.

SCE 5800. Contemporary Issues in Science Education (3 credits)

Students will continue in-depth studies into problems and emerging issues related to standards-based science education instruction and programs building upon the knowledge, skills, and dispositions addressed in both SCE 5600-Foundations of Science Education and SCE 5700-Improving 9-12 Science Classroom Instruction. In this culminating course, students will finalize their field-based experiences and/or leadership project and present the results at a professional meeting. PREREQ: SCE 5600 and SCE 5700.

SCE 5810. Internship in Science Education (3 credits)

Culminating clinical practice for secondary or middle grades science initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area.

SED 5810. Internship in Special Education (3 credits)

Culminating clinical practice for Special Education initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area.

SCES 5xxx. Special Topics in Science Education (1-4 credits)

The course content will vary from offering to offering, but it will be designed to encompass a variety of concepts and pedagogy within the area of science education. It will meet the special needs of individuals within the master's program at UNCP, as well as students seeking credit in special offerings such as short courses, seminars, and special, intense summer experiences.

Graduate Programs in Social Studies Education

Master of Arts in Social Studies Education, M.A.

Director: Serina Cinnamon

The Master of Arts (M.A.) in Social Studies Education program has two concentrations. The Licensure concentration is designed for experienced teachers who wish to increase their own knowledge, enhance social studies instruction for their students, and exercise professional leadership in social studies curriculum development within secondary schools. It builds upon and extends the multiple goals of UNC Pembroke's undergraduate social studies education program. The history and social science requirements are carefully structured to provide breadth of coverage and self-selected areas of concentration. The History/Social Science concentration is designed for students who do not hold or seek North Carolina teacher licensure but wish to pursue graduate study in history, enhanced by work in related social science fields.

The Master of Arts in Social Studies Education program will enable students to

1. Strengthen their history and social science knowledge base and analytical skills.
2. Enhance their understanding of the structure and methods of the individual academic disciplines and, therefore, their ability to make the material interesting and comprehensible to their students.
3. Become familiar with recent curriculum reform initiatives which have particular relevance for social studies teachers, including the essential thematic strands identified by the National Council for the Social Studies and the national standards developed for each content area.
4. Integrate recent scholarship and professional trends with their own classroom experiences.
5. Evaluate available technology resources (hardware and software) and determine their suitability for instructional purposes.
6. Assume professional leadership roles in curriculum development, instructional planning, and advocacy for social studies as an essential component of K-12 education.

Students will complete a capstone product of learning and, with the guidance of a project committee from the relevant academic discipline(s), prepare a professional presentation for colleagues prior to graduation.

Program-Specific Admissions Standards

- Current SSE licensure;
- A letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices.
- [Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. They will not be expected to submit a recommendation from a school administrator.]

Master of Arts

Social Studies Education, History Concentration, M.A.

Social Studies Pedagogy Core: 15 Sem. Hrs.

- EDN 5490. Effective Educational Leadership (3 credits)
- EDN 5660. Applied Educational Research (3 credits)
- HST 5000. Historiography (3 credits)

- SSE 5600. Teaching and Learning with Primary Sources (3 credits)
- SSE 5750. Social Studies Curriculum Transformation (3 credits)

History Concentration: 15 Sem. Hrs.

15 credit hours of graduate HST or HSTS coursework.

Required Capstone

A Capstone Project will be submitted for review at the end of the program.

Total: 30 Sem. Hrs.

Social Studies Education, Social Sciences Concentration, M.A.

Social Studies Pedagogy Core: 15 Sem. Hrs.

- EDN 5490. Effective Educational Leadership (3 credits)
- EDN 5660. Applied Educational Research (3 credits)
- HST 5000. Historiography (3 credits)
- SSE 5600. Teaching and Learning with Primary Sources (3 credits)
- SSE 5750. Social Studies Curriculum Transformation (3 credits)

Social Sciences Core: 15 Sem. Hrs.

Integrated Social Sciences: 9 Sem. Hrs.

9 credits of graduate coursework in Political Science, Sociology, American Indian Studies, Economics, and/or Geography

Electives: 6 Sem. Hrs.

6 credits of graduate coursework in History, Library Science, Education, and/or Reading

Required Capstone

A Capstone Project will be submitted for review at the end of the program.

Total: 30 Sem. Hrs.

History

HST 5000. Historiography (3 credits)

Advanced study of the methods of historical research and historiography. This course focuses on the "doing" of history through the learning of disciplinary heuristics, developing competencies in searching for and evaluating primary sources (including digital resources), and the demonstration of effective written and oral communication skills.

HST 5100. Advanced North Carolina History (3 credits)

An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 5200. History of the South (3 credits)

A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HST 5740. Introduction to Public History (3 credits)

A hands-on introduction to the work of public historians, including physical and digital preservation and exhibition, oral history, archives management, historical editing and publishing, historical site management, marketing and public relations, and securing grants and donors. The graduate section of this course will also include an exploration of the origins and development of Public History as a distinct discipline, and will require a self-directed final project that reflects their long-term career goals. PREREQ: graduate standing

HST 5840. Public History Internship (3 credits)

An internship experience that allows graduate students to combine theory and course content knowledge with practice through hands-on experience in one of several public history venues in UNCP's service region. Working approximately 12 hours per week under professional supervision, students learn how to apply their classroom education to the day-to-day work of that site as well as a specific study area like exhibit design, museum education, or collections management. The student will meet with the faculty supervisor three times throughout the internship semester and produce bi-weekly reflection papers, and will also be evaluated by the internship site supervisor. PREREQ: graduate standing, instructor permission

HST 5990. Historical Research (3 credits)

This course serves a capstone learning experience for M.A. in Social Studies Education students in the History/Social Sciences Concentration. Students will complete and present a directed, supervised research project. Graded on a Pass/Fail basis. PREREQ: A complete proposal should be approved no later than the close of registration. Approval requires the signature of the supervising faculty member and of the History Department Chair.

HSTS 50xx-51xx. Special Topics in European History (3 credits)

These courses examine a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HSTS 52xx-526x. Special Topics in Asian History (3 credits)

These courses examine a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HSTS 54xx-55xx. Special Topics in United States History (3 credits)

These courses examine a specific period or aspect of U. S. history. Topics will vary, determined by the instructor's specialty.

HSTS 527x-533x. Special Topics in African History (3 credits)

These courses examine a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HSTS 534x-539x. Special Topics in Latin American History (3 credits)

These courses examine a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

Social Studies Education

SSE 5100. Principles of Social Studies Education (3 credits)

An introduction to the purpose of social studies education, current trends in the field, inquiry-based learning, and integrating technology in the classroom. Field experience may be required as a component of the course.

SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 credits)

This course, which utilizes lecture, workshop, and demonstration formats, has several related components. It reviews history and social science content, introduces strategies for promoting active learning, and enables the student to integrate both into effective instructional plans. Students will also develop instructional technology competencies required for professional effectiveness.

SSE 5600. Teaching and Learning with Primary Sources (3 credits)

An advanced study of social studies curriculum design that focuses on the development of historical literacy and higher order thinking skills through the study of primary sources, as well as the integration of newly emerging technologies in educational settings. PREREQ: SSE 5500 or approval of the instructor

SSE 5750. Social Studies Curriculum Transformation (3 credits)

This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. PREREQ: Formal admission to the M.A. or M.A.T. in Social Studies Education Programs; SSE 5500 (for MAT students only).

SSE 5810. Internship in Social Studies Education (3 credits)

Preparation appropriate for secondary or middle grades Social Studies initial teacher licensure. Course requirements include completion of ePortfolio and licensure requirements, including full-time pre-service student internship or in-service teaching in a public school setting. PREREQ: Approval of the Social Studies Education Program Director.

American Indian Studies

AIS 5050. Contemporary Issues of American Indians (3 credits)

This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise.

AIS 5150. Amerindian Oral Traditions (3 credits)

An examination of selected American Indian oral narrative traditions emphasizing a religio-literary assessment of mythical, anecdotal, and historical stories.

AIS 5500. Native American Literature (3 credits)

Study of the historical and continuing contributions of Native American authors to literary studies, especially within the United States. Particular attention will be paid to the intersections of Euroamerican and Native American traditions. Topics covered may include, contemporary issues, oral and written traditions, identity, place, colonization, displacement, and differing world views.

Political Science

PLS 5400. Systems of State and Local Government (3 credits)

Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PLS 5450. American Political Process (3 credits)

Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

Sociology

SOC 5010. The Changing Family (3 credits)

Family relations in crosscultural and contemporary American perspectives. History, present status, and direction of future change.

SOC 5020. American Pluralism-Race and Ethnicity in American Life (3 credits)

The American character hinges upon a complex racial and ethnic pluralism that has existed since the establishment of the United States as a republic and before. This course is intended to explore the dynamics of the social construction of racial and ethnic identity, as well as the historical and contemporary relations among various racial and ethnic groups within the United States, from a sociological standpoint.

Graduate Programs in Social Work

Master of Social Work, M.S.W.

Director: Summer Gainey Woodside

Program Description

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities. Additionally the mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for professional social work practice within an advanced generalist model. Social workers prepared using an advanced generalist model have the capacity to practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and prepared for challenges faced when working with indigenous communities. They have an awareness of both historical and contemporary social issues that are embedded in a framework of a larger, more global reality. The MSW program offers a program for full-time and part-time students as well as an advanced standing program for students who have completed a Bachelor of Social Work degree from a Council on Social Work Education (CSWE) accredited social work program.

Program-Specific Admissions Standards

Applications are welcome at any time during the year, but the MSW program will not admit new students for spring semester and will admit advanced standing students in the summer only. All admissions will be for summer or fall terms.

Students with accredited undergrate degrees in social work, who choose to enter either as regular full-time MSW students or regular part-time MSW students, are eligible to test out of selected Foundation Year courses. This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. If you are interested in testing out, please contact the program director.

Request your recommendations from professional supervisors or university faculty who are not members of the UNCP Social Work Department.

Submit an essay which incorporates both autobiographical information and discussion of a social problem. Detailed directions are available on the Graduate School website and must be carefully followed.

Master of Social Work

Social Work, Advanced Standing. M.S.W.

Requirements for a Master of Social Work -Advanced Standing

Required Courses: 32 Sem. Hrs.

- SWK 5080. Advanced Practice in Rural Settings (3 credits)
- SWK 5410. Social Work Practice Administration in Rural Settings (3 credits)
- SWK 5430. Advanced Practice with Individuals and Families (3 credits)
- SWK 5450. Advanced Intervention Research (3 credits)
- SWK 5500. Concentration Practicum I and Seminar (4 credits)
- SWK 5580. Advanced Social Work Practice with Groups and Organizations in Rural Communities (3 credits)

- SWK 5650. Mental Health Diagnostics (3 credits)
- SWK 5750. Advanced Assessment and Intervention (3 credits)
- SWK 5800. Concentration Practicum II and Seminar (4 credits)
- SWK 6710. Advanced Practice with Indigenous Populations (3 credits)

Electives: 3 Sem. Hrs.

- SWK 5030. Concentration Field I External Supervision (0 credit)
- SWK 5040. Concentration Field II External Supervision (0 credit)
- SWK 5320. Community Development and Social Planning in Rural Communities (3 credits)
- SWK 5700. Child Welfare (Rural/Indigenous Communities) (3 credits)
- SWK 5710. Grant Writing (3 credits)
- SWK 5720. Advanced Social Work Practice with Individuals with Varying Abilities (3 credits)
- SWK 5730. Advanced Practice in School Social Work (3 credits)
- SWK 6200. Assessment and Treatment of Substance Abuse Disorder (3 credits)
- SWK 6300. Human Trafficking in the US (3 credits)
- SWK 6400. Forensic Social Work (3 credits)
- SWK 6500. Military Social Work (3 credits)
- SWK 6600. Advanced Social Work Practice in Integrative Healthcare (3 credits)
- SWK 6700. Integrated Health Policy and Services (3 credits)
- SWK 6800. International Social Work and Social Development (3 credits)
- SWKS 6xxx. Special Topics in Social Work (3 credits)
- SWK 6170. Introduction to Substance Use Disorders and Addictions (3 credits)
- SWK 6180. Science of Addiction (3 credits)
- SWK 6190. Ethics and Diversity Issues in Addiction (3 credits)

Program Total for Advanced Standing: 35 Sem. Hrs.

Social Work, M.S.W.

Requirements for a Master of Social Work

Foundation Courses: 24 Sem. Hrs.

- SWK 5050. Foundations of Social Work Practice (3 credits)
- SWK 5060. Social Work Practice With Individuals (3 credits)
- SWK 5070. Social Welfare Policies and Analysis (3 credits)
- SWK 5090. Human Behavior and the Social Environment (3 credits)
- SWK 5100. Social Work Research (3 credits)
- SWK 5200. Social Work in a Diverse Community (3 credits)
- SWK 5300. Foundation Practicum I and Seminar (3 credits)
- SWK 5400. Foundation Practicum II and Seminar (3 credits)

Concentration Courses: 32 Sem. Hrs.

- SWK 5080. Advanced Practice in Rural Settings (3 credits)
- SWK 5410. Social Work Practice Administration in Rural Settings (3 credits)
- SWK 5430. Advanced Practice with Individuals and Families (3 credits)
- SWK 5450. Advanced Intervention Research (3 credits)
- SWK 5500. Concentration Practicum I and Seminar (4 credits)
- SWK 5580. Advanced Social Work Practice with Groups and Organizations in Rural Communities (3 credits)
- SWK 5650. Mental Health Diagnostics (3 credits)
- SWK 5750. Advanced Assessment and Intervention (3 credits)
- SWK 5800. Concentration Practicum II and Seminar (4 credits)
- SWK 6710. Advanced Practice with Indigenous Populations (3 credits)

Electives: 6 Sem. Hrs.

- SWK 5010. Foundation Field I External Supervision (0 credit)
- SWK 5020. Foundation Field II External Supervision (0 credit)
- SWK 5030. Concentration Field I External Supervision (0 credit)
- SWK 5040. Concentration Field II External Supervision (0 credit)
- SWK 5320. Community Development and Social Planning in Rural Communities (3 credits)
- SWK 5700. Child Welfare (Rural/Indigenous Communities) (3 credits)
- SWK 5710. Grant Writing (3 credits)
- SWK 5720. Advanced Social Work Practice with Individuals with Varying Abilities (3 credits)
- SWK 5730. Advanced Practice in School Social Work (3 credits)
- SWK 6060. Crisis Intervention in Social Work (3 credits)
- SWK 6170. Introduction to Substance Use Disorders and Addictions (3 credits)
- SWK 6180. Science of Addiction (3 credits)
- SWK 6190. Ethics and Diversity Issues in Addiction (3 credits)
- SWK 6200. Assessment and Treatment of Substance Abuse Disorder (3 credits)
- SWK 6300. Human Trafficking in the US (3 credits)
- SWK 6400. Forensic Social Work (3 credits)
- SWK 6500. Military Social Work (3 credits)
- SWK 6600. Advanced Social Work Practice in Integrative Healthcare (3 credits)
- SWK 6700. Integrated Health Policy and Services (3 credits)
- SWK 6800. International Social Work and Social Development (3 credits)
- SWKS 6xxx. Special Topics in Social Work (3 credits)

Program Total: 50-62 Sem. Hrs.

License

School Social Work Licensure (Master's Level)

School Social Work Licensure (M) Level

This program prepares candidates as a NC School Social Worker for level M licensure and is approved by the NC Department of Public Instruction. Applicants for this program must fall into one of the following two categories: (1) those who hold a MSW degree from a CSWE accredited program and are employed as a social worker full-time in a NC public school setting or

(2) those who are enrolled in UNCP's MSW program.

Candidates employed full-time as a NC public school social worker complete the following two courses:

1. SED 5120 Advanced Study of Exceptionality in Children

2. SWK 5730 Advanced Practice in School Social Work

Additionally, post-MSW practitioners complete one year of employment in a NC Public School under the supervision of a school social worker licensed in NC at the MSW (M) level of licensure. Coursework is to be completed in conjunction with employment experience.

Candidates currently enrolled as MSW students at UNCP complete the following courses:

1. SED 5120 Advanced Study of Exceptionality in Children

2. SWK 5730 Advanced Practice in School Social Work

3. SWK 5500 Concentration Practicum I and Seminar

4. SWK 5800 Concentration Practicum II and Seminar

Practicum must be completed in a NC Public School under the supervision of a school social work licensed in NC at the MSW (M) level of licensure. Coursework is to be completed prior to or in conjunction with the field practicum

Students must earn a grade of C or better in all courses. Upon completion of all requirements, students should submit the following documentation to the School Social Work Coordinator:

1. Official transcript indicating completion of all required coursework with a grade of C or higher.

2. Documentation of a satisfactory final field evaluation, or for professionals seeking school social work licensure who already hold a Master in Social Work degree, documentation of one year of employment on signed letterhead by the employing district's human resources office in lieu of the field practicum requirement.

3. A final evaluation using the School Social Work evaluation instrument completed in partnership with the field instructor and/or principal.

The School Social Work Program Coordinator will evaluate the documentation then submit written notification of approval/ disapproval to the student and UNCP School of Education Licensure Specialist and/or NC Department of Public Instruction.

Requirements for School Social Work Licensure

Candidates for licensure must hold a graduate degree from a CSWE accredited program or be enrolled in UNCP's MSW program, complete a field placement (or one year of full-time employment) in a public school setting under the supervision of a licensed school social worker who holds a social work degree from a CSWE accredited program. and complete the following courses:

- SED 5120. Advanced Study of Exceptionality in Children (3 credits)
- SWK 5730. Advanced Practice in School Social Work (3 credits)

- SWK 5500. Concentration Practicum I and Seminar (4 credits)
- SWK 5800. Concentration Practicum II and Seminar (4 credits)
  For professionals seeking school social work licensure who already hold a Master in Social Work degree, one year of employment in a school setting may be documented on signed letterhead by the employing district's human resources office in lieu of the field practicum requirement.

Social Work

SWK 5010. Foundation Field I External Supervision (0 credit)

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5010 Foundation Field I External Supervision must be taken concurrently with SWK 5300 Foundation Field I and Seminar. SWK 5010 is the first of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5300 Foundation Practicum I and Seminar

SWK 5020. Foundation Field II External Supervision (0 credit)

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5020 Foundation Field I External Supervision must be taken concurrently with SWK 5400 Foundation Field I and Seminar. SWK 5020 is the second of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5400

SWK 5030. Concentration Field I External Supervision (0 credit)

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5030 Concentration Field I External Supervision must be taken concurrently with SWK 5500 Concentration Field I and Seminar. SWK 5030 is the third of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5500

SWK 5040. Concentration Field II External Supervision (0 credit)

Students who are assigned to a field site that does not have a credentialed field supervisor are required to complete a section of MSW external field supervisor in conjunction with field practicum and seminar. SWK 5040 Concentration Field II External Supervision must be taken concurrently with SWK 5800 Foundation Field I and Seminar. SWK 5040 is the fourth of four external supervisor experiences that enable students to apply master's level coursework in a generalist practice setting. Students, site supervisors, field seminar instructors and external MSW supervisors collaborate to plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. External MSW

supervisors and students meet on a regular basis throughout the semester in order to integrate practice and theory, resolve ethical dilemmas and develop professional identity. COREQ: SWK 5800

SWK 5050. Foundations of Social Work Practice (3 credits)

This course provides the context for advanced generalist social work practice. Students will learn about the historical development of the social work profession. The course offers an overview of contemporary social work practice and the need for social services in a modern society. It reviews social work methods and fields of practice with an emphasis on professional values and ethics. PREREQ: Admission to Graduate School.

SWK 5060. Social Work Practice With Individuals (3 credits)

This course emphasizes social work concepts and fundamental skills of practice with individuals and their families. Students will learn a problem solving process that includes problem identification, needs and strengths assessments, planning, intervention, termination, and evaluation. Skills in relationship building, interviewing, and recording and documentation will be reviewed. Knowledge and skills relevant to practice with populations at risk including women, people of color, those who are gay and lesbian, and/or are economically impoverished will be emphasized. Issues of oppression, diversity, social justice, values, and ethics will be integrated throughout the course. Attention will also be given to the evolution of social work practice from an historical perspective. PREREQ: Admission to Graduate School.

SWK 5070. Social Welfare Policies and Analysis (3 credits)

This course provides students with an overview of the history and development of social policy and programs in the United States. Students will learn how to analyze contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic, and other social conditions that influence policy and law with an emphasis on social justice. Students will learn basic legal research and will become familiar with laws that provide the foundation for many social policies. Students will develop skills necessary to function within the legal system on behalf of various vulnerable populations. PREREQ: Admission to Graduate School.

SWK 5080. Advanced Practice in Rural Settings (3 credits)

This course presents the unique challenges to social work with populations in rural settings, with an emphasis on rural areas of North Carolina. The course will examine the history of the rural experience and how it is affected by changes in the ethnic, economic, technological, and political landscape. The course will include implications of these changes for the practice of social work using an advanced generalist approach. PREREQ: Admission to Graduate School.

SWK 5090. Human Behavior and the Social Environment (3 credits)

This course reflects a critical perspective on understanding individuals, groups and communities using multidimensional frameworks and theories of well-being, stress, coping, adaptation, and the role of privileged and oppressed statuses and their influence on human development. Emphasis within this course is on knowledge about individuals and social systems and the processes of oppression, privilege, and discrimination and factors that help people and social systems change. Students learn to identify multiple determinants of human behavior and the implications of this knowledge when working with individuals, families, groups, organizations, and communities. PREREQ: Admission to Graduate School

SWK 5100. Social Work Research (3 credits)

The purpose of this course is to increase students' knowledge of various research and evaluation methods that can be used in social work settings across a number of populations and modalities. The course will focus on how ethics apply to research and

evaluation, how research problems are formulated, how hypotheses or research questions are derived, and the specific designs that researchers may use in addressing specific research topics. Students will learn the processes involved in carrying out social work research, examine social work research issues, evaluate research findings, and assess research. PREREQ: SWK 3910 or a statistics course.

SWK 5200. Social Work in a Diverse Community (3 credits)

This course is designed to present students with an overview of the complex issues surrounding social work with diverse populations. Students will explore the impact of sexual orientation, race, ethnicity, ability, and/or gender, and examine the consequences of marginalizing members of oppressed groups. Students will play an active role in their own learning through the use of writing, electronic discussion groups, and other experiential exercises. PREREQ: Admission to Graduate School.

SWK 5300. Foundation Practicum I and Seminar (3 credits)

This is the first course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet periodically throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Open to MSW students only. PREREQ: Admission to Graduate School and Research

SWK 5320. Community Development and Social Planning in Rural Communities (3 credits)

This course examines methods of organizing people for social and political advocacy on their own behalf or on behalf of others to bring about change in rural communities. Rural community advocacy is an empowering process to bring together underrepresented groups to generate power and create a more socially just society. This course builds on the foundation course work.

SWK 5400. Foundation Practicum II and Seminar (3 credits)

This is the second course of two foundation practica that enable students to apply master's level coursework in a generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet periodically throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences. Open to MSW students only. PREREQ: Admission to Graduate School and SWK 5300.

SWK 5410. Social Work Practice Administration in Rural Settings (3 credits)

The purpose of this course is to equip students to perform a variety of management functions in a broad range of human service organizations and other non-profits. The course will focus on areas that include the role of the manager, theories of management, specific approaches to management of the organization, motivating workers, management of data, information and budgets, and supervision. Emphasis will be on the integration of theory and the practical application of management tools and techniques for effective functioning of the organization. This course builds on the foundation course work. PREREQ: Admission to the Graduate School

SWK 5430. Advanced Practice with Individuals and Families (3 credits)

This course examines practice with individuals and families. Mastery of tasks that enhance social functioning will be examined.

Students will learn effective strength-based interviewing skills. The course will also address family and community-centered assessment within an ecological framework. Special attention is given to the needs of families affected by poverty and oppression in rural communities. PREREQ: SWK 5060 or Advanced Standing.

SWK 5450. Advanced Intervention Research (3 credits)

The purpose of this course is to provide students with a thorough understanding of the research design techniques necessary to evaluate the effects of services on clients, community needs, and address the needs for accountability, as well as practice evaluation. The themes of diversity and social work values and ethics are addressed in relation to macro research methods, program evaluation, and community-based research. Attention is placed on diversity concerns related to indigenous populations. This course covers the applications of research design techniques to data collection in human service agencies and communities, including the use of statistical analysis for program evaluation and needs assessment. PREREQ: Admission to Graduate School and SWK 5100 or SWK 5130.

SWK 5500. Concentration Practicum I and Seminar (4 credits)

This is the first practicum in the concentration curriculum. This course enables students to apply Advanced Generalist master's level coursework in an advanced generalist practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. Open to MSW students only. PREREQ: SWK 5300 and SWK 5400 or Advanced Standing.

SWK 5580. Advanced Social Work Practice with Groups and Organizations in Rural Communities (3 credits)

This advanced course builds on the content presented during the foundation year. It focuses on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups and organizations, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation in the rural setting. Organizational theories will be covered as well. Theories that support social justice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. A variety of experiential assignments and exercises will be used to help students enhance their leadership knowledge and skills. PREREQ: Admission to the Graduate Program and SWK 5060 or Advanced Standing.

SWK 5650. Mental Health Diagnostics (3 credits)

In this course, students will learn skills needed to conduct mental health assessments in advanced generalist social work practice. Through the use of assessment tools, including the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), descriptions and criteria across diagnostic categories will be discussed and examined through the use of case scenarios and experiential learning activities. Critical evaluation of diagnostic symptoms will take place through the lens of cultural differences, varying forms of oppression, the effects of diverse environmental factors, and the impact of rural settings. A strengths-based approach will be applied to the assessment and diagnostic processes with consideration of the micro, mezzo, and macro levels of practice. PREREQ: SWK 5060 or Advanced Standing

SWK 5700. Child Welfare (Rural/Indigenous Communities) (3 credits)

This course is designed to provide practice knowledge and skills for students preparing for positions in public child welfare. The competencies taught in the course will also give social workers in a variety of settings that serve children a better

understanding of the child welfare system and its services in North Carolina. The course is designed to acquaint the student with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences. PREREQ: Admission to the MSW Program.

SWK 5710. Grant Writing (3 credits)

This course will seek to develop research and grant writing skills and competencies to aid the student in assisting communities, Community Based Organizations, non-profit agencies, etc., in meeting the needs of the communities and/or associated publics. The focus of this course is the practical application of social analysis, critical thinking, and the development of related skill-sets such as community mapping/research, resource identification, program planning/development, capacity building, and change/intervention strategies to aid in the creation of grant proposals designed to address specific community or constituency needs. Students should expect a major time investment in regards to research, writing, and weekly group discussions/activities. PREREQ: Admission to Graduate School.

SWK 5720. Advanced Social Work Practice with Individuals with Varying Abilities (3 credits)

This course examines the emerging, multidisciplinary field of varying abilities within decision cases for advanced generalist practice. This course will enhance students' knowledge about the social construction of the historically applied concept of disabilities and highlight distinctions from the medical model. Included are definitions, early history of varying abilities, the disability rights movements and eugenics, policies that impact persons with varying abilities, legal issues, self-advocacy, and culture with a focus on varying abilities across the life span. Empowerment and ecological perspectives are integrated into course content, enabling students to develop practice skills and an appreciation for the power and value of understanding and supporting clients in their various contexts, social networks, and environments. Course concepts will be explored and applied to decision cases for advanced social work practice.
PREREQ: Admission to MSW Program

SWK 5730. Advanced Practice in School Social Work (3 credits)

This course is designed to enhance students' knowledge base in preparation for advanced generalist practice in public school settings. Emphasis is placed upon historical development, legislation affecting school social work practice, challenges experienced by school age children, and the role of the school social worker in applying evidence based interventions. An ecological approach within the context of the school, family, and community will be applied. Students will engage in application based learning activities designed to examine a range of practice and policy issues related to the delivery of social work services in educational contexts. Current federal and state laws pertaining to practice with school-age children and their families will be explored in addition to school social work professional standards, program development, and licensure.

SWK 5750. Advanced Assessment and Intervention (3 credits)

This course is designed to extend and enhance students' knowledge base of assessment measures and multidisciplinary theoretical frameworks to inform practice decisions. This course will include experiential learning activities to build students' understanding of in-depth assessment methods across complex practice situations. Students will engage in critical evaluation and application of evidence-based interventions according to best practices. Students will also develop their ability to conceptualize client and community issues through various theoretical lenses. Emphasis will be placed on professional practice with diverse client contexts, other professionals, and constituencies. This course will draw upon students' field placement experiences as well as their foundational understanding of mental health diagnostics and practice theories. PREREQ: SWK 5650 Mental Health Diagnostics and SWK 5430 Advanced Practice with Individuals and Families

SWK 5800. Concentration Practicum II and Seminar (4 credits)

This is the second practicum in the concentration year. This course enables students to apply Advanced Generalist master's

level coursework in an advanced generalist practice setting. Students, agency supervisors, and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. PREREQ: SWK 5300, SWK 5400, SWK 5500 or Advanced Standing.

SWK 6060. Crisis Intervention in Social Work (3 credits)

Social workers are one of the human service professionals often called upon to assist people in acute crisis-induced situations. The course provides a brief overview of selected crisis and crisis intervention theories, discusses some of the tools and models for intervention, and illustrates how social workers may intervene and/or deal with selected crisis situations. PREREQ: Admission to Graduate School

SWK 6170. Introduction to Substance Use Disorders and Addictions (3 credits)

This course provides overview of complex issues related to addictions, including drug, alcohol, gambling, and eating addictions; examines addiction within the context of developmental life stages and culture. This course meets the *curricula requirements of (i) basic addiction and cross addiction; and (ii) psychological, emotional, personality, and developmental issues.* PREREQ: Admission into Social Work Graduate Program or Admission into Graduate Certificate in Substance Use Disorders and Addictions Program or Permission by Program Director/Coordinator

SWK 6180. Science of Addiction (3 credits)

This course covers biological basis of addiction; physiological and psychological effects of substance use disorders and addictions and HIV/AIDs and other communicable diseases. It meets the *curricula requirements of (i) basic addiction and cross addiction; (ii) physiology and pharmacology of psychoactive drugs that are abused; and (iii) co-occurring physical and mental disabilities.* PREREQ: Admission into Social Work Graduate Program or Admission into Graduate Certificate in Substance Use Disorders and Addictions Program or Permission by Program Director/Coordinator

SWK 6190. Ethics and Diversity Issues in Addiction (3 credits)

This course provides an overview of unique problems and needs related to substance abuse treatment among diverse populations and application of culturally sensitive intervention strategies. The course meets the *curricula requirements of (i) ethics, legal issues, and confidentiality; (ii) special populations' issues, including age, gender, race, ethnicity and health status; and (iii) co-occurring physical and mental disabilities.* PREREQ: Admission into Social Work Graduate Program or Admission into Graduate Certificate in Substance Use Disorders and Addictions Program or Permission by Program Director/Coordinator

SWK 6200. Assessment and Treatment of Substance Abuse Disorder (3 credits)

Our understandings of substance use, dependence, abuse, and treatment are some of the most rapidly evolving and also controversial areas of knowledge in the mental health and medical fields. This course is designed to cover the key content necessary for developing a comprehensive understanding of a complex body of knowledge that is filled with certainties and uncertainties, science and speculation, dogma and theory, as well as opinion and silence. It will also provide students with a reflective grasp of a confusing body of knowledge. Topics covered include ethnocultural influences in addiction, sociocultural aspects of addiction, definitions of addiction, profiles in addiction, substances of addiction, models of treatment, family work, group support and self-medication theories of addiction.

SWK 6210. Trauma-Informed Social Work Practice (3 credits)

A thorough understanding of trauma is essential at all levels of social work practice. This course emphasizes key components of becoming a trauma-informed social worker: developing a well rounded understanding of the diagnostics and neurobiology

of trauma, exploring the issue of trauma across various social work populations, becoming conversant in evidence-based treatments and interventions for traumatized populations, and grasping the impact of secondary traumatic stress on the practitioner. This course will enhance students' clinical insights and skills with regard to trauma as well as prepare students to work with the issue of trauma at any level of social work practice: micro, mezzo, and/or macro. Throughout the course, a special emphasis will be placed on the impact of structural and systemic oppression in the configuration of trauma. The course will rely heavily on a case-based method of instruction, combining theory with real world practice examples to support students' comprehension of the impact of trauma in peoples' lives. PREREQ: Admission into the Graduate school.

SWK 6300. Human Trafficking in the US (3 credits)

This course emphasizes social work practice in relation to the various forms of human trafficking within the United States. Students will learn relevant terminology, the process of human trafficking, and the systemic effects on those who are victimized. Knowledge and skills relevant to trauma-focused practice and interventions at various levels of social work practice will be emphasized. The role of systemic factors including culture and social media will be explored.

SWK 6400. Forensic Social Work (3 credits)

This course develops the understanding of the role of social workers with clients within the criminal justice system and legal system. This course will focus on theory, practice, intervention, and advocacy with diverse forensic populations including offenders, victims, juveniles, and related systems. The role of social workers as expert witnesses, in child welfare, etc., is also explored. This course assumes a justice-oriented multisystems and interdisciplinary approach.

SWK 6500. Military Social Work (3 credits)

This course introduces the student to the complexities involved in military culture, combat and postwar experience. It analyzes the field of military social work practice placing particular emphasis on the diversity of military/veteran families, their resiliencies, and challenges in modern societies. The course has an empowerment, family-centered focus and aims to advance a non-judgmental, culturally- sensitive, ethical understanding and treatment of military personnel/veterans and their families. The importance of creativity and innovation in designing and evaluating theory-grounded, practiceinformed micro-, mezzo-, and macro-level interventions, adherence to professional ethics, and adoption of best-evidence modalities in the field are also highly accentuated.

SWK 6600. Advanced Social Work Practice in Integrative Healthcare (3 credits)

The course will introduce students to the essential practice skills needed to effectively address the challenges of integrating services, care, and support for persons with health, mental health, and substance use problems. Students will become fluent in the language and culture of health and will develop a working knowledge of a wide variety of chronic health conditions. Students will examine the challenges of multidisciplinary team practice and current best practices for effective interventions.

SWK 6700. Integrated Health Policy and Services (3 credits)

The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. The content of the course reflects the values of the social work profession and focuses on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness. Theories related to organizational structure and change within an Integrated Behavioral Health environment and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency, and society will be presented. The course will provide the knowledge and skills necessary for direct involvement in the political and organizational processes used to influence policy and delivery systems. PREREQ: Admission to MSW Program

SWK 6710. Advanced Practice with Indigenous Populations (3 credits)

This course asks the student to examine the cultural identities of the Indigenous people, examining their traditional values, cultural-based behaviors, and the effects of colonialism and imperialism due to the consequences of social policies/legislation and social work practice research. Attention will be given to the cultural-specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview. PREREQ: Admission to the Graduate School

SWK 6800. International Social Work and Social Development (3 credits)

This course exposes students to theories, perspectives, and strategies of social work practice and social development in less-industrialized, non-Western countries. Students will explore the historical, sociocultural, economic, and environmental factors that influence social service delivery in selected countries in Asia, Africa, Latin America, and the South Pacific. The course will also explore the impact of globalization on social service delivery and strategies. The course will cover the roles social workers and social welfare organization play in the selected countries. Students will have opportunity to learn about various social work intervention strategies employed in the geographic regions covered. PREREQ: Admission to MSW program

SWKS 6xxx. Special Topics in Social Work (3 credits)

These courses will exam a special area or topic of relevance within the field of social work. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. PREREQ: Permission of Instructor.

Graduate Programs in Teaching

The Master of Arts in Teaching, M.A.T.

Director: Karen Granger

Program Description

The Master of Arts in Teaching (M.A.T.) program is designed as an interdisciplinary degree option within the Teacher Education Program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. The program is offered in the following areas of specialization: Art Education, Elementary Education, Health and Physical Education, Middle Grades Education (Language Arts, Mathematics, Science, and Social Studies), Secondary Education (English, Mathematics, Science, and Social Studies), and Special Education. Upon successful completion of Phase I and state mandated examination(s), candidates will be eligible for a North Carolina Standard Professional I license, and upon successful completion of Phases I and II of the M.A.T. program and state mandated examination(s), recipients will be eligible for a North Carolina "M" license.

The M.A.T. program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. The program includes courses in teaching pedagogy and professional education as well as concentrated study in a content-specific area, for a total of 36-39 hours (hours vary by concentration). An internship experience in an approved public school setting is required (3 semester hours). With the internship, the program will total 39-42 hours.

Although other program areas may be considered, the following undergraduate programs are determined to be most compatible with the selected graduate program of study:

- **Art Education:** B.F.A., B.S., or B.A. degree in studio art.
- **Elementary Education:** An appropriately aligned B.S. or B.A.
- **Health and Physical Education:** Exercise and Sports Science, Kinesiology, Physical Education, Recreation, Exercise Science, Exercise Physiology
- **Middle Grades Language Arts and Secondary English Education:** English
- **Middle Grades and Secondary Mathematics Education:** Mathematics
- **Middle Grades and Secondary Science Education:** Biology, Chemistry, Geology, Physics
- **Middle Grades and Secondary Social Studies Education:** History, Political Science

Degrees in closely related fields may be acceptable; transcripts will be evaluated, and any discipline-specific prerequisites will be specified at the time of admission to a program.

The M.A.T. Program has been developed according to NC State Board of Education Program Approval Standards. The graduate program incorporates the conceptual framework that is common to all teacher education programs at UNCP.

Program Goals

Upon completion of the M.A.T. program, the student will be able to:

1. Demonstrate breadth of general knowledge, as well as depth of knowledge, in the selected discipline area necessary for effective instructional decision-making.
2. Demonstrate a well-articulated knowledge of elementary, middle or secondary school communities and issues that impact teaching.
3. Exhibit knowledge of and show respect toward diverse cultural values and exceptionalities;
4. Communicate effectively in Standard oral and written English.

5. Adapt instructional strategies to the developmental and learning needs of individuals, including students with special needs and students from culturally diverse backgrounds.
6. Establish a classroom climate conducive to the learning, social, and emotional needs of students.
7. Choose objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
8. Utilize technology in ways that enhance teaching and learning experiences.
9. Employ and analyze appropriate assessments and evaluative procedures.
10. Establish a pattern of reflective practice and scholarly inquiry culminating in confidence, professionalism, and effectiveness in the role of teacher.
11. Demonstrate knowledge of the history, philosophy, and sociology of public education pertaining to the demonstration of best practices in education.
12. Meet departmental requirements for a capstone course, product, and/or examination.

The MAT program has two phases:

Phase I will allow students to apply for the NC Standard Professional I License. In most concentrations, this phase consists of the Professional Core courses: EDN 5040, An Introduction to the Tenets of Education; EDN 5120, Advanced Study of the Exceptional Child; EDN 5440, Survey of Educational Research, or EDN 5660, Applied Educational Research; and EDN 5450, Curriculum Design and Best Practices. An additional Field Experience course-EDN 5460 , Field Experience-for 0 credits is also required so that candidates may complete field based assignments in a K-12 environment. See courses of study below for an exact listing of Phase I courses for each concentration.

Phase II consists of Content Specific courses to complete the Academic Specialization, and Pedagogical Expertise, and in some cases remaining Professional Core courses. (Please see each program for specifics). Successful completion of Phases I and II will allow the candidate to apply for the NC Professional M License.

Descriptions of the courses included in the M.A.T. program are listed below or under the M.A.Ed. program (for EDN courses) and under the M.A. programs in Art Education, English Education, Health and Physical Education, Mathematics Education, Science Education, and Social Studies Education (for ART, ENG, EED, MAT, MATE, MATH, EXER, BIO, CHM, GLY, PHY, HST, and SSE courses).

Master of Arts in Teaching

Teaching with Art Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Art Specialization

Graduate Art Education Director: Downi Griner

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Art Pedagogy: 6 Sem. Hrs.

- ART 5110. Art History Methods and Content (3 credits)
- ART 5060. Applied Art Education Pedagogy and Production (3 credits)

Art Content: 12 Sem. Hrs.

- ART 5020. Curricula in Art Education (3 credits)
- ART 5030. Research in Art Education (3 credits)
- ART 5040. History and Philosophy of Art Education (3 credits)
- ARTS 5xxx. Special Topics (3 credits)

Internship: 3 Sem. Hrs.

- ART 5810. Internship in K-12 Art Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Elementary Education Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Elementary Education Specialization

Graduate Elementary Education Director: Kelly Ficklin

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Elementary Pedagogy: 9 Sem. Hrs.

- EDN 5470. Advanced Classroom Management (3 credits)
- ELE 5700. Language, Literacy, and Diversity (3 credits)
- ELE 5775. Development, Diversity, and Differentiated Instruction (3 credits)

Elementary Content: 9 Sem. Hrs.

- ELE 5800. Advanced Elementary Mathematics and Science (3 credits)

- ELE 5850. Advanced Elementary Social Studies and Language Arts (3 credits)
  Elective: Select one 3-credit graduate course with Program Director approval and guidance to support candidate development.

Internship: 3 Sem. Hrs.

Culminating clinical practice for Elementary Education initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area. 3 credit hours

- EDN 5810. Internship (3 credits)

Total: 30 Sem. Hrs.

Teaching with English Education (9-12) Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with English Education (9-12) Specialization

Graduate English Education Director: Roger A. Ladd

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

English Pedagogy: 3 Sem. Hrs.

- EED 5010. The Teaching of English, Methods and Materials 6-12 (3 credits)

English Content: 15 Sem. Hrs.

Required: ENG 5300; choose four courses from remainder; can take only one of ENG 5810, 5830, and 5850

- ENG 5300. Theories and Methods of Literary Research (3 credits)
  Choose 4 courses from the following:
- ENG 5000. Literacy in Context: Issues and Reform (3 credits)
- ENG 5010. Critical Approaches to Children's Literature (3 credits)
- ENG 5050. Native American Literature (3 credits)
- ENG 5110. Principles of English Linguistics (3 credits)
- ENG 5210. Advanced Creative Writing (3 credits)
- ENG 5320. Rhetorical Analysis (3 credits)

- ENG 5330. Working Class Literature (3 credits)
- ENG 5340. Victorian Literature (3 credits)
- ENG 5500. Advanced Nonfiction Writing (3 credits)
- ENG 5610. Shakespeare Studies (3 credits)
- ENG 5750. Film Studies (3 credits)

- ENG 5810. Phonetics and Phonology (3 credits) or
- ENG 5830. Second Language Acquisition (3 credits)
  or
- ENG 5850. Cultural Issues of English as a Second Language (3 credits)

- ENGS 50xx. Seminar in Literature (3 credits)
- ENGS 51xx. Special Topics in Literacy (3 credits)
- ENGS 52xx. Literary Genre Seminar (3 credits)
- ENGS 5370. Study Abroad (3 credits)
- ENGS 53xx. Author Seminar (3 credits)
- ENGS 54xx. Literary Period Seminar (3 credits)
- ENGS 57xx. Expanding Canon Seminar (3 credits)

Internship: 3 Sem. Hrs.

- EED 5810. Internship in English Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Health/Physical Education Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Health/Physical Education Specialization

Graduate Physical Education Director: Thomas Trendowski

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Health & Physical Education Pedagogy: 6 Sem. Hrs.

- EXER 5030. Advanced Teaching Methodologies in Health/PE (3 credits)
- EXER 5120. Advanced Methodologies in Health/PE II (3 credits)

Health & Physical Education Content: 12 Sem. Hrs.

- EXER 5010. Health, Fitness, and Exercise Physiology (3 credits)
- EXER 5020. Exercise, Sport, and Coaching Psychology (3 credits)
- EXER 5060. Current Issues and Trends in Health, PE, and Sport (3 credits)
- EXER 5070. The Law in PE and Sport (3 credits)

Internship: 3 Sem. Hrs.

- EXER 5810. Internship in Health and Physical Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Mathematics Education (9-12) Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Mathematics Education (9-12) Specialization

Graduate Mathematics Education Director: Latoya Brewer

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Mathematics Pedagogy: 6 Sem. Hrs.

- MATE 5500. Curriculum Development and Evaluation in Mathematics Education (3 credits)
- MATE 5080. Technology in Mathematics Education (3 credits)

Mathematics Content: 12 Sem. Hrs.

- MATH 5060. Statistics and Probability (3 credits)
- MATH 5110. Advanced Topics in Geometry (3 credits)
- MATH 5210. Analysis I (3 credits)
- MATH 5220. Analysis II (3 credits)

Internship: 3 Sem. Hrs.

- MAT 5810. Internship in Secondary Mathematics (3 credits)

Total: 30 Sem. Hrs.

Teaching with Middle Grades Language Arts Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Middle Grades Language Arts Specialization

Graduate Language Arts Education Director: Roger A. Ladd

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

English Methods: 3 Sem. Hrs.

- EED 5010. The Teaching of English, Methods and Materials 6-12 (3 credits)

English Content: 12 Sem. Hrs.

Candidates must take ENG 5300 and ENG 5010; may choose two from the rest of the list.

- ENG 5300. Theories and Methods of Literary Research (3 credits)
- ENG 5010. Critical Approaches to Children's Literature (3 credits)

Choose 2 courses from the following:

- ENG 5000. Literacy in Context: Issues and Reform (3 credits)
- ENG 5050. Native American Literature (3 credits)
- ENG 5110. Principles of English Linguistics (3 credits)
- ENG 5330. Working Class Literature (3 credits)
- ENG 5210. Advanced Creative Writing (3 credits)
- ENG 5320. Rhetorical Analysis (3 credits)
- ENG 5310. Medieval and Early Modern Drama (3 credits)
- ENG 5340. Victorian Literature (3 credits)
- ENGS 5370. Study Abroad (3 credits)
- ENG 5500. Advanced Nonfiction Writing (3 credits)
- ENG 5610. Shakespeare Studies (3 credits)
- ENG 5750. Film Studies (3 credits)
- ENGS 50xx. Seminar in Literature (3 credits)
- ENGS 51xx. Special Topics in Literacy (3 credits)
- ENGS 52xx. Literary Genre Seminar (3 credits)
- ENGS 53xx. Author Seminar (3 credits)
- ENGS 54xx. Literary Period Seminar (3 credits)

- ENGS 57xx. Expanding Canon Seminar (3 credits)

Internship: 3 Sem. Hrs.

- EED 5810. Internship in English Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Middle Grades Mathematics Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Middle Grades Mathematics Specialization

Graduate Mathematics Education Director: Latoya Brewer

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Mathematics Pedagogy: 6 Sem. Hrs.

- MATE 5500. Curriculum Development and Evaluation in Mathematics Education (3 credits)
- MATE 5080. Technology in Mathematics Education (3 credits)

Mathematics Content: 12 Sem. Hrs.

- MATH 5060. Statistics and Probability (3 credits)
- MATH 5110. Advanced Topics in Geometry (3 credits)
- MATH 5210. Analysis I (3 credits)
- MATH 5220. Analysis II (3 credits)

Internship: 3 Sem. Hrs.

- MAT 5810. Internship in Secondary Mathematics (3 credits)

Total: 30 Sem. Hrs.

Teaching with Middle Grades Science Education Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Middle Grades Science Education Specialization

Graduate Science Education Director: Rita Hagevik

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Science Pedagogy: 6 Sem. Hrs.

- SCE 5000. Teaching Science in Grades 6-12 (3 credits)
- SCE 5600. Foundations of Science Education (3 credits)

Science Content: 12 Sem. Hrs.

- BIO 5770. Science in the Natural Environment (3 credits)
- CHM 5200. Current Trends in Chemistry (3 credits)
- GLY 5010. Essentials of Earth Science (3 credits)
- PHY 5200. Current Trends in Physics (3 credits)

Science Internship: 3 Sem. Hrs.

- SCE 5810. Internship in Science Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Middle Grades Social Studies Education Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Middle Grades Social Studies Education Specialization

Graduate Social Studies Education Director: Serina Cinnamon

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)

- EDN 5460. Field Experience (0 credit)

Social Studies Pedagogy: 6 Sem. Hrs.

- SSE 5100. Principles of Social Studies Education (3 credits)
- SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 credits)

Social Studies Content: 9 Sem. Hrs.

9 hours of graduate coursework in History, Political Science, Geography, Sociology, Social Studies Education, or American Indian Studies

Middle Grades Content: 3 Sem. Hrs.

- EDN 5260. Advanced Instructional Approaches to Middle School Grades (3 credits)

Social Studies Internship: 3 Sem. Hrs.

- SSE 5810. Internship in Social Studies Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Science Education (9-12) Specialization, M.A.T.

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Science Education (9-12) Specialization

Graduate Science Education Director: Rita Hagevik

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Science Pedagogy: 6 Sem. Hrs.

- SCE 5000. Teaching Science in Grades 6-12 (3 credits)
- SCE 5600. Foundations of Science Education (3 credits)

Science Content: 12 Sem. Hrs.

- BIO 5770. Science in the Natural Environment (3 credits)
- CHM 5200. Current Trends in Chemistry (3 credits)
- GLY 5010. Essentials of Earth Science (3 credits)
- PHY 5200. Current Trends in Physics (3 credits)

Science Internship: 3 Sem. Hrs.

- SCE 5810. Internship in Science Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Social Studies Education (9-12) Specialization, M.A.T.

Culminating clinical practice for Social Studies initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area. 3 credit hours

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Social Studies Education (9-12) Specialization

Graduate Social Studies Education Director: Serina Cinnamon

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Social Studies Pedagogy: 6 Sem. Hrs.

- SSE 5500. Advanced Social Studies Curriculum and Instructional Methods (3 credits)
- SSE 5100. Principles of Social Studies Education (3 credits)

Social Studies Content: 12 Sem. Hrs.

12 hours of graduate coursework in History, Political Science, Geography, Sociology, Social Studies Education, or American Indian Studies

Social Studies Internship: 3 Sem. Hrs.

- SSE 5810. Internship in Social Studies Education (3 credits)

Total: 30 Sem. Hrs.

Teaching with Special Education Specialization, M.A.T.

Graduate Special Education Director: Gretchen Robinson

Master of Arts in Teaching (MAT) degree pending approval from SACSCOC

Master of Arts in Teaching with Special Education Specialization

MAT Core: 9 Sem. Hrs.

- EDN 5040. Basics Tenets of Education (3 credits)
- EDN 5120. Advanced Studies of Exceptional Children (3 credits)
- EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
- EDN 5460. Field Experience (0 credit)

Special Education Pedagogy: 6 Sem. Hrs.

- SED 5010. Policies and Procedures in Special Education (3 credits)
- SED 5040. Contemporary Issues In Special Education (3 credits)

Special Education Content: 12 Sem. Hrs.

- SED 5050. Positive Behavior Interventions and Supports (3 credits)
- SED 5060. Assessment in Special Education (3 credits)
- SED 5070. Mild to Moderate Disabilities: Reading/Written Language Strategies and Instruction (3 credits)
- SED 5080. Mild to Moderate Disabilities: Math Strategies and Instruction (3 credits)

Internship: 3 Sem. Hrs.

Culminating clinical practice for Special Education initial teacher licensure. Course requirements include completion of program and licensure requirements, including full-time pre-service student internship or in-service teaching in a public-school setting in the licensure area. 3 credit hours

- SED 5000. Internship in Special Education (3 credits)

Total: 30 Sem. Hrs.

History and Structure of the University

- UNC History and Leadership
- UNCP Leadership
- Officers and Administrators
- Faculty

UNC History and Leadership

History of the University of North Carolina

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Pembroke is one of 17 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, The University of North Carolina School of the Arts, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created a 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, creating the current 17-campus University system.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 17 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. (UNC 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.

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UNCP Leadership

The University of North Carolina at Pembroke

Chief Executives*

G.G. Maughon, Sr., Superintendent (1935-1940)

A.B.., Mercer University; M.A., University of Georgia

O.H. Browne, Acting Superintendent (1940-1941); Acting President (1941-1942)

B.S., North Carolina State College; Ph.D., Johns Hopkins University

Ralph D. Wellons, President (1942-1956)

A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

Walter J. Gale, President (1956-1962)

B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

English E. Jones, President (1962-1972); Chancellor (1972-1979)

B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H., Pembroke State University

Paul R. Givens, Chancellor (1979-1989); Chancellor Emeritus (1989-2004)

B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

Joseph B. Oxendine, Chancellor (1989-1999); Chancellor Emeritus (1999-)

B.A., Catawba College; M.Ed., Ed.D., Boston University

Allen C. Meadors, Professor and Chancellor (1999-2009); Chancellor Emeritus (2009-)

B.B.A, University of Central Arkansas; M.B.A.., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

Charles R. Jenkins, Interim Chancellor (2009-2010)

B.S., M.A.Ed., East Carolina University; Ed.D., Duke University

Kyle R. Carter, Chancellor (2010-2015)

B.S., Mercer University; M.S., Ph.D., University of Georgia

Robin Gary Cummings, Chancellor (2015-)

B.S., University of North Carolina at Chapel Hill; M.D., Duke University

*This list includes chief executives since the institution became a four-year institution. Prior to 1941, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constituent institution of The University of North Carolina.

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The University of North Carolina at Pembroke

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Vacant	Senior Associate Vice Chancellor
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Kristy Nance	Budget Director
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Ray Buehne	Deputy CIO/Director, Enterprise Applications

Office of Student Affairs

Lisa L. Schaeffer, B.S., M.Ed., Ed.D.	Vice Chancellor for Student Affairs
Art Malloy, M.A.	Associate Vice Chancellor for Student Affairs
Vacant	Assistant Vice Chancellor for Student Affairs
R. Travis Bryant, B.A., M.A.	Associate Vice Chancellor for Campus Safety and Emergency Operations
McDuffie Cummings, Jr., B.A.	Chief/Director of Campus Police & Public Safety
Margaret Dutnell, Ed.D.	Director of Student Conduct
Paul Posner, B.A., M.S.	Director of Housing and Residence Life

Cynthia Redfearn, B.A., M.S.A.	Associate Director of Residence Life
Edward Wittenberg, B.A., M.A.	Associate Director of Housing
Abdul Ghaffar, B.S., M.S.	Director of Campus Engagement and Leadership
Parker R. Watson, B.A., M.Ed.	Associate Director for Leadership Education
Kyle Levine, M.Ed.	Assistant Director for Student Organization Development
Lamar James, M.S.	Associate Director of Fraternity and Sorority Life
Jade Jones, M.S.	Assistant Director of Fraternity and Sorority Life
Christina Poteet, B.A., M.A.	Director of Community and Civic Engagement
Sandy Jacobs, M.A.T.	Associate Director for Service-Learning
Dalton Hoffer, M.Ed.	Assistant Director for Student Engagement
Natural Love, B.W.W., M.S.W.	Assistant Director for Community Engagement
Justin Winans, B.S.	Director of Campus Recreation
Shawn Conboy, M.A.	Assistant Director of Competitive Sports
Tony Chavis, B.S.	Assistant Director, Facilities
Michael Parnell, M.A.T.	Assistant Director of Aquatics and Fitness
Aubrey Swett, B.S., M.A.	Director of Chavis University Center
LynnDee Horne, B.A., M.S.	Director of Counseling and Psychological Services
Charla Suggs, M.A.Ed.	Associate Director, Clinical Coordinator/Training Coordinator
Vacant	Assistant Director, Program Coordinator
Bradley Merritt, M.A, J.D.	Director of Career Center
April Whittemore Locklear	Assistant Director of Employee Relations
Lawrence T. Locklear	Director of Office for Student Inclusion and Diversity
Vacant	Assistant Director of Inclusive Education
Cora Bullard, B.S.N., RN	Director of Student Health Services

Faculty

Faculty Senate

Abigail Mann, B.A., M.A., Ph.D. - Chair of the Faculty Senate

Joseph Van Hassel, B.M., M.M., D.M.A. - Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

The Faculty

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty rank and/or who teach, faculty in phased retirement, and emeritus and retired faculty in special adjunct roles. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

Gaye Acikdilli (2018), Assistant Professor, Department of Management, Marketing, and International Business

B.A., Baskent University; M.B.A., Baskent University; Ph.D., Ankara University

Nikki Agee (2017), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., University of Texas-Austin; M.A., Ph.D., University of Texas-El Paso

Irene Pittman Aiken (1994), Professor, Department of Teacher Education; Dean, The Graduate School

B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

Whitney Akers (2017), Assistant Professor, Department of Counseling

B.A., University of North Carolina at Chapel Hill; M.S./Ed.S., Ph.D., University of North Carolina at Greensboro

William G. Albrecht (2002), Associate Professor, Department of Political Science and Public Administration

B.S.B.A., Ferrum College; M.B.A., Western Carolina University; Ph.D., Southern University

Michael C. Alewine (2003), Associate Librarian, Reference and Instruction Librarian, Library Services

B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University; M.S., East Carolina University

Ashley Allen (2014), Assistant Professor, Department of Psychology

B.A., Wake Forest University; M.A., Ph.D., Duke University

Timothy M. Altman (1999), Professor, Department of Music

B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater; D.M.A., University of Kentucky

Gary L. Anderson, Jr. (2015), Assistant Professor, Department of Political Science and Public Administration

B.A., Creighton University; M.P.A., Ph.D., University of Nebraska

Hannah Baggott Anderson (2014), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Belmont University; M.F.A., Oregon State University

Ryan K. Anderson (2007), Professor, Department of History

B.A., Florida State University; M.A., University of North Carolina at Wilmington; Ph.D., Purdue University

Lars Andersson (2001), Lecturer, Department of Kinesiology; Head Women's Soccer Coach

B.S., Cumberland College; M.A., Union College

Nick Arena (2012), Senior Lecturer, Department of Management, Marketing, and International Business

B.A., Villanova University; M.B.A., University of North Carolina

Robert Arndt (2002), Associate Librarian, Director of Reference/Instructional Services, Library Services

B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte; M.F.A., M.L.S., University of South Carolina

Larry Arnold (1990), Professor, Department of Music

B.M., University of Nebraska at Omaha; M.M., University of Wisconsin-Madison; Ph.D., University of Iowa

Mary C. Ash (2008), Lecturer, Department of Biology

B.S., North Carolina State University; M.A., Gardner-Webb University

Mohammad Ashraf (1999), Professor, Department of Economics and Decision Sciences

B.S., M.A., Ph.D., Northern Illinois University

Victor Bahhouth (2006), Professor, Department of Accounting and Finance

B.B.A., Lebanese University; M.S., Lebanese American University; D.B.A., University of Newcastle-upon-Tyne

Ben A. Bahr (2009), William C. Friday Distinguished Professor, Department of Biology

B.A., B.A., Ph.D., University of California at Santa Barbara

Jane Baird, (2017), Professor, Department of Accounting and Finance

B.S.J., Ohio University; M.B.A., Ohio University; Ph.D., University of Cincinnati

Emilia Bak (2015), Assistant Professor, Department of Mass Communication

B.A., M.A., Ph.D., University of Georgia, Athens

Tina Barr (2018), Instructor, Department of Social Work

B.A., University of Virginia; M.S.W., Virginia Commonwealth University, Ph.D., University of Minnesota

Cherry Maynor Beasley (1992), Anne R. Belk Endowed Professor and Chair, Department of Nursing

B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill; Ph.D., East Carolina State University

Charles E. Beem (2003), Professor, Department of History

B.A., California State University, Northridge; M.A., Northern Arizona University; Ph.D., University of Arizona

Joseph Begnaud (2012), Associate Professor, Department of Art

B.F.A., University of Dayton; M.F.A., Indiana University, Bloomington

Donald E. Beken (1989), Associate Professor, Department of Mathematics and Computer Science

B.S.E.E., Valparaiso Technical Institute; B.S., Kent State University; A.M., West Virginia University; Ph.D., University of Mississippi

Christine Bell (2015), Lecturer, Department of Management, Marketing, and International Business; Director of MBA Program

B.S., East Carolina University; M.B.A., Coastal Carolina University

Brittany D. Bennett (2013), Lecturer, Department of Kinesiology; Head Women's Softball Coach

B.S., M.S., Southern Arkansas University

Michael J. Berntsen (2012), Associate Professor, Department of English, Theatre, and Foreign Languages

B.A., Rowan University; M.A., Ph.D., University of Louisiana at Lafayette

Yawo Bessa (2016), Assistant Professor, Department of Sociology and Criminal Justice

Maîtrise, Universitė de Lomė, Togo; M.A., Ph.D., University of North Texas

Scott C. Billingsley (2003), Professor, Department of History; Associate Provost

B.A., David Lipscomb University; M.A., Middle Tennessee State University; Ph.D., Auburn University

Michael Blackburn (2009), Lecturer, Department of Kinesiology; Head Athletic Trainer for Caton Fieldhouse

B.S., Winona State University; M.A., East Tennessee State University

Kelly Blackmon-Moran (2017), Clinical Assistant Professor, Department of Nursing

B.S.N., East Carolina University; M.S.N., University of Phoenix

Juan Bobadilla (2018), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Methodist University; M.S., Nova Southeastern University

Jeff Boles (2019), Lecturer, Department of Management, Marketing, and International Business; Assistant Director of MBA Program

B.S., The State University of New York, College at Cortland; M.A., The University of North Carolina at Chapel Hill; M.B.A., The University of North Carolina at Pembroke; Ph.D., Texas Woman's University

Dorea Bonneau (2007), Associate Professor, Department of Educational Leadership and Specialties

B.S., College of Charleston; M.Ed., The Citadel; Ed.D., University of South Carolina

William D. Brandon (2007), Professor, Department of Chemistry and Physics

B.A., Ph.D., University of Tennessee

Latoya Brewer (2016), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke

Corey Brittain (2019), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Albion College; M.F.A., University of Connecticut

Anna Bryan (2016). Clinical Assistant Professor, Department of Nursing

B.S.N., M.S.N., University of North Carolina at Pembroke

Dena D. Breece (2020), Assistant Professor, Department of Accounting and Finance

B.S.A., Methodist College, M.B.A., Campbell University, Ph.D. Trident University International

Melissa Buice (2017), Assistant Professor, Department of Political Science and Public Administration

B.S. , Lambuth University; M.A., Ph.D. University of Tennessee

Rebecca Bullard-Dillard (2013), Professor, Department of Chemistry and Physics

B.S., North Carolina State University; Ph.D., University of South Carolina

Kirill Bumin (2010), Associate Professor, Department of Political Science and Public Administration

B.A., High Point University; M.A., Ph.D., University of Kentucky

Tara M. Busch (2019), Assistant Professor, Department of Psychology

B.S., University of Wisconsin - Eau Claire; M.A., Ph.D., New Mexico State University

Joshua Kalin Busman (2015), Assistant Professor, Department of Music

B.M., Middle Tennessee State University, M.A., Ph.D., University of North Carolina at Chapel Hill

Kaitlin Campbell (2016), Assistant Professor, Department of Biology

B.S., M.S., The Ohio State University; Ph.D., Miami University

Gwenyth Campen (2006), Lecturer, Department of Mathematics and Computer Science

B.S., M.S., University of Tennessee

Lena Cavusoglu, Assistant Professor, Department of Masnagement, Marketing, and International Business

B.A., Izmir University of Economics; M., Strategic Design, Politecnico di Milano; M., International Business, Georgia State University; Ph.D., Business Administration, Izmir University of Economics

Ki Chae (2013), Associate Professor, Department of Counseling

B.A., Chung-Ang University; M.A., Liberty University; Ph.D., The College of William and Mary

Youngsuk Chae (2007), Professor, Department of English, Theatre, and Foreign Languages

B.A., M.A., Kyung Hee University; M.A., Indiana State University; Ph.D., Pennsylvania State University

Kelly Ann Charlton (2000), Associate Professor and Chair, Department of Psychology

B.A., M.A., California State University (Stanislaus); Ph.D., University of Missouri-Columbia

Jefferson B. Chaumba (2013), Associate Professor, Department of Geology and Geography

B.S., University of Zimbabwe; B.S. Honors, University of the Witwatersrand; M.S., University of Natal; M.S., West Virginia

University; Ph.D., University of Georgia

Josphine Chaumba (2014), Associate Professor, Department of Social Work

B.S.W., University of Zimbabwe; M.S.W., Ph.D., University of Georgia

Polina Chemishanova (2010), Associate Professor, Department of English, Theatre, and Foreign Languages; Director of Composition

B.A., University of Plovdiv; M.A., Oklahoma State University; Ph.D., New Mexico State University

Danielle Chilcote (2017), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., Pennsylvania State University; M.A., Ph.D., Texas A&M University-Commerce

Chiuchu (Melody) Chuang (2010), Associate Professor, Department of Educational Leadership and Specialties

B.B.A., National Taiwan University; M.Ed., Ph.D., University of Texas at Austin

Serina Cinnamon (2015), Assistant Professor, Department of History

B.A., Northwestern University; M.S., Ph.D., Southern Illinois University

Jowana Clinkscales (2017), Assistant Professor, Department of Nursing

B.S.N., University of the Virgin Islands; M.S.N., Walden University; D.N.P., Grand Canyon University

Aaron Cole (2017), Lecturer, Department of English, Theatre, and Foreign Languages

B.S., B.A., M.A. Western Carolina University

Annie H. Coleman (2002), Associate Librarian and Assistant Dean for Research Services, Library Services

B.A., Shaw University; M.L.I.S., University of South Carolina

William Collier (2002), Associate Professor, Department of Psychology

B.S., Oklahoma Christian University; M.A., University of Central Oklahoma; M.S., Ph.D., Texas Christian University

Tracy Cooper (2015), Assistant Professor, Department of Political Science and Public Administration

B.A., James Madison University; M.A., American University; Ph.D., Virginia Polytechnic Institute and State University

Clejetter Cousins (2018), Instructor, Department of Mass Communication

B.A., M.A., East Carolina University

Johnny Cox (2014), Lecturer, Department of Kinesiology; Associate Head Football Coach

B.A., Fort Lewis College; M.A., University of Texas

William "Rick" Crandall (2003), Professor, Department of Management, Marketing, and International Business

B.S., Florida State University; M.B.A., Ph.D., University of Memphis

Roger Cross (2016), Associate Librarian, Director of Technical Services, Library Services

B.A., George Fox University; M.A., Portland State University; M.L.S., State University of New York at Buffalo

Judith Curtis (2002), Associate Professor, Department of Mass Communication

B.A., Pennsylvania State University; M.A., Hood College; Ph.D., Union Institute and University

Jose J. D'Arruda (1974), Pembroke Professor, Department of Chemistry and Physics

B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware

Joseph Davis (2016), Clinical Instructor, Department of Social Work

B.S.W., University of North Carolina at Wilmington; M.S.W., East Carolina University

Teagan E. Decker (2007), Professor, Department of English, Theatre, and Foreign Languages; Interim Dean, Maynor Honors College

B.A., M.A., Humboldt State University; Ph.D., University of Washington

Katie DeFiglio (2017), Lecturer, Department of Music

B.M., State University of New York at Potsdam; M.M., University of Miami; D.M.A., Shenandoah Conservatory

Bruce J. Dehart (1989), Professor, Department of History

B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Chapel Hill

Elise Dixon (2020), Assistant Professor, Department of English, Theatre, and Foreign Languages; Director of University Writing Center

B.A., Whitworth University; M.A. Ohio University; Ph.D. Michigan State University

Terence Dollard (2008), Professor, Department of Mass Communication

B.F.A., New York Institute of Technology; M.F.A., Brooklyn College

Thomas A. Dooling (1996), Professor, Department of Chemistry and Physics

B.S., M.S., Ph.D., Old Dominion University

Jonathan W. Drahos (2014), Associate Professor, Department of English, Theatre, and Foreign Languages; Director of Theatre

B.A., California State University at Long Beach; M.F.A., University of Missouri, Kansas City; Ph.D., University of Birmingham (U.K.)

David Dran (2005), Associate Professor, Department of Social Work

B.A., University of Notre Dame; M.A., California State University, Northridge; M.S., University of Southern California; M.S.W., Ph.D., Arizona State University

Timothy Driscoll (2018), Lecturer, Department of Health and Health Performance; Assistant Football Coach

B.S., North Dakota State University; M.Ed., North Dakota State University

Kennard DuBose (2020), Assistant Professor, Department of Social Work

B.A., Allen University; M.S.W., University of South Carolina; D.S.W., Capella University

Jessica Dupuis (2017), Assistant Professor, Department of Art

B.F.A., Alfred University; M.F.A., University of North Carolina, Chapel Hill

Kendra Eaton (2017), Lecturer, Department of Kinesiology; Assistant Women's Basketball Coach

B.S., Western Carolina University; M.S., University of Central Missouri

Dennis Edgell (1996), Associate Professor, Department of Geology and Geography

B.S., M.A., Ph.D., Kent State University

Susan C. Edkins (1991), Senior Lecturer, Department of Kinesiology; Athletic Training Coordinator

B.A., University of North Carolina at Chapel Hill; M.S., University of Oregon; EDD, UNC Greensboro

Melissa R. Edwards (2011), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke

Sherry Edwards (1998), Professor, Department of Social Work

B.S.W., Arkansas State University; M.S.W., Florida State University; Ph.D., University of South Carolina

Calvina Ellerbe (2012), Associate Professor, Department of Sociology and Criminal Justice

B.A., Georgia Southern University; M.A., University of Wisconsin-Madison; Ph.D., University Wisconsin-Madison

Robert Epps (2016), Martha Beach Endowed Chair in Art, Department of Art

B.M.E., University of North Carolina at Greensboro; M.F.A., Savannah College of Art and Design

Kelly Evans (2018), Clinical Assistant Professor, Department of Nursing

B.S.N., East Carolina University; M.S.N., University of North Carolina at Wilmington; D.N.P., Duke University

Irina Falls (2006), Associate Professor, Department of Educational Leadership and Specialties

M.A., University of Bucharest; Ph.D., University of North Carolina at Chapel Hill

Linda Falls (2004), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke

Martin B. Farley (2001), Professor and Chair, Department of Geology and Geography

B.S., Ph.D., The Pennsylvania State University; M.A., Indiana University

Michele Fazio (2009), Professor, Department of English, Theatre, and Foreign Languages

B.A., Bridgewater State College; M.A., University of Massachusetts at Boston; Ph.D., State University of New York-Stony Brook

Laura Fenton - (2020) Lecturer: Department of Kinesiology

B.S. , M.A. Union College

Kelly Ficklin (2009), Assistant Professor, Department of Teacher Education

B.A., St. Andrew's Presbyterian College; M.Ed., M.S.A., University of North Carolina at Pembroke; Ed.D., University of North Carolina at Wilmington

Leah Holland Fiorentino (2008), Professor, Department of Kinesiology

B.A., State University of New York-Stony Brook; M.A., Adelphi University; M.Ed., Ed.D., Teachers College, Columbia University

Paul A. Flowers (1989), Professor, Department of Chemistry and Physics

B.S., St. Andrews Presbyterian College; Ph.D., University of Tennessee

Katie Floyd (2016), Lecturer, Department of Mathematics and Computer Science

B.S., M.A., University of North Carolina at Pembroke

Susan Frauenholtz (2018), Assistant Professor, Department of Social Work

B.A., University of Michigan; M.S.W., Washington University at St. Louis; M.H.R.I.R, University of Illinois, Urbana-Champaign; Ph.D., University of Kansas

Kevin S. Freeman (2004), Associate Professor, Department of Political Science and Public Administration

B.A., Vanderbilt University; M.A., Baylor University; Ph.D., University of Alabama

Latricia Freeman (2019), Lecturer and Director of Field Education, Department of Social Work

B.S.W., M.S.W., University of North Carolina at Pembroke

David O. Fricke (2000), Senior Lecturer, Department of Accounting and Finance

B.A., University of Missouri; M.B.A., Wharton School - University of Pennsylvania

Lydia Gan (2007), Professor and Chair, Department of Economics and Decision Sciences

B.A., M.S., Southern Illinois University; Ph.D., University of Texas at Austin

Virginia Garnett (2015), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Delaware

Richard Gay (2004), Associate Professor, Department of Art; Associate Dean, College of Arts and Sciences

B.A., Berea College; M.A., University of Kentucky; Ph.D., Cornell University

Jessica Godsey (2007), Lecturer, Department of Sociology and Criminal Justice

B.A., Alice Lloyd College; M.C.J., Tiffin University; J.D., Cleveland-Marshall College of Law

Kristin Godwin (2019), Lecturer, Department of Sociology and Criminal Justice

A.A., Cape Fear Community College; B.A., M.A., University of North Carolina at Wilmington

Camille Goins (2018), Assistant Professor, Department of Educational Leadership and Specialties

B.S., M.A.,University of North Carolina at Pembroke; Ed.S., Ph.D., Liberty University

Rebecca Gonzalez-Ehnes (2009), Associate Professor and Chair, Department of Accounting and Finance

B.B.A., M.B.A., University of Texas-Pan American; Ph.D., University of Texas Rio Grande Valley

Rezell Gore (2019), Lecturer and Assistant Director of Field Education, Department of Social Work

B.S.W., M.S.W., University of North Carolina at Pembroke

Carole Graham (2006), Assistant Professor, Department of Political Science and Public Administration

B.S., Vanderbilt University; J.D., Cumberland School of Law

Karen Granger (2004), Assistant Professor, Department of Teacher Education

B.A., Converse College; M.A.Ed., University of Georgia; Ed.D., University of North Carolina at Wilmington

Stephanie Graziani (2017), Lecturer, Department of Kinesiology; Assistant Softball Coach

B.S., Florida Southern College; M.A., Concordia University Chicago

Peter Grimes (2017), Assistant Professor, Department of English, Theatre, and Foreign Languages; Editor of *Pembroke Magazine*

B.A., University of North Carolina - Chapel Hill; M.F.A., University of Florida; Ph.D., University of Cincinnati

Amy L. Gross (2008), Lecturer, Department of Geology and Geography

B.S., West Virginia University; M.S., University of North Carolina at Wilmington

Anita R. Guynn (2002), Associate Professor, Department of English, Theatre, and Foreign Languages

B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of South Carolina

Rita Z. Hagevik (2011), Professor, Department of Biology

B.S., Meredith College; M.S., Ph.D., North Carolina State University

Laura Hakala (2018), Assistant Professor, Department of English, Theatre, and Foreign Languages

B.A., Jacksonville University; M.A., Georgia Southern University; Ph.D., University of Southern Mississippi

Jane Haladay (2006), Professor, Department of American Indian Studies

B.A., University of California at Santa Barbara; M.A., University of Arizona; Ph.D., University of California, Davis

Debby Hanmer (2004), Assistant Professor, Department of Biology

B.S.N., Michigan State University; M.S.N. Wayne State University; Ph.D. Ohio State University

Holden Hansen (1997), Professor, Department of English, Theatre, and Foreign Languages

B.A., University of Northern Iowa; M.F.A., University of Texas

Veronica Hardy (2009), Professor, Department of Social Work

B.A., Kutztown University; M.S., West Chester University; Ph.D., Regent University

Sheila Harris (2019), Lecturer, Department of Management, Marketing, and International Business

B.S., University of North Carolina at Pembroke; M.B.A, University of North Carolina at Pembroke

George Harrison (2003), Assistant Professor, Department of Mass Communication

B.A., University of the South; M.B.A., Tennessee Technological University

Julie Harrison-Swartz (2016). Assistant Professor, Department of Nursing

B.S.N., University of South Alabama; M.S.N, D.N.P., George Mason University

John C. Haskins (1989), Lecturer, Department of Kinesiology; Assistant Director of Athletics; Head Women's Basketball Coach

A.S., Lees McRae College; B.S., University of North Carolina at Wilmington; M.A., Appalachian State University

Matthew R. Hassett (2018), Assistant Professor, Department of Sociology and Criminal Justice

B.S., University of Pittsburgh; M.A., Ph.D., Indiana University of Pennsylvania

Steven Hedgpeth (2008), Lecturer, Department of English, Theatre, and Foreign Languages

B.A., M.A., University of North Carolina at Pembroke

Karen Helgeson (1997), Professor, Department of English, Theatre, and Foreign Languages

B.A., Kenyon College; M.F.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

Joanna Ross Hersey (2007), Professor, Department of Music

B.A., University of Connecticut; M.M., New England Conservatory of Music; D.M.A., The Hartt School of Music/University of Hartford

Laura Hess (2016), Assistant Librarian, Director of Patron Services, Library Services

B. A., Western Kentucky University, M.L.I.S., University of Kentucky

Brian Scott Hicks (2006), Professor, Department of English, Theatre, and Foreign Languages; Director, Teaching and Learning Center

B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Vanderbilt University

Carol Higy (2002), Associate Professor, Department of Educational Leadership and Counseling; Associate Dean, School of Education

B.S., Malone College; M.S., Ed.D., University of Akron

Gangadhar R. Hiremath (2002), Professor, Department of Mathematics and Computer Science

B.A., M.A., Karnatak University; M.S., University of Alabama-Birmingham; M.A., Ph.D., University of Pittsburgh

Leonard D. Holmes (1990), Associate Professor, Department of Chemistry and Physics

B.S., Westfield State College; Ph.D., Utah State University

Ann Horton-Lopez (1992), Associate Professor, Department of Art

M.S., University of Southwestern Louisiana; M.Ed., Ph.D., University of Missouri-Columbia

James J. Hudson (2018), Assistant Professor, Department of History

B.A., Pepperdine University; M.A., Ph.D., University of Texas-Austin

Deborah B. Hummer (2016), Assistant Professor, Department of Nursing

B.S.N.. Slippery Rock University; M.S.N., La Roche College; D.N.P., Duke University

Mordechai Inbari (2009), Professor, Department of Philosophy and Religion

B.A., M.A., Ph.D., The Hebrew University of Jerusalem

Kriston Jacobs - (2019) Lecturer, Department of Kinesiology

B.S. , M.A. The University of North Carolina at Pembroke

Mary Ann Jacobs (2007), Associate Professor and Chair, Department of American Indian Studies

B.A., M.A.Ed., University of North Carolina at Chapel Hill; M.S.W, California State University-Long Beach; Ph.D., University of Chicago

Sojin Jang (2018), Assistant Professor, Department of Political Science and Public Administration

B.S., Indiana University; M.P.A., Sungkyunkwan University, Seoul; Ph.D., University of Colorado - Denver

Jeff Jefferson (2015), Lecturer, Department of Kinesiology; Assistant Baseball Coach

B.S., Liberty University; M.S., Concord University

Eun Hee Jeon (2009), Associate Professor, Department of English, Theatre, and Foreign Languages

B.A., Korea University; M.A., Ph.D., Northern Arizona University

Leon S. Jernigan, Jr. (2002), Associate Professor, Department of Biology

B.S., Campbell University; M.S., Ph.D., North Carolina State University

Anthony W. Johnson (2019), Assistant Professor, Department of History

B.A., University of North Carolina at Pembroke; M.A., North Carolina State University; Ph.D.,Georgia State University

Deana Johnson (2001), Lecturer, Department of English, Theatre, and Foreign Languages; Director, COP

B.S., Wingate University, M.A., University of North Carolina at Pembroke

Othello Johnson (2011), Lecturer, Department of Kinesiology; Head Wrestling Coach

B.S., M.S., University of North Carolina at Pembroke

James A. Jones (2019) Lecturer, Department of Kinesiology, Assistant Men's Basketball Coach

B.S., M.A. The University of North Carolina at Pembroke

Shenika Jones (2014), Associate Professor, Department of Counseling

B.S., M.Ed., Winthrop University; Ph.D., University of North Carolina at Charlotte

Joon Jung (2018), Professor, Meadors Endowed Chair in Computer Science, Department of Mathematics and Computer Science

B.S., M.S., Ph.D., University of North Carolina at Charlotte

Beverly Justice (1995), Senior Lecturer, Department of Kinesiology; Athletic Training Clinical Education Coordinator

B.S., University of North Carolina at Pembroke; M.A., Western Michigan University; EDD, UNC Greensboro

Zhixin (Richard) Kang (2008), Professor, Department of Economics and Decision Sciences, Assistant Dean for Research, School of Business

B.Eng., M.Eng., Xi'an Jiaotang University; M.S.F.E., M.B.A., Kent State University

E. Brooke Kelly (2004), Professor, Department of Sociology and Criminal Justice

B.A., University of Florida; M.A., Ph.D., Michigan State University

Lisa Kelly (1997), Professor, Department of Biology

B.S., Central Arkansas University; M.S., Vanderbilt University; Ph.D., North Carolina State University

Benjamin J. Killian (2016), **Assistant Professor**, **Department of Chemistry and Physics**

B.S., University of Florida; Ph.D., University of Florida

Jaeyoon Kim (2007), Professor, Department of Music

B.M., Yonsei University; M.M., University of Cincinnati College-Conservatory of Music; Artist Diploma, Cleveland Institute of Music; M.M., D.M.A., University of South Carolina

Mary Elizabeth Klinikowski (1999), Lecturer, Department of Mathematics and Computer Science

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B.S., M.B.A., Ph.D., Arizona State University

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B.S.N., University of Phoenix; M.S.N., University of Phoenix

Summer Gainey Woodside (2013), Associate Professor, Interim Associate Dean, and MSW Program Director, Department of Social Work

B.A., University of North Carolina at Pembroke; M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

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B.B.A, University of Central Arkansas; M.S., University of Northern Colorado; M.S., University of Kansas; M.S., M.S., Webster University; FACHE, Massachusetts Institute of Technology; Ph.D., Southern Illinois University

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Scholarships and Awards

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

For application information, students are encouraged to visit the on-line scholarship portal Brave ASSIST at **http://www.uncp.edu/BraveASSIST.**

Grants

Grants are provided by state and national agencies.

North Carolina Grants

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

Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grants

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

Vocational Rehabilitation Scholarships

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

Loans

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

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten

years as long as a minimum repayment of $40 per month or $120 per quarter is made.

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

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans with the U.S. Department of Education as the lender. Loan limits are based on need and grade level.

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

Undergraduate students must be enrolled for at least six (6) semester hours in order to be eligible for a Stafford Loan. Graduate students must be enrolled half time or at least 4.5 semester hours in order to be eligible for a Stafford Loan.

All students must submit the FAFSA form in order to be considered for a loan.