THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

THE GRADUATE SCHOOL BULLETIN

Catalog Issue for the Year 2006-2007
Announcements for 2007-2008

CALENDAR OF EVENTS 2007-2008

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

Students are responsible for complying with all deadlines that apply to their individual programs of study.

SUMMER SESSION 2007

FIRST SESSION: May 16 - June 19

April 16, Monday	Registration begins
May 14, Monday	MBA classes begin
May 16, Wednesday	First summer session classes begin
May 17, Thursday	Last day to register for Section 01 course(s)
May 18, Friday	Last day to drop Section 01 course(s) for a refund
May 23, Wednesday	**Deadline for graduate students to apply to graduate in summer 2007**
June 2, Saturday	Last day to drop a Section 01 course without academic penalty
June 19, Tuesday	First summer session final examinations (Last day of class)
June 22, Friday	MBA classes end

SECOND SESSION: June 21-July 26

June 21, Thursday	Second summer session classes begin
June 22, Friday	Last day to register for Section 11 course(s)
June 23, Saturday	Last day to drop Section 11 course(s) for a refund
June 25, Monday	MBA classes begin
July 4, Wednesday	Independence Day holiday; classes dismissed; offices closed
July 5, Thursday	Final date for oral examinations for August doctoral candidates
July 9, Monday	Filing deadline for one approval copy of thesis, The Graduate School
July 9, Monday	Last day to drop a Section 11 course without academic penalty
July 13, Friday	Filing deadline for one *signed* approval copy of dissertation, The Graduate School
July 26, Thursday	Second summer session final examinations (Last day of class)
July 27, Friday	Final date for complete clearance of August candidates for degrees, including submission of final copy of thesis or dissertation to The Graduate School and payment of fees owed the University
August 6, Monday	MBA classes end
August 7, Tuesday	Summer graduation date

FALL SEMESTER 2007

August 14, Tuesday	Fall semester opens
August 14, Tuesday	Orientation for new graduate students, 6:00 P.M.
August 14–18, Tues.–Sat.	Registration for all students based on student population classification
August 15, Wednesday	State of the Campus Address and Faculty Convocation
August 16, Thursday	Orientation for new graduate students, 9:00 A.M.
August 17, Friday	Mandatory training for Teaching Assistants, 8:00 A.M.
August 20, Monday	Classes begin, 8:00 A.M.

August 20–24, Mon.–Fri.	Late registration and schedule adjustment
August 24, Friday	Last day to change courses or course sections without special permission
August 24, Friday	Financial Aid satisfactory academic progress appeals deadline
August 24, Friday	Last day to drop course(s) for tuition and fees refund
August 27, Monday	**Deadline for graduate students to apply to graduate in December 2007**
September 3, Monday	Labor Day holiday. Classes dismissed; offices closed
October 1, Monday	116th Founders Day
October 12, Friday	Instruction ends for Fall Break, 6:00 P.M.
October 12, Friday	Last day to drop courses without academic penalty
October 17, Wednesday	Classes resume after Fall Break, 8:00 A.M.
Oct. 31–Nov. 16, Wed.–Fri.	Spring 2008 registration for continuing students
November 2, Friday	Final date for oral examinations for December doctoral candidates
November 16, Friday	Filing deadline for one *signed* approval copy of dissertation, The Graduate School
November 20, Tuesday	Instruction ends for Thanksgiving holiday, 10:00 P.M.
November 26, Monday	Classes resume, 8:00 A.M.
November 26, Monday	Filing deadline for one approval copy of thesis, The Graduate School
December 10, Monday	Last day of classes
December 11, Tuesday	Reading Day
December 11, Tuesday	Final date for complete clearance of December graduate degree candidates, including submission of final copy of thesis or dissertation to The Graduate School and payment of fees owed the University
December 12–14, 17–19, Wed.–Fri., Mon.–Wed.	Final examinations
December 20, Thursday	December Commencement, Greensboro Coliseum

SPRING SEMESTER 2008

January 8–12, Tues.–Sat.	Registration for all students based on student population and classification
January 14, Monday	Classes begin, 8 A.M.
January 14–18, Mon.–Fri.	Late registration and schedule adjustment
January 18, Friday	Financial Aid satisfactory academic progress appeals deadline
January 18, Friday	Last day to change courses or course sections without special permission
January 18, Friday	Last day to drop a course for tuition and fees refund
January 21, Monday	Dr. Martin Luther King Jr. holiday. Classes dismissed; offices closed
January 22, Tuesday	**Deadline for graduate students to apply to graduate in May 2008**
March 3, Monday	Financial Aid priority filing date for 2008–09 academic year
March 8, Saturday	Instruction ends for Spring Break, 1:00 P.M.
March 17, Monday	Classes resume after Spring Break, 8:00 A.M.
March 19, Wednesday	Last day to drop course(s) without academic penalty
March 21, Friday	Spring Holiday. Classes dismissed; offices closed
March 26, Wednesday	Final date for oral examinations for May doctoral candidates
April 2–18, Wed.-Fri.	Summer and/or fall 2008 registration for continuing students
April 23, Wednesday	Filing deadline for one *signed* approval copy of dissertation, The Graduate School
April 29, Tuesday	Filing deadline for one approval copy of thesis, The Graduate School
May 6, Tuesday	Last day of classes
May 7, Wednesday	Reading Day
May 7, Wednesday	Excellence Day
May 7, Wednesday	Final date for complete clearance of May candidates for graduate degrees, including submission of final copy of thesis or dissertation to The Graduate School and payment of fees owed the University
May 8–10, 12–14, Thur.–Sat., Mon.–Wed.	Final Examinations
May 16, Friday	May Commencement, Greensboro Coliseum

TABLE OF CONTENTS

Calendar of Events 2007-2008 2

Table of Contents 4

The Graduate School 5

Graduate Programs.....6

Admissions 10

Academic Regulations 14

Departmental and Program Listings.....27

Accounting and Finance 28
Anthropology 30
Art 32
Biology.....37
Broadcasting and Cinema 43
Business Administration.....47
Business Administration, Master of 49
Chemistry and Biochemistry.....58
Classical Studies 62
Communication Sciences and Disorders.....65
Communication Studies.....72
Computer Science 75
Conflict Resolution.....79
Consumer, Apparel, and Retail Studies.....82
Counseling and Educational Development 87
Curriculum and Instruction.....99
Dance 113
Economics 118
Educational Leadership and Cultural Foundations 125
Educational Research Methodology 134
English.....140
Exercise and Sport Science 150
Genetic Counseling.....162
Geography.....166
German, Russian, and Japanese Studies.....171
Gerontology 172
History 176
Human Development and Family Studies 185
Information Systems and Operations Management.....192
Interior Architecture 202
Liberal Studies.....207
Library and Information Studies.....209
Mathematics and Statistics.....214
Music 222
Nursing 236
Nutrition 248
Philosophy 255
Physics and Astronomy 257
Political Science.....259
Psychology 265
Public Health Education 273
Recreation, Tourism, and Hospitality Management 278
Religious Studies.....281
Romance Languages 282
Social Work.....288
Sociology 294
Specialized Education Services 298
Theatre 306
Women's and Gender Studies 315

Research Centers and Institutes.....320

Tuition and Fees 325

Financial Support 333

University Services 335

University History and Officers 344

Communications with UNCG.....349

Resources for Graduate Students.....350

Graduate Faculty 351

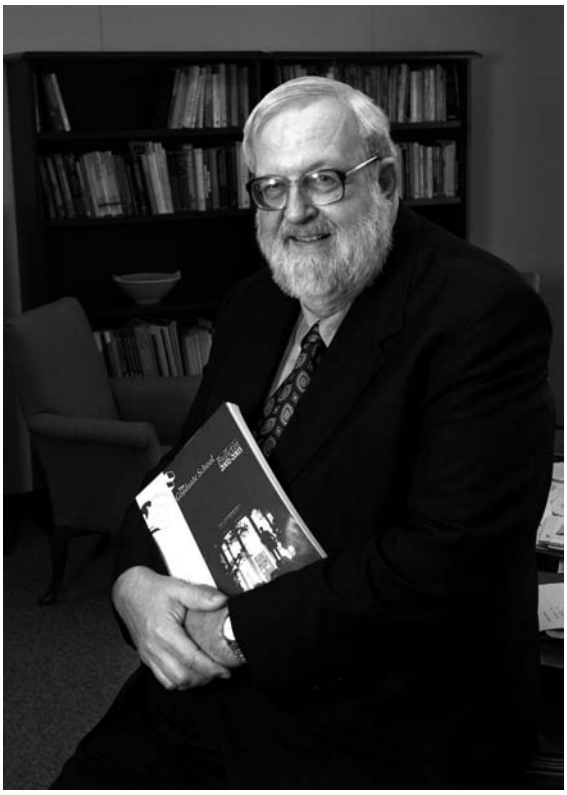
Appendices 363

A. Academic Integrity Policy.....363
B. Guidelines for Good Practice in Graduate Education.....363
C. UNCG's Vision for Teaching and Learning.....364
D. Guidelines for Graduate Distance Learning Courses 365
E. Policy on Discriminatory Conduct 366
F. Policy on Illegal Drugs 366
G. Residence Status for Tuition Purposes.....368

Index 371

THE GRADUATE SCHOOL

On behalf of The University of North Carolina at Greensboro, I am pleased to provide you with information about The Graduate School. In this *Bulletin* you will find descriptions of our master's, doctoral, and certificate programs and the departments offering them. The *Bulletin* also contains important academic regulations, degree requirements, and University policies. Additional information about graduate education is available at our website: *www.uncg.edu/grs.*



Our current graduate student enrollment is more than 3,800 in a total student population of nearly 17,000. As one of the doctoral granting campuses in The University of North Carolina System, we are large enough to offer a wide range of graduate programs yet small enough to provide the opportunity for each student to work closely with a community of scholars in a particular field. Our outstanding faculty and University staff, excellent library, strong facilities, and other resources are here to provide every student with the sophistication and intellectual excitement that are the hallmarks of graduate education.

If you have questions about any aspect of graduate school, I invite you to call this office at (336) 334-5596.

James C. Petersen
Dean of The Graduate School

GRADUATE PROGRAMS

The University is organized into the College of Arts and Sciences and six professional schools: Joseph M. Bryan School of Business and Economics, School of Education, School of Health and Human Performance, School of Human Environmental Sciences, School of Music, and School of Nursing.

The Graduate School has general supervision of graduate study throughout the College and schools. The University offers four doctoral degrees in 23 areas of study, five Master of Fine Arts degrees, master's degrees in a wide variety of concentrations, and a number of Post-Baccalaureate and Post-Master's Certificates. Each of these programs, with majors, concentrations, requirements, prerequisites, faculty, and courses, are described below in the departmental listings.

The Graduate Dean is the chief administrative officer of The Graduate School, taking general responsibility for the development, improvement, and administration of all graduate study at The University. The Dean of The Graduate School serves as admissions officer and administers services to graduate students and programs. All matters of policy, procedures, and graduate curriculum are developed, approved, and implemented in consultation with programs and the Graduate Studies Committee.

Graduate study is offered in the following areas leading to the degrees indicated:

College of Arts and Sciences

Art—M.F.A.
Biochemistry—M.S.
Biology—M.S
Chemistry—M.S.
Communication Studies—M.A.
Computer Science—M.S.
Creative Writing *(English)*—M.F.A.
Drama *(Broadcasting and Cinema and Theatre)*—M.F.A.
English—M.A., M.Ed., Ph.D., Post-Baccalaureate Certificate
Geography—M.A., Ph.D., Post-Baccalaureate Certificate
History—M.A., Ph.D., Post-Baccalaureate Certificate
Latin *(Classical Studies)*—M.Ed.
Mathematics—M.A., Post-Baccalaureate Certificate
Political Science—M.A., Post-Baccalaureate Certificate
Public Affairs *(Political Science)*—M.P.A., Post-Baccalaureate Certificate
Psychology—M.A., Ph.D.
Romance Languages and Literatures—M.A. (French and Spanish), Post-Baccalaureate Certificate
Sociology—M.A
Theatre Education—M.Ed.
Women's and Gender Studies—M.A., Post-Baccalaureate Certificate

Joseph M. Bryan School of Business and Economics

Accounting—M.S.
Business Administration—M.B.A., M.S.N./M.B.A., M.S. (gerontology)/M.B.A., Post-Master's Certificates, Post-Baccalaureate Certificate
Economics—M.A., Ph.D.
Information Systems and Operations Management—M.S., Ph.D., Post-Baccalaureate Certificates, Post-Master's Certificate

School of Education

Computer Education *(Curriculum and Instruction and Library and Information Studies)*—Post-Baccalaureate Certificate
Counseling and Counselor Education—Ph.D., Ed.D.
Counseling and Development—M.S., M.S./Ed.S., Post-Master's Certificates
Curriculum and Instruction—M.Ed. (chemistry, elementary grades, English as a second language, French, mathematics, instructional technology, middle grades, reading, science, social studies, Spanish), Post-Baccalaureate Certificates, Post-Master's Certificate
Curriculum and Teaching *(Curriculum and Instruction and Educational Leadership and Cultural Foundations)*—Ph.D.

Educational Leadership—Ed.S, Ed.D.
Educational Research, Measurement and Evaluation—M.S., Ph.D.
Educational Supervision *(Curriculum and Instruction)*—M.Ed.
Library and Information Studies—M.L.I.S.
School Administration *(Educational Leadership and Cultural Foundations)*—M.S.A.
Special Education—M.Ed., Ph.D., Post-Baccalaureate Alternative Initial Teacher Licensure, Post-Baccalaureate Certificate
Student Personnel Administration in Higher Education *(Curriculum and Instruction)*—M.Ed.

School of Health and Human Performance

Communication Sciences and Disorders—Ph.D.
Dance—M.A., M.F.A.
Exercise and Sport Science—M.S., M.Ed., Ed.D., Ph.D.
Parks and Recreation Management *(Recreation, Tourism, and Hospitality Management)*—M.S.
Public Health—M.P.H., Dr.P.H.
Speech-Language Pathology *(Communication Sciences and Disorders)*—M.A.

School of Human Environmental Sciences

Consumer, Apparel, and Retail Studies—M.S., Ph.D.
Human Development and Family Studies—M.S., M.Ed., Ph.D., Post-Baccalaureate Certificate
Interior Architecture—M.S., Post-Baccalaureate Certificate
Nutrition—M.S., Ph.D.
Social Work—M.S.W.

School of Music

Composition—M.M.
Music Education—M.M., Ph.D.
Music Performance—M.M., D.M.A. (Conducting, Instrumental, Vocal)
Music Theory—M.M.
Music Theory Pedagogy—Post-Master's Certificate

School of Nursing

Health Management—M.S.N./M.B.A.
Nursing—M.S.N., Ph.D., Post-Master's Certificates, Post-Baccalaureate Certificates

Special Academic Programs

Conflict Resolution—M.A., Post-Baccalaureate Certificate
Genetic Counseling—M.S.
Gerontology—M.S., M.S./M.B.A., Post-Baccalaureate Certificate
Liberal Studies *(Division of Continual Learning)*—M.A.

Students may pursue only one degree program of a given level at a time. Graduates who have been awarded a degree by UNCG will not be able to convert that degree to another if later the name of the degree is changed.

The Master of Fine Arts Degree

The M.F.A. programs offer graduate-level work in the fields of creative writing, dance, drama/film/video, and studio arts. Graduates are presumed to be professionals in composition, performance or design in the art form selected.

The University of North Carolina at Greensboro boasts a long tradition of excellence in the creative and performing arts. The graduate programs build on the strength in the humanities, which distinguished the Woman's College. They draw support from the lively artistic community of the Triad. They are shaped by an outstanding staff of resident artist-teachers.

Accreditation

The University of North Carolina at Greensboro is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4007; telephone 404/679-4501) to award Bachelor's, Master's, Specialist's, and Doctor's degrees.

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

Programs in the professional schools and in certain departments of the College of Arts and Sciences are also accredited by relevant professional agencies.

Licensure for Teachers and Professional School Personnel

Licensure-only Programs

Persons who hold a baccalaureate degree and would like to complete a licensure program should contact the Teachers Academy Alternative Licensure Advisor at (336) 334-3415. Persons interested in licensure-only in Special Education should contact the Department of Specialized Education Services at (336) 334-5843.

Advanced Licensure

UNCG offers a number of options for advanced study in professional education. Master's degree programs are offered in 26 professional licensure areas, including teaching, school counseling, media, administration, and social work. Several departments offer programs for students who have completed a bachelor's degree but not a professional education program. Students in these programs earn a master's degree along with initial and advanced licensure. Departments also offer master's degrees for students who hold initial teaching licensure but who would like to pursue advanced study in education. Music, School Administration, Special Education, and School Counseling have programs leading to Specialist in Education degrees and/or doctorates. Requirements for each program are aligned with the standards of its professional organization and the State Department of Public Instruction. Read about the individual programs in *The Graduate School Bulletin.*

Upon completion of an advanced licensure program, students should download an application at www.uncg.edu/ted and submit it to the Teachers Academy, 319 Curry Building.

Graduate programs for the preparation of teachers and other professional school personnel are approved by the National Council for the Accreditation of Teacher Education and the North Carolina State Board of Education, which grants licensure as follows:

Master's Licensure ("M")

Pre-Kindergarten (B-K)

Elementary Education

Middle Grades Education

Secondary Education

Chemistry
English
Comprehensive Social Studies
Comprehensive Science
Mathematics
Latin

K-12 Special Subject Areas

Dance
French
Music
Reading
Spanish
Theatre
English as a Second Language (add on)

Exceptional Children (K-12)

Special Education with Licensure in Learning Disabilities or Behavior/Emotional Disabilities

Special Service Personnel

Media Coordinator
Media Supervisor
School Administrator
School Counselor
School Social Work
Speech-Language Pathology
Instructional Technology Specialist

Specialist in Education (Ed.S.)

Special Service Personnel

School Administrator
School Counselor

Doctoral Level

K-12 Specialties

Music
Special Education

Special Service Personnel

School Administrator
School Counselor

Post-Baccalaureate and Post-Master's Certificates

Graduate certificates offer structured and applied instruction directly related to the needs of working professionals. Certain units offer certification for post-baccalaureate and post-master's study in the following specific areas:

Business Administration—Post-Baccalaureate - Business Administration; Post-Master's - Financial Analysis, International Business, Management

Conflict Resolution—Post-Baccalaureate

Counseling— Post-Master's - Gerontological Counseling, Couple and Family Counseling, School Counseling, Advanced School Counseling

Curriculum and Instruction—Post-Baccalaureate - Special Endorsement for Computer Education, Teaching English as a Second Language; Post-Master's Certificate in College Teaching and Adult Learning

English—Post-Baccalaureate - Technical Writing

Geography—Post-Baccalaureate - Geographic Information Science, Urban and Economic Development

Gerontology—Post-Baccalaureate

History/Interior Architecture—Post-Baccalaureate - Historic Preservation, Museum Studies

Human Development and Family Studies/Specialized Education Services—Post-Baccalaureate - Leadership in Early Care and Education

Information Systems and Operations Management—Post-Baccalaureate - Information Assurance, Securtty, and Privacy; Post-Baccalaureate - Information Technology; Post-Baccalaureate - Supply Chain and Logistics Management; Post-Master's - Information Technology

Library and Information Studies—Post-Baccalaureate - Special Endorsement for Computer Education

Mathematical Sciences—Post-Baccalaureate - Statistics

Music—Post-Master's - Music Theory Pedagogy (within the Ph.D. or D.M.A.)

Nursing—Post-Baccalaureate - Gerontological Nursing, Nursing Administration, Nursing Case Management, Nursing Education; Post-Master's - Adult/Gerontological Nurse Practitioner, Nurse Anesthesia

Nutrition—Post-Baccalaureate - Dietetic Internship

Political Science—Post-Baccalaureate - Nonprofit Management, Urban and Economic Development

Romance Languages—Post-Baccalaureate - Advanced Spanish Language and Hispanic Cultural Studies

Women's and Gender Studies—Post-Baccalaureate

See departmental listings for further details.

ADMISSIONS

Persons who seek admission to graduate study at UNCG must submit a formal application. Applications may be submitted online or a paper application may be downloaded from our website at http://www.uncg.edu/grs.

Admission (Full Graduate Standing)

All applicants must have obtained the following:

1. A bachelor's degree from a recognized accredited college or university.
2. Satisfactory academic standing as an undergraduate: "B" (3.0 GPA) average or better in the undergraduate major, and in courses prerequisite to the proposed graduate study.
3. Approval of the academic department in which the graduate student will major. (Assumes an undergraduate major appropriate to the proposed graduate study.)
4. Satisfactory scores on the Graduate Record Examination (GRE) or other authorized examination as required by the respective graduate degree programs. Scores are valid for five years. (See application materials.)

In addition, all applicants must submit a completed application form accompanied by two official transcripts of the student's academic records from every college and university previously attended (even if the courses from one school appear on the transcript of another), three recommendations from former professors, employers, or persons well acquainted with the student's academic potential, qualifying examination scores (#4 above), and a nonrefundable $45.00 application fee. Where a degree was earned, the official transcript must indicate the name of the degree and the date awarded. All credentials must be in English.

Admission Deadlines

Because of processing requirements, an admission decision for Fall Semester cannot be guaranteed unless all credentials are received before **July 1**, for Spring Semester by **November 1**, and for Summer Session by **April 1.** For international students the deadline for receipt of application and all supporting documents by The Graduate School is **May 15** for Fall Semester, **September 15** for Spring Semester, and **February 15** for Summer Session. Deadlines may be extended one month if the international student is already in the U.S. **PROSPECTIVE STUDENTS SHOULD CHECK WITH INDIVIDUAL DEPARTMENTS AS SOME PROGRAMS HAVE EARLIER DEADLINES**.

Students are admitted to full graduate status or provisional status for a specific degree program in a specific term. If the admitted applicant does not register for the term specified in the application, the admission may be subject to subsequent review. Students may not be admitted to and graduate from the same degree or certificate program in the same academic term.

Additional Admission Requirements for Nonresident Aliens

Nonresident aliens must provide certification of financial support. Non-native speakers of English must submit a minimum TOEFL score (computer based TOEFL score of 213, internet based TOEFL score of 79, paper based TOEFL score of 550) or IELTS score of 6.5. The English language proficiency requirement may be waived if the applicant is a citizen of a country or graduate of a university in a country where English is the official language.

For information about awards or stipends, see the section on Fellowships and Assistantships.

Provisional Admission

Promising applicants who hold a baccalaureate degree but do not meet the formal requirements listed above may be granted provisional admission. Full graduate standing is granted when these students satisfactorily complete prescribed courses or otherwise remove deficiencies. They must meet any special conditions attached to their admission, by either The Graduate School or their major department, no later than upon the completion of 15 semester hours of graduate credit.

Among provisionally admitted applicants may be the following:

1. Applicants with a bachelor's degree from a non-accredited institution.
2. Applicants with a bachelor's degree from an accredited institution who lack undergraduate work considered essential for graduate study.
3. Applicants whose scholastic records are below admission standards who give evidence that unavoidable extenuating circumstances affected their undergraduate record, but that progressive improvement took place.

A graduate student admitted provisionally is not eligible for appointment to an assistantship or fellowship until full graduate standing is achieved. Provisionally admitted students will have specifically stated conditions that must be met to progress in the program. Provisionally admitted students who are dismissed for failing to meet the provisions of their admission will be eligible to submit a new application to The Graduate School after two semesters or the equivalent and may be admitted only upon the recommendation of the major department Head or Director of Graduate Study and with the approval of the Dean of The Graduate School. While on academic dismissal, students are not eligible to take courses through the Visions program.

Visiting and Non-degree Seeking Students (VISIONS)

Visiting and non-degree seeking students who wish to pursue graduate studies for personal enrichment, professional knowledge, renewal of licensure, or any other reason are categorized as VISIONS students and must hold a baccalaureate degree from a recognized accredited college or university. A $20.00 non-refundable fee is charged each semester a VISIONS enrollment form is submitted. Individuals who are permitted to enroll at the University as VISIONS students may take courses numbered 100-749 that have not been restricted by the departments (see *The Graduate School Bulletin* and the *Schedule of Courses*). Students enrolling in graduate courses in the Department of Art may need to provide a portfolio. Additional information is available from the Chair of the Department of Art. Students enrolling in graduate courses in the Bryan School of Business and Economics must see the appropriate graduate program director and have special permission. Visiting students who wish to enroll in M.B.A. classes must provide a letter of good standing, signed by the dean of their graduate program, prior to registration. Contact the M.B.A. office (336-334-5390) for complete information.

With the instructor's approval, VISIONS students may submit a written petition to the Director of Graduate Study or the Department Head to enroll in a restricted course; however, independent study is reserved ***only*** for degree seeking students. Graduate credits earned as a VISIONS student may be applicable to a graduate degree. Should a VISIONS student wish to apply for admission to The Graduate School, subject to the written recommendation of the major department and the approval of the Dean of The Graduate School, up to **nine** (**9**) semester hours of such credit may be accepted toward a degree. Credit earned must fall within the timeline for completing the degree.

Public School Personnel

Public school teachers and administrators who wish to take courses solely for **licensure *renewal* credit** may do so as VISIONS students. If, however, credit is to be applied to a graduate degree, the student must submit an application to The Graduate School before the completion of the course and meet all requirements for full admission as a Graduate Degree Student.

VISIONS students are not eligible for financial aid.

Dual Registration

Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who need no more than 12 semester hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. Total graduate credit obtained in this dual status may not exceed 12 semester hours. Courses at the 600-level or above are applied to the graduate degree only. Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned. For dual registration status, the approvals of The Graduate School, the University Registrar's Office, and the student's major advisor are required. Contact the University Registrar's Office (336-334-5946) for more information.

Approval for dual registration does not guarantee or constitute acceptance into any graduate program.

Immunization Clearance

Students who have been admitted to UNCG are required by North Carolina State law to submit an

immunization form with appropriate verification of immunizations. This form is supplied by The Graduate School and must be satisfactorily completed and returned to Student Health Services.

Failure to comply with this requirement within 30 calendar days from the first day of registration will result in the student's being administratively withdrawn from the University.

Students registered for four hours or less, or enrolled in only evening classes, do not need to be in compliance. If enrollment status changes (e.g., enrolled for more than four hours or daytime classes), students should consult with Student Health Services.

This requirement applies to all students, regardless of whether they are part-time or full-time. Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are entitled to a refund, subject to the guidelines of the University's Refund Policy (see the section on **Tuition and Fees**).

Accelerated Master's Programs

The University of North Carolina at Greensboro has accelerated programs that will allow qualified freshmen, especially those having Advanced Placement Credit, to earn both a bachelor's and a master's degree in approximately five years. Programs represent two distinct patterns. The first is undergraduate majors who continue to pursue graduate work in the same discipline as their bachelor's degree or secondly, by carefully selecting electives, may choose to complement the undergraduate major with graduate study in another area.

Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshmen year is essential. For general advising about accelerated programs, please contact the Office of Student Academic Services. Please see the appropriate departmental listing in the *Undergraduate Bulletin* for program details. The following accelerated master's programs are currently offered:

Accounting (B.S.)/Accounting (M.S.)
Anthropology (B.A.)/Economics (M.A.)
Anthropology (B.A.)/Business Administration (M.B.A.)
Biology (B.A.)/Chemistry (M.S.)
Business Administration (B.S.)/Business Administration (M.B.A.)
Chemistry (B.S.)/Chemistry (M.S.)
Chemistry (B.S.)/Business Administration (M.B.A.)
Economics (B.A.)/Economics (M.A.)
Economics (B.A.)/Public Affairs (M.P.A.)
Exercise and Sport Science (B.S.)/Exercise and Sport Science (M.S.)
French (B.A.)/Business Administration (M.B.A.)
German (B.A.)/Business Administration (M.B.A.)
Mathematics (B.A., B.S.)/Mathematics (M.A.)
Music (B.A.)/Business Administration (M.B.A.)
Physics (B.A.)/Business Administration (M.B.A.)
Political Science (B.A.)/Economics (M.A.)
Political Science (B.A.)/Business Administration (M.B.A.)
Political Science (B.A.)/Public Affairs (M.P.A.)
Spanish (B.A.)/Business Administration (M.B.A.)

Cross Registration

Interinstitutional Registration

The Graduate School of The University of North Carolina at Greensboro participates in an Interinstitutional Registration program with North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, North Carolina Central University, and Duke University, whereby degree-seeking graduate students at UNCG, with the approval of the Dean of The Graduate School and upon recommendation of their advisors, may take courses at one of the above campuses. Eligible courses are limited to traditional, campus-based courses. Distance learning, extension, and online courses are not eligible.

Greater Greensboro Consortium

Through membership in the Greater Greensboro Consortium (GGC), UNCG also participates in an open-access agreement with the North Carolina Agricultural and Technical State University, located in Greensboro, whereby degree-seeking students enrolled at UNCG may take courses at NCATSU upon recommendation of their advisors and with the approval of the Dean of The Graduate School. Eligible courses are limited to traditional, campus-based courses. Distance learning, extension, and online courses are not eligible.

Students must be registered for at least half of their hours at UNCG the same semester in which they register through either the Interinstitutional or Consortium agreements. Under both agreements, enrollment and payment of tuition and fees take place on the home campus. Application forms and information are available at The Graduate School and the University Registrar's Office. Grades are recorded on the student's transcript and calculated into the student's overall GPA.

Distance Learning/Off-Campus Credit

Most off-campus and distance education courses are classified as "distance." Distance learning courses are identified in UNCGenie by having "D" or "X" in the campus code field and are managed through the Division of Continual Learning. These courses carry residence credit for students admitted to UNCG.

Students wishing to take off-campus or distance learning courses should contact the Division of Continual Learning. Academic credit cannot be applied to degree requirements until the student is fully admitted to UNCG as a degree-seeking student.

Auditing

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, no examinations are required, no grades are reported, and no computer access is available. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the department and the instructor. The deadline to register for an audit course or to change an audit course to credit is the last date courses can be added as specified in the official academic calendar. For auditing fees, see the section on **Special Fees** under "Auditing Fees."

ACADEMIC REGULATIONS

General Information

Semester Hours

The unit of academic work is the semester hour, defined as one 50-minute lecture period (or at least two such periods of laboratory or field work) per week throughout one semester.

Course Loads

Graduate students are considered full time if they are enrolled in at least 6 semester hours per semester. Graduate students holding service appointments are restricted in course load depending upon the extent of their service.

Policy on Continuous Enrollment

Pursuit of a graduate degree should be continuous. Students pursuing a graduate degree program should normally be enrolled each Fall and Spring Semester, or one semester during the academic year in combination with Summer Session, for course work that is approved for their program of study and selected in consultation with the departmental Director of Graduate Study.

The policy on continuous enrollment normally requires that a student be enrolled continuously, as defined above, from the time of entry into a graduate degree program through the completion of all required course work, including the required hours of 699 and 799. Students who have already enrolled in the maximum number of 699/799 hours but who have not yet completed the requirements for thesis/dissertation are required to enroll in additional course work as described below:

Students completing their thesis or dissertation must enroll in and pay tuition and fees for not less than one nor more than three hours of thesis/dissertation extension credit each semester, after consultation with and approval by their faculty advisor. These hours will not count toward the degree. Students required to enroll in additional hours to complete their master's thesis will enroll in departmental 801 (example: ART 801-Thesis Extension), and doctoral students completing their dissertation will enroll in departmental 802 (example: ENG 802-Dissertation Extension). All thesis and dissertation students must be enrolled in thesis/dissertation preparation (699/799) or the thesis/dissertation extension courses (801/802) for credit during the semester in which they complete their graduate work and are scheduled to receive their degrees.

A graduate student who has been admitted with full graduate standing to a graduate degree program but has not completed any 500-level or above courses at the University for two consecutive semesters, or a semester and Summer Session is considered to have withdrawn from the curriculum. The student will be required to file an application for readmission to The Graduate School to resume the course of study. A student who withdraws will be required to comply with regulations and requirements in effect at the time of readmission to The Graduate School.

Leaves of Absence

Graduate students may step out of the University one semester in a calendar year (fall, spring, or summer) and maintain continuous status. Students who will be absent for more than one semester or a summer session must apply for a leave of absence. Students who are absent for more than one semester or a summer session without an approved leave of absence must apply for readmission through The Graduate School, after first receiving the endorsement of the department's Director of Graduate Study. Students in planned summer-only programs of study should maintain annual summer session patterns of enrollment and course completion throughout the program of study for the degree.

Leaves of absence may be granted for a variety of reasons including extracurricular educational activities, illness, and other personal circumstances. Students should submit requests for a leave of absence in writing to their departmental Director

of Graduate Study, who will forward the request to The Graduate School with the department's recommendation. All requests for leaves of absence will be considered on a case by case basis in The Graduate School. Under normal circumstances, time devoted to a leave of absence will count toward the authorized time limit for completion of degree requirements. Students with special circumstances should consult with the departmental Director of Graduate Study to discuss options available for revising the time frame needed to complete their plan of study.

Readmission

An enrolled student is eligible (if not disqualified) to stay out one semester (fall, spring, or summer) without penalty in each academic year. A student who fails to enroll in courses for more than one semester without an official leave of absence must file an application for readmission and pay the $45.00 application fee.

Grades

Beginning with courses taken in Fall 2004, plus/minus grades are incorporated into the GPA for all graduate level courses according to the following scale:

Grade	Grade Points Awarded Per Hour of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F/WF	0.0

Grades of S, satisfactory, or U, unsatisfactory, are reported on all workshops and institutes, and certain seminars, field projects, internships, practica, music groups, and others.

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. Courses graded S/U and courses transferred from another institution (except those course taken through Consortium) may not be used in determining the UNCG grade point average.

For the completion of a graduate degree program, an overall average of B (equivalent to 3.0) is required; an average of B (3.0) or better may be required in the major field at the option of the major department. To calculate the average, all grades except S and U will be counted in all courses that are attempted and carry graduate degree credit, but no more than six semester hours of credit evaluated as C+ (2.3) and/or C (2.0) may be applied toward the minimum hours required for the master's degree. Grades in all courses applied toward the doctorate must be B (3.0) or better, and additional hours must be taken for any hours earned with a grade of B- (2.7) or less.

If a student receives a course grade other than Incomplete (I) and later submits additional work to be evaluated for the course, this work cannot be used as a basis for changing the assigned grade. Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which he/she has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation or toward the grade point average. A failing grade remains on the student's academic record permanently.

Withdrawal

Graduate students who must withdraw from the University may do so by dropping all courses via the Web through *uncGenie* until the last day to drop without academic penalty. Students who drop all courses are considered to be withdrawn from the University and must seek reactivation or readmission through The Graduate School to return to school in subsequent terms. After the deadline to withdraw without penalty, **and no later than the last day of classes**, a W may be granted only with the permission of the Dean of The Graduate School, or designee, and if status in the course at the time of withdrawal is satisfactory. If the student is in failing status at the time of withdrawal, a grade of WF is given. A course abandoned with insufficient reason for withdrawal is assigned the grade of F. In certain cases, faculty may initiate the withdrawal procedure for cause.

Incomplete

The symbol I indicates inability, for reasons beyond the student's control, to complete course requirements by the end of the term in which the course was offered. **The I may be removed by completion of the deferred requirements within six months from the last day of examinations in**

the term in which the course was taken. An I not so removed within this time limit automatically becomes an F. A grade of I on **any** course, including work not required for the student's program, must be removed before graduation. A grade of I cannot be removed with a grade of W.

In the case of a thesis or dissertation in progress, a grade of IP (in progress) will be recorded each semester of registration for credit until completion of the thesis or dissertation, when a final grade of S (satisfactory) will be assigned.

S-U Courses

Grades for the following courses are reported as **S,** satisfactory, or **U,** unsatisfactory:

- All Practicum and Internship courses in Education and Library and Information Studies
- All Workshops and Institutes
- All thesis and dissertation courses (699, 799)
- All 800-level courses (801, 802, 803)
- Other courses as indicated in the departmental listings.

Appeal of Grades

An appeal of a grade must be made within one year of the date the grade was posted. The process of appeal must adhere to the following prescribed chain of command. The complaint is initiated with the instructor assigning the grade, then with the head of the department/program, and finally with the academic dean. If, at any level, the appeal is endorsed, endorsement at the next level is not required, but the endorsement is sent to The Graduate School for final decision. If the appeal is not endorsed at previous levels, a final appeal may be made in writing to the Graduate Studies Committee through the Dean of The Graduate School. Authority to change any grade, other than I, rests with the Dean of The Graduate School, subject only to the authority of the Chancellor.

Academic Eligibility to Continue in Graduate School

Persons enrolled in The Graduate School are regarded as members of the student body of The University of North Carolina at Greensboro and are held responsible for conducting themselves in conformity with the moral and legal restraints found in any law-abiding community. Continued enrollment in The Graduate School is at all times subject to review of the student's academic record and of the student's actions with regard to observance of University rules and regulations.

Degree Programs

Fully admitted students will become academically ineligible to continue in The Graduate School when any of the following are received in course work of **an approved program of study** to be applied to a degree program:

1. Grades of U, F or WF are received in any 6 semester hours;
2. Grades of C+ or C are received in 9 semester hours;
3. Any grade of U, F or WF is received in combination with 6 semester hours of C+ or C grades; or
4. The required 3.0 for graduation is not achieved within the minimum number of semester hours required for the degree.

Certificate Programs

Fully admitted students in Post-Baccalaureate and Post-Master's Certificate programs will become academically ineligible to continue in an approved certificate program when any of the following are received in course work applied to that certificate program:

1. Any grade of U, F or WF is received;
2. Grades of C+ or C are received in more than 3 semester hours; or
3. The required 3.0 for graduation is not achieved within the minimum number of semester hours required for the certificate.

VISIONS Program

VISIONS students will become academically ineligible to enroll at UNCG under any of the following circumstances:

1. When grades of U, F or WF (or D in an undergraduate course) are received in any 6 semester hours;
2. When grades of C+ or C are received in 9 semester hours of **any** course work taken (graduate or undergraduate); or
3. When any grade of U, F or WF (or D in an undergraduate course) is received in combination with 6 semester hours of C+ or C grade.

Readmission after Academic Dismissal

A student who is dismissed for academic reasons will be eligible to submit a new application after two semesters or the equivalent and may be admitted only upon the recommendation of the major department head or Director of Graduate Study and with the approval of the Dean of The Graduate School. While on academic dismissal, students are not eligible to take courses through

the Visions program. The policy on Academic Eligibility to Continue in Graduate School does not apply to provisionally admitted students. (See Provisional Admission on page 10.)

Exception to Academic Ineligibility for Degree and Certificate Students

For a fully admitted student who is dismissed for academic reasons and who has not yet attempted the minimum number of semester hours required for the degree, an exception to the regulation on academic ineligibility will be considered under either of the following circumstances:

1. Where the student's average is at least B (3.0).
2. Where the major departmental representative and the Dean of The Graduate School agree that the student is in a good position to achieve an average of B (3.0) in one additional semester of study. In the case of a student who has attempted the minimum number of semester hours required for the degree, the major departmental representative and the Dean of The Graduate School will make an evaluation to determine whether the student is to be permitted to continue and, if so, what the plan of study shall be, 12 additional semester hours being the maximum allowed for achieving the required B (3.0) average.

Denial of Enrollment

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

Appeal of Regulations

An appeal of the application of a rule or regulation must be made within one year as determined by the date of the letter from The Graduate School informing the student of the decision in question. The process of appeal must adhere to the following prescribed chain of command. The appeal is first made in writing to the head of the department/program, then to the academic dean. If, at either level, the appeal is endorsed, endorsement at the next level is not required, but the endorsement is sent to The Graduate School for final decision. If the appeal is not endorsed at previous levels, a final appeal may be made in writing to the Graduate Studies Committee through the Dean of The Graduate School. The decision of the Committee is final, subject only to the authority of the Chancellor.

Applying for Graduation

Students must formally apply for graduation at The Graduate School by the end of the first week of classes during the term in which they plan to graduate. Degrees are awarded at the end of each semester and the second summer session (i.e., in December, May, and August). August and December degree recipients may participate in formal commencement exercises held in December. May degree recipients may participate in formal commencement exercises held in May. Diplomas and transcripts of students owing money to the university will be withheld until the account is cleared. Students may not be admitted to and graduate from the same degree or certificate program in the same academic term.

Commencement Participation Policy

Students completing all degree requirements by the end of the spring semester are encouraged to participate in the May Commencement ceremony. Students completing all degree requirements by the end of the fall semester are encouraged to participate in the December Commencement ceremony. Students completing all degree requirements by the end of the Summer Session may participate in either the May or December Commencement ceremony by applying to graduate, paying the graduation fee, and notifying The Graduate School. Master's regalia may be purchased and doctoral regalia may be purchased or rented from the University Bookstore. **Degree candidates will not earn degrees nor be graduated from the University until they have completed all degree requirements. Participation in a commencement ceremony does not presume graduation from the University.**

Only those doctoral candidates whose degree requirements are **completed** by the established deadlines (see the Calendar of Events) are authorized to participate in the formal December or May Commencement ceremony.

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

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

Continual Learning

Through the Division of Continual Learning, The University of North Carolina at Greensboro offers graduate credit as well as a variety of special programs that extend its academic resources to meet professional and personal learning needs of individuals. These programs may be offered on or off campus and include regular University academic credit and non-credit courses in formats such as shortened courses, workshops, institutes, conferences, teleconferences, and distance learning.

The State requires that non-credit programs and selected credit courses such as Study Abroad be self-supporting; therefore, fees are assessed for the cost of such programs. Other academic credit courses or programs are assessed according to a tuition and fee schedule established by the Office of the President of The University of North Carolina.

Graduate credit for academic courses completed through UNCG Division of Continual Learning (distance learning) can be applied to a degree at UNCG only if the student has been admitted to The Graduate School before the completion of 9 cumulative semester hours of credit. Students wishing to include distance learning work in their program should consult their advisors.

Summer Session

The University operates a Summer Session with classes beginning on a schedule of varying dates throughout the summer, thus enabling students to pursue a program of study best suited to their needs. Courses are open to graduate students desiring credit towards their advanced degree, certificate, or renewal of their teaching licensure. Special workshops and conferences enrich the opportunities for Summer Session study. A normal course load is six credit hours per five week session.

Students whose programs require that specific faculty members be available to them should determine that these faculty members will be on campus during the summer.

Student Responsibilities

Each graduate student's program is planned with an advisor who is a graduate faculty member appointed by the department head or dean. The advisor interprets departmental requirements and arranges an orderly sequence of activities for the student's progress toward the anticipated degree. The **student is responsible** for continuing in satisfactory academic standing and for meeting all the degree requirements and deadlines for graduation or licensure. Therefore, students are advised to consult with their advisors frequently and to request their advisors to develop a tentative written plan of study. This plan is to be placed on file in The Graduate School.

The Academic Integrity Policy (see **Appendix A)** states the precepts, violations, and obligations of academic integrity. In addition, graduate students are expected to comply with the social regulations of the University as set forth in the *Policies for Students* handbook.

University Policies

All students at UNCG, graduate and undergraduate, are responsible for observing all federal, state, and local laws as well as the regulations of The University. The University has developed policies relating to certain kinds of behavior and circumstances, some of which are of particular interest or significance to graduate students. Judicial policies related to student conduct and full statements of the following policies may be found at studentconduct.uncg.edu.

1. Academic Integrity Policy
2. Drug Policy and Operational Procedures
3. Copyright Compliance Policy
4. Discriminatory Conduct
5. Sexual Harassment
6. Public Safety (including motor vehicle registration and parking regulation)
7. Student Records (academic and nonacademic)

Conflict of Interest

Student-Instructor Relationship

It is essential to the promotion of high academic standards and maintenance of sound professional practice that the student-instructor relationship be free of real or apparent conflicts of interest based on familiar relationships. To this end, a member of the faculty shall not serve in any capacity that will involve evaluating the academic performance of a graduate student when there exists between them a relationship in the first or second degree of affinity or consanguinity or when they otherwise are so closely identified with one another as to suggest a possible conflict of interest.

Faculty as Student

Members of the voting and non-voting faculty (as identified in sections 2.1 and 2.2 of the *Constitution of the Faculty: The University of North Carolina at Greensboro*) may not pursue a graduate

degree or certificate in their home department or degree-offering unit. For exceptions, the Dean of the unit/program may petition the Dean of The Graduate School.

Post-Baccalaureate and Post-Master's Certificates

The following policies apply to Certificate candidates:

1. Certificate students must maintain a minimum GPA of 3.0 in all certificate course work and achieve a minimum overall GPA of 3.0 to graduate.
2. Only three semester hours with a grade of C+ (2.3) or C (2.0) will count towards a certificate.
3. With the exception of internship, practicum, independent projects or clinical work, all courses for a certificate will be letter graded.
4. A maximum of three semester hours of transfer credit will be accepted toward a certificate.
5. No more than 3 semester hours of independent study may be applied to the minimum number of semester hours required for completion of the graduate certificate program.
6. A plan of study must be submitted to The Graduate School when a student in a certificate program applies for graduation.

Master's Degrees

Programs at UNCG leading to a master's degree hold the objective of a reasonable, comprehensive mastery of the subject matter of a chosen field, accomplished through study, training, and experience in research.

Summary of Requirements for Master's Degrees

1. Satisfaction of all requirements for admission.
2. Submission of plan of study to The Graduate School prior to 50% of program completion.
3. Satisfactory completion of all course requirements.
4. Achievement of the required B (3.0) average overall and in the major, if required by the department.
5. An applied knowledge of one modern foreign language, or approved option, in programs having this requirement.
6. Capstone Experience: The nature of this experience (or combination of experiences) will be left to the discretion of individual academic units. They may include some combination of (a) comprehensive written or oral examination, (b) thesis or research paper, (c) portfolio, (d) creative work, and/or (e) internship experience.
7. Filing of an application for graduation and the final plan of study with The Graduate School **by the end of the first week of classes of the term in which the degree will be granted** and payment of the graduation fee.
8. Payment of all accounts owed the University. Diplomas and transcripts of students owing money to the University will be held until the account is cleared.

All the above requirements must be met by the deadlines stated in the Calendar of Events. Some special programs may have additional requirements not listed above but explained in materials supplied by the major department or school.

Time Limits

Advanced degrees awarded from UNCG indicate that our students have current, usable knowledge in their field; therefore, the master's curriculum, including the thesis, must be completed within **five** academic years, from the date the first courses carrying graduate degree credit applicable to the student's program are begun. If the student does not enroll in the term to which admitted, the student's admission status is subject to further review at the discretion of the head of the major department and the Dean of The Graduate School. If study for the program extends beyond three years, the student assumes the risk of having to meet new requirements.

Semester Hours Required

Minimum semester-hour requirements, which vary with the degree, are stated under the respective departmental program description. Credit that is applied to one master's degree cannot be applied to another master's degree. **No course below the 500 level will be counted towards graduate degree requirements. In all programs, at least one half the work credited toward the degree must be in 600-level courses or above.**

Plan of Study

A plan of study for the master's degree (or Specialist in Education degree) must be outlined and signed by the student and head of graduate

study/designee at the earliest practical time following the student's admission to The Graduate School, but no later than 50% of the program's completion. The plan must indicate all courses the student is expected to complete as a minimum requirement, including courses required for the major, supporting courses, number of elective hours, and courses recommended for transfer. Courses required by the department but not counted toward the degree, including prerequisite courses, must also be listed on the plan of study. No more than 6 semester hours of independent study may be included in the plan of study. At the discretion of the department, M.F.A. candidates may earn up to a maximum of 20% of their required hours as independent study hours. The Capstone Experience must also be indicated.

Copies of the approved plan of study must be filed in the student's permanent folder in The Graduate School, in the department's files, and with the student. If changes have been made to the plan of study, a revised plan of study must be submitted to The Graduate School by the end of the third week of classes of the semester in which the student applies for graduation.

Independent Study

To be eligible for independent study, a student must have completed several regular courses of graduate work in a degree program and have attained at least a 3.0 average. VISIONS students are ineligible. No more than 3 semester hours of credit for independent study may be earned in any one semester, and not more than 6 semester hours of independent-study credit may be counted toward satisfying the minimum requirements for the master's degree with the exception of the M.F.A. degrees. At the discretion of the department, M.F.A. students may earn up to a maximum of 20% of their required hours as independent study credits. Students may not register for independent study as a substitute for existing courses. Application for independent study must have the approval of the instructor, the department head or dean, and the Dean of The Graduate School.

Language Requirements

The Master of Arts degree in Romance Languages and Literatures requires the student to demonstrate an applied knowledge of a modern foreign language. The Master of Arts degrees in English and history and the Master of Science degree in interior architecture have language options. Programs that require a foreign language may allow exceptions. For example, substitutions of demonstrated skill in computer science or statistics are sometimes accepted. Exceptions are made at the discretion of the major department.

Foreign students whose native language is not English, who are seeking a master's degree in which a reading knowledge of a modern foreign language is required, may not offer their native language as satisfaction of this requirement. They may offer a reading knowledge of any other approved modern language, including English. When English is offered, the examination will be of the traditional type and will be administered by the Department of English or by the student's major department in consultation with the Department of English.

Upon the recommendation of the department, The Graduate School may approve requests for graduate students to pass a maximum of 12 semester hours of undergraduate level language courses by special examination. The results of the examination (S-U) would be posted to the student's graduate transcript. Permission will be limited to language skills courses.

Capstone Experience

The capstone experience may consist of a comprehensive written or oral examination, thesis or research paper, portfolio, creative work, internship, or some combination of these experiences. The requirement can be satisfied after the student has completed at least two-thirds of the minimum program hours. If an unsatisfactory grade is given on the first attempt to satisfy the requirement, no more than one additional attempt is permitted. If the student fails to meet the department's minimum criteria for the capstone experience on the second attempt, The Graduate School will be notified and will send the student a letter of dismissal.

The Thesis

Some master's programs require a thesis; some offer a thesis or nonthesis option. A student in a thesis program prepares a thesis under the guidance of a thesis committee consisting of a chair and two other members appointed by the head of the major department or school. The committee members must hold appropriate classification on the graduate faculty. Although all members of the committee may come from the major department, appointment of one member from another department is encouraged.

The thesis must conform to rules established by the Graduate Studies Committee in the "Guide for Preparation of Theses and Dissertations." The guide can be printed from The Graduate School's website or paper copies can be obtained from the office at no cost.

An oral examination on the thesis may be required at the discretion of the major department or school, either for the individual or all students in a thesis program.

Please note that the process for submitting the thesis to The Graduate School has two components: submitting the approval copy and submitting the final copy. Be sure to note the specific instructions and deadline dates affiliated with each step. These dates are available in the Calendar of Events.

Students file the thesis electronically via the online submission system available on The Graduate School's website. The approved electronic submission must conform to the format requirements stated in the guide and must be uploaded by the deadline date as specified in the Calendar of Events. Publication of the thesis by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay the associated publishing fee.

Maximum credit allowed for the thesis is 6 semester hours. Additional 801 hours may be required but will not count toward the degree.

Transfer and Distance Learning Credit

At the master's and specialist's levels, credit may be given for graduate work taken at other institutions (including credit earned through the Greater Greensboro Consortium) or taken through the Division of Continual Learning at this University, but certain conditions must be met:

1. Ordinarily, transfer credit may not exceed one-third of the minimum number of hours required by the student's program; UNCG distance learning courses will be evaluated as transfer credit.
2. All residence or distance learning credit offered in transfer must have been taken at a recognized, accredited graduate school and not have been used to complete the requirements for a degree.
3. Such work must have been taken within the five-year time limit.
4. The student must have earned a grade of B (3.0) or better on all transfer credit. In a four-letter grading system, only credit earned with either of the top two grades is transferable. The transfer of credit where a grade of P or its equivalent is received in a two-or-three-letter grading system (such as P-F, S-U, or H-P-F) reduces hour for hour the number of C grades earned that may count toward the minimum requirement for the degree.
5. The credit must be recorded on an official transcript placed on file with The Graduate School.
6. It must be approved both by the student's major department and by the Dean of The Graduate School.
7. It must be necessary to meet specific degree requirements.

Hours only, not grades, may be transferred from other institutions. Quarter-hours do not transfer as semester hours. A fraction of an hour of credit will not be transferred. See sample below:

2 quarter hours transfer as 1 semester hour.
3-4 quarter hours transfer as 2 semester hours.
5 quarter hours transfer as 3 semester hours.
6-7 quarter hours transfer as 4 semester hours.
8 quarter hours transfer as 5 semester hours.
9-10 quarter hours transfer as 6 semester hours.

Students must secure approval from their major advisor and the Dean of The Graduate School in advance of registration at other universities. In general, however, not less than two-thirds of the total program for the master's and specialists degrees must be completed in residence courses at The University of North Carolina at Greensboro.

All credit to be transferred must come within the time limit described above and must be supported by placing an official copy of the transcript on file in The Graduate School. No credit will be transferred unless it is required to meet specific degree requirements.

No more than 3 semester hours of institute and workshop credit may be counted towards satisfying the minimum requirements for the master's and specialists degrees.

Specialist in Education Degree

Regulations specified above which govern the master's degrees apply also to the Specialist in Education degree.

Doctoral Degrees

Doctor of Philosophy

The degree of **Doctor of Philosophy** is conferred upon those students who have completed, with high distinction, a prescribed period of intensive study and investigation in a single field of learning. Candidates must master the methods of study in the chosen field and demonstrate familiarity with what has been done and with the potentialities for further progress in the field. They must also demonstrate capacity for original and independent study or creative work and must present evidence of such investigation in a scholarly dissertation.

A Ph.D. may be earned in consumer, apparel, and retail studies; counseling and counselor education; curriculum and teaching; economics; educational research, measurement and evaluation; English; exercise and sport science; geography; history; human development and family studies; information systems; music education; nursing; nutrition; and psychology.

Doctor of Education

The major premise of the **Doctor of Education** degree program is that it is an all-University degree. This places special responsibility on the academic schools and departments to combine their efforts with the schools offering this program, to the end that the doctoral students receive depth in subject matter as well as professional development. Therefore, the program is purposely flexible, allowing the candidates to develop under careful advisement a course of study best suited to their ability, personality, experience, and major professional goal. It is expected that each candidate will make a significant contribution through the medium of research culminating in a scholarly dissertation.

An Ed.D. may be earned in counseling and development, educational leadership, and exercise and sport science.

Doctor of Musical Arts

The **Doctor of Musical Arts** degree program is a performance degree offered only in the School of Music. The requirements of The Graduate School stated below apply to the Doctor of Musical Arts; however, due to the highly specialized nature of the degree, the student should consult the Director of Graduate Study in the School of Music for specific requirements and procedures.

Summary of Requirements for Doctoral Degrees

1. Satisfaction of all requirements for admission to a doctoral program, including the removal of any deficiencies identified at the time of admission.
2. An approved advisory/dissertation committee, to be filed in The Graduate School.
3. An approved plan of study, to be filed in The Graduate School.
4. Satisfactory completion of any language requirement or approved option.
5. Satisfaction of the residence requirement.
6. Satisfactory completion of any diagnostic qualifying examination that may be required by the major department or school.
7. Satisfactory completion of all course requirements in the student's approved program of study.
8. Satisfactory completion of the preliminary written and oral examinations and any additional work that may be required as a result of these examinations.
9. An approved dissertation topic, to be filed in The Graduate School.
10. Admission to candidacy upon the satisfaction of the above requirements (formal application to be made in The Graduate School).
11. Submission of a dissertation acceptable to the advisory/dissertation committee.
12. Satisfactory completion of the final oral examination.
13. Acceptance of the dissertation by The Graduate School.
14. Filing of an application for graduation with The Graduate School by the end of the first week of classes of the term in which the degree will be granted and payment of the graduation fee.
15. Payment of all accounts owed in the University. Diplomas and transcripts of students owing money to the University will be held until the account is cleared.

The above requirements must be met by the deadlines stated in the Calendar of Events. Detailed explanations of these requirements follow. Some programs may have additional requirements not listed above but explained in additional materials supplied by the major department or school.

Admission Requirements

Admission to the doctoral program is distinct and separate from any previous admission to The Graduate School. For this reason, a student who has been admitted to a master's degree program must reapply for doctoral study by notifying the Graduate School Office of the desire to be considered for admission to the advanced program. Admission to study for the doctorate normally follows completion of the master's degree or its equivalent course work, but some departments will consider admission directly from an undergraduate program in the case of exceptionally well-qualified applicants. Applicants who hold the master's degree or its equivalent, however, are not automatically eligible for admission to doctoral study.

In addition to satisfactory qualifying examination scores and recommendations (explained in the application materials), final approvals of the major department or school and of the Dean of The Graduate School are required.

Advisory/Dissertation Committee

The advisory/dissertation committee, consisting of at least four members of the graduate faculty, shall assist the student with the preparation of the plan of study and shall guide and examine the doctoral dissertation. This committee will be appointed by the Dean of The Graduate School upon the recommendation of the major department head or dean and must be mutually acceptable to the student and all committee members.

Of the four members, two, including the chair, must be Members of the graduate faculty and no more than one may be an Adjunct graduate faculty member. The committee chair must be from the major department, and it is recommended that where appropriate, one member be selected from the minor area of study. If at any time the advisory/dissertation committee decreases in number to fewer than four members, additional members of the graduate faculty must be appointed by the Dean of The Graduate School to bring the number to at least four.

The student must request the appointment of this committee no later than upon completion of the first 18 semester hours of graduate courses. Any subsequent changes in the advisory/dissertation committee must be reported to The Graduate School for approval.

Minor

Certain doctoral programs may permit, encourage, or require a minor, which is a formalized curricular sequence of advanced work in one or more areas outside the major field but cognate to it. The student should ask the chair of his advisory/dissertation committee if a minor is appropriate or required in his case. The minor must consist of at least **12** hours of study. The student's advisory/dissertation committee approves the minor, and it must appear on the doctoral plan of study.

For information concerning the doctoral minor in educational research and methodology, see page 137; in information technology, see page 197; and in statistics, see page 217.

Research Competence

Competence in research is required of all doctoral students. Whereas the specific requirements will vary from field to field and according to the student's professional objective, the plan of study must provide for mastery of techniques of research that not only are appropriate to the particular field of study but also will help prepare the prospective holder of the doctorate to continue his intellectual and professional growth.

Plan of Study

A plan of study for the doctoral degree must be outlined by the student and the advisory/dissertation committee at the earliest practicable time following admission of the student to The Graduate School, preferably at the end of the first semester of residence or not later than the completion of 18 semester hours. The plan must indicate the major and minor fields of study; the specific courses the student is expected to complete as a minimum requirement; and all specific core, seminar, language, and research requirements of the major department. In all programs, no more than one quarter of the course work credited to the degree, exclusive of the dissertation, may be at the 500-level. A record of all graduate work the student has taken must accompany the proposed program. It is at this time that the advisory/dissertation committee evaluates the student's qualifications to be recommended for further study in The Graduate School, further preparation for such study, or withdrawal. The committee may propose prerequisite course work to be taken if it believes the student shows weaknesses that might be corrected by additional formal study. No more than 15 semester hours of independent study may be included in the plan of study, exclusive of the dissertation.

The plan of study must be submitted to the Dean of The Graduate School for approval. The Dean reserves the right to refer any or all plans of study to the Graduate Studies Committee for review and recommendation.

Copies of the approved plan of study must be filed in the student's permanent folder in The Graduate School, in the department's files, with the chair and each member of the advisory/dissertation committee, and with the student. Any subsequent changes in the plan of study or in the subject of the dissertation must be reported to The Graduate School for approval.

Language Requirement

Each candidate for the doctorate must show either a satisfactory reading knowledge of at least one modern foreign language relevant to the student's major area of study, or, where approved, a satisfactory mastery of research skills at an appropriate level of competence.

The language or languages used to satisfy a language requirement must be approved by the student's major advisor and must be from among those languages approved by the Graduate Studies Committee. French, German, and Spanish are most frequently used.

The language requirements must be passed prior to the preliminary examinations, and prior to admission to candidacy.

A student whose native tongue is a language other than English may use English, but not the native language, to satisfy a language requirement. When English is offered, the examination will be administered by the Department of English or by the student's major department in consultation with the Department of English. A statement certifying the candidate's proficiency in English must be filed in The Graduate School before the preliminary examinations may be taken.

Residence Requirement

Doctoral candidates are expected to satisfy a residence requirement, which provides them the opportunity for an extended period of intensive study and intellectual and professional development among a community of scholars.

The basic requirement is two consecutive full-time semesters (minimum of 6 hours per semester) of graduate work on this campus after admission to a doctoral program. Consecutive semesters are either fall/spring, spring/summer, or summer/fall with the two sessions of summer school counting as one semester. Undergraduate courses taken in support of a graduate program cannot count towards residence.

Time Limits

Advanced degrees awarded from UNCG indicate that our students have current, usable knowledge in their field; therefore, all requirements for the doctorate, including the dissertation, must be completed within **seven** academic years from the date of the first enrollment for study following admission to the doctoral program. Post-master's (or equivalent) credit that is to be applied to the student's doctoral program must be no more than seven years old when the degree requirements are completed. This means that all course work to be credited to the student's doctoral program must fall within a seven-year period of time beginning with the date of first enrollment following admission to the program. If credit to be transferred was earned before enrollment at this University, the seven-year period of time commences with the beginning date of the term in which the transfer credit was earned.

The seven-year time limit does not apply to students who are admitted directly to a doctoral program upon completion of the baccalaureate. In this case, the time limit is ten years.

Transfer Credit

In some instances, work done in other institutions may be counted toward the degree, particularly work culminating in a master's degree from a regionally accredited institution and representing an appropriate area of study. If the student proposes the transfer of credit from another recognized graduate school, the work for which credit was received must be covered by the preliminary examination, and the transfer must be recommended by the student's advisory/dissertation committee before The Graduate School will credit the work to the student's doctoral program.

In no case will more than one third of non-dissertation course credit hours beyond the master's degree be transferred to a Doctor of Philosophy or Doctor of Musical Arts program. This is also the normal maximum limit allowed for transfer toward the Doctor of Education degree. For the student who has completed more than 18 semester hours on a sixth-year or post-master's program, the question will be reviewed by the student's advisory/dissertation committee and the Dean of The Graduate School. In no case will more than 24 semester hours be accepted in transfer to a Doctor of Education degree program.

The following conditions apply to transfer credit for doctoral programs:

1. All credit offered in transfer must have been taken at a recognized, accredited graduate school.
2. Such work must have been taken within the time limit described above.
3. The student must have earned a grade of B (3.0) or better on all transfer credit. In a four-letter grading system, only credit earned with either of the top two grades is transferrable.
4. The credit must be recorded on an official transcript placed on file with The Graduate School.
5. The credit must be approved both by the student's doctoral advisory/dissertation committee and by the Dean of The Graduate School.
6. The credit must be necessary to meet specific degree requirements.

Hours only, not grades, may be transferred from other institutions. Quarter-hours do not transfer as semester hours. A fraction of an hour of credit will not be transferred. See sample below:

2 quarter hours transfer as 1 semester hour.
3-4 quarter hours transfer as 2 semester hours.
5 quarter hours transfer as 3 semester hours.
6-7 quarter hours transfer as 4 semester hours.
8 quarter hours transfer as 5 semester hours.
9-10 quarter hours transfer as 6 semester hours.

Students must secure approval from their doctoral advisory/dissertation committee and the Dean of The Graduate School in advance of registration at other universities. In general, however, not less than two-thirds of the total non-dissertation credit hours of doctoral degrees must be completed in residence courses at UNCG.

In order to ensure that the courses fall within the time limit permitted, the transfer credit will be accepted finally and posted to the transcript only at the time of completion of the degree requirements.

Preliminary Examinations

When a student has removed any provisions or special conditions which may have been attached to admission, completed a minimum of ¾ of the course work contained in the program of study, passed any foreign language requirements, and completed the research skill requirements, that student is then eligible to take the preliminary examinations. Individual departments may have additional requirements. Each doctoral student is required to pass the doctoral preliminary examinations which consist of both a written and oral examination. The written part is scheduled and prepared by the dissertation advisor with the assistance of the advisory/dissertation committee. The questions may cover any phase of the course work taken by the student during the period of this graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study. Any transferred course work is subject to examination at the time of the preliminary examinations. The oral examination should be scheduled within one month following the written examination.

Unanimous approval is required for passing the preliminary examination. Approval may be conditional, however, upon the satisfactory completion of such additional work as may be required by the committee. However, if the student does not pass the preliminary examination, at least one semester must elapse before re-examination is permitted. No more than one re-examination will be allowed. If the student fails to pass the examination on the second attempt, The Graduate School will send the student a letter of dismissal.

The complete advisory/dissertation committee of at least four must participate in the holding of the preliminary oral examination.

Admission to Candidacy

When a student has completed all major and minor required courses, has passed the preliminary written and oral examinations, satisfied any language or skill requirements, and submitted a dissertation research outline that has been approved by his dissertation advisor and advisory/dissertation committee, that student may then make formal application in The Graduate School for admission to candidacy for the doctoral degree.

The Dissertation

The dissertation is the product of a thorough investigation of a basic and significant problem or question within the major area of study. An appropriate plan of research must be developed and executed by the student under the general guidance of the chair and the advisory/dissertation committee. The dissertation requirement is designed to develop the capacities of originality and generalization in the candidate. It should foster and attest to the development in the candidate of ability in scientific inquiry, understanding, and mastery of the techniques of scholarship, and the art of exposition within the field of specialization. The advisory/dissertation committee, with such other professors as may be appointed by the Dean of The Graduate School, shall examine the

dissertation; and no dissertation shall be accepted unless it secures unanimous approval of the advisory/dissertation committee.

Please note that the process for submitting the dissertation to The Graduate School has two components: submitting the signed approval copy and submitting the final copy. Be sure to note the specific instructions and deadline dates affiliated with each step. These dates are available in the Calendar of Events.

Students file the dissertation electronically via the online submission system available on The Graduate School's website. In final form, the dissertation must comply with the rules prescribed by the Graduate Studies Committee in the "Guide for the Preparation of Theses and Dissertations." The approved electronic submission must be uploaded by the deadline date as specified in the Calendar of Events. Publication of the dissertation by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay the associated publishing fee.

Dissertation hours vary according to the program but are never less than 12 semester hours, normally taken in units of three semester hours. For a complete explanation of requirements affecting dissertation registration, see the Policy on Continuous Enrollment on page 14.

Final Oral Examination

The doctoral candidate who has successfully completed all other requirements for the degree will be scheduled by the chair of the advisory/dissertation committee, in consultation with the other committee members, to take a final oral examination. The Graduate School will publish the dissertation title, date, time and location of the oral examination at least two weeks prior to the examination. The examination is open to all members of the University community who may wish to attend. The final oral examination is administered by the advisory/dissertation committee according to program guidelines. The examination is largely related to the dissertation field of study including courses taken here and elsewhere. Approval of the examination must be attested to by all members of the advisory/dissertation committee. The results of the examination are to be reported in writing to the Dean of The Graduate School.

DEPARTMENTAL LISTINGS

Graduate Faculty

Graduate faculty members whose appointments are current as of the publication date of this *Bulletin* are listed by academic rank in the department(s) in which they serve. Each faculty member's area of specialization is listed.

Course Numbers and Credit

This section sets forth UNCG's graduate degree programs and descriptions of the courses of instruction offered. Each course description is represented by a three-letter symbol (indicating the department directing the course) and a three-digit number. Courses numbered 500-599 are open to advanced undergraduates and graduate students; courses numbered 600-749 are open only to graduate students; and courses numbered 750-799 are open only to doctoral students.

The first of the figures enclosed in parentheses immediately following the course title indicates the number of semester hour credits given for the course. A semester hour credit corresponds, unless otherwise stated, to one 50-minute class period per week through one semester. The second and third figures indicate the number of lecture and laboratory hours, respectively.

Prerequisites for a course are indicated in the course description by "*Pr*." followed by appropriate requirements which must be met before that course may be taken. A hyphen (-) between course numbers indicates that no credit toward a graduate degree will be given for either course until both are successfully completed. A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

Examples of Credit Structures

(1:1) = 1 credit hour : 1 lecture hour per week
(1:0:3) = 1 credit hour : 0 lecture hours : 3 lab hours per week
(2:2) = 2 credit hours : 2 lecture hours per week
(2:1:3) = 2 credit hours : 1 lecture hour : 3 lab hours per week
(2:0:6) = 2 credit hours : 0 lectures hours: 6 lab hours per week
(3:3) = 3 credit hours : 3 lecture hours per week
(3:1:6) = 3 credit hours : 1 lecture hours : 6 lab hours per week
(1-3) = 1 to 3 credit hours

EXAMPLE

528 Studies in Media Genres (3:2:3)
Pr. 101 (film genre) or 102 (radio or television genre), 203, 205, 301, or graduate standing or permission of instructor.
Technical, dramatic, social, and rhetorical dimensions of a media genre. Subject differs from offering to offering. May be repeated for credit.

In this example, the course is open to advanced undergraduate students and graduate students and has several prerequisites. It carries 3 semester hours of credit and meets for 2 lecture hours and 3 laboratory hours each week.

Service Learning Courses

UNCG defines Academic Service Learning as a teaching method that links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop civic literacy. Service Learning encourages critical consideration of the ethical dimensions of community engagement.

Service Learning courses are marked (svl) after the course title and incorporate 15-20 hours of service.

Department of Accounting and Finance

418 Bryan Building • (336) 334-5647
www.uncg.edu/bae/acc

Graduate Programs in Accounting

- M.S.

Professors

C. Edward Arrington, D.B.A
Critical social theory and its relation to accounting and organizations.

Daniel T. Winkler, Ph.D.
Corporate finance, investments, market efficiency, financial education (Head of Department).

Associate Professors

Sheldon D. Balbirer, Ph.D.
Financial management, business finance.

William O. Brown, Ph.D.
Financial management, financial markets, investments.

J. William Harden, Ph.D.
Federal income taxation, multijurisdictional tax issues.

Venkataraman M. Iyer, Ph.D.
Accounting information systems and auditing, behavioral and empirical issues related to audit firms and audit market (Director of Graduate Study).

Ann Watkins, Ph.D., CPA
Financial accounting and reporting, accounting and the public interest with emphasis on issues relating to health care financial management and audit quality.

Tony R. Wingler, D.B.A.
Financial management, security analysis and portfolio management, valuation issues.

Assistant Professors

Jane R. Livingstone, Ph.D.
Federal income taxation, financial accounting and reporting.

Evan Shough, Ph.D.
Financial accounting and reporting.

David Upton, Ph.D.
Cost allocation systems, cost management systems.

MS Requirements for the Master of Science in Accounting

Students entering the Master of Science in accounting program must satisfy business foundation and accounting knowledge requirements that are based on the curriculum of the UNCG Bachelor of Science in accounting program. Individual prerequisite needs are assessed by the program committee when admission decisions are made.

The **30**-hour Master of Science degree includes 18-21 hours of graduate level accounting courses and 9-12 hours of graduate level electives outside accounting.

Graduate Level Accounting Courses (18-21 hours)

Within the 18-21 hours of graduate level accounting courses, students are required to take the following courses (students having equivalent course work may seek a waiver of any of these required courses):

ACC 600 Tax Research and Procedures (3)
ACC 642 Specialized Accounting Entities (3)
ACC 655 Taxation of Corporations and Shareholders (3)

and one of the following:

ACC 631 Advanced Auditing (3)
ACC 638 Information Systems Auditing (3)

Additional hours to complete the 18-21 hours of graduate level accounting courses are selected from the following courses:

ACC 613 Directed Studies in Accounting (1-3)
ACC 621 Accounting Internship (3)
ACC 628 Accounting Information Systems (3)
ACC 630 Seminar in Applied Financial Accounting Issues (3)

ACC 631 Advanced Auditing (3)
ACC 638 Information Systems Auditing (3)
ACC 645 Seminar in Financial Accounting Theory (3)
ACC 652 Taxation of Estates, Gifts and Trusts (3)
ACC 656 Taxation of Flow-Through Business Entities (3)

Electives (9-12 hours)

With prior approval by the Director of the program, a student will select 9-12 hours of graduate courses outside accounting.

ACC Accounting Courses

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

600 Tax Research and Procedures (3:3)
Pr. grade of C or better in 420
Income tax research resources and their effective use; tax research projects; IRS policies and procedures.

613 Directed Studies in Accounting (1-3)
Pr. 12 s.h. of graduate level accounting courses or permission of instructor
Individual study of an issue or problem of interest. Student must arrange topic and course requirements with instructor prior to registration.

621 Accounting Internship (3)
Pr. grade of C or better in 318
Combined academic and work components allow students to gain experience in the professional field of accounting. Course supervised by a graduate faculty member and appropriate personnel of the approved organization. (Graded on S-U basis)

628 Accounting Information Systems (3:3)
Pr. grade of C or better in 325
Accounting information systems and the role of the accountant in the selection and management of accounting information systems; ethical implications.

630 Seminar in Applied Financial Accounting Issues (3:3)
Pr. grade of C or better in 319
Provides necessary background and skills to analyze and research financial accounting issues faced by the accounting profession and standard setters.

631 Advanced Auditing (3:3)
Pr. grade of C or better in 440
Ethics, reporting, law, statistics, and audit software; directed towards professional external and internal auditing.

638 Information Systems Auditing (3:3)
Pr. grade of C or better in 440
Theory and practice of information systems auditing; role of information systems auditor in systems development; computer based system controls.

642 Specialized Accounting Entities (3:3)
Pr. grade of C or better in 319
Theory and practice associated with business combinations, consolidated financial statements, partnerships, international operations, bankruptcy and other accounting topics related to specialized accounting entities.

645 Seminar in Financial Accounting Theory (3:3)
Pr. grade of C or better in 319
Normative analysis in theory development and recent transition to empirical analysis; informational and positive theory paradigms; role of regulation.

652 Taxation of Estates, Gifts and Trusts (3:3)
Pr. or coreq. 600
Principles and procedures involved in determining federal estate tax; tax planning using gifts and trusts.

655 Taxation of Corporations and Shareholders (3:3)
Pr. or coreq. 600
Federal taxation of business transactions affecting corporations and shareholders.

656 Taxation of Flow-Through Business Entities (3:3)
Pr. or coreq. 600
Federal taxation of business transactions affecting flow-through business entities, including partnerships, S corporations, limited liability companies and their owners.

699 Thesis (1-3)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

FIN Finance Courses

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

613 Directed Studies (3)
Pr. MBA 630 and permission of Director of M.B.A. program and instructor who will supervise study
Individual study of problems in the field of finance. Regular conferences with instructor required.

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

Department of Anthropology

426 Graham Building • (336) 334-5132
www.uncg.edu/ant/anthro.html

Graduate Programs in Anthropology

- No graduate degree programs offered; see Master of Arts in Liberal Studies on page 207.

Professors

Joseph Mountjoy, Ph.D.
Paleoecology, cultural frontiers, ethnoarchaeology, rock art, Mesoamerica, Eastern U.S., Andean.

Arthur D. Murphy, Ph.D.
(Head of Department).

Mary K. Sandford, Ph.D.
Physical anthropology, disease and nutrition, osteology, Sudan, eastern U.S. and Carribean.

Associate Professor

Susan L. Andreatta, Ph.D.
Political ecology, applied anthropology, Caribbean and U.S., Latin America.

Assistant Professors

David V. Leone, Ph.D.
Physical anthropology specializing in growth and development, evolutionary medicine, Carribbean.

Joan E. Paluzzi, Ph.D.
Medical anthropology, research of South America, the political economy of health, theories of globalization.

ATY Anthropology Courses

501/502 Selected Topics in Anthropology (3:3)/(3:3)
Opportunity for advanced students to study in depth a topic or issue of special interest.

510 Archaeology of South America (3:3)
Pr. junior or senior standing in anthropology or archaeology, or permission of the instructor
Survey of the archaeology of South America from the earliest evidence of human habitation through the development of chiefdoms, states and civilizations, up to the Spanish Conquest.

520 Economic Anthropology (3:3)
Pr. 212, 213, or 3 hours of social science
Analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis on economic models of social change.

524 Applied Anthropology (3:3)
Application of anthropological method and theory in situations of directed sociocultural change.

526 Anthropological Perspectives on Food and Agriculture (3:3)
Pr. 213
Examines linkages among food producers, marketing strategies, and natural resource use in different cultures, and explores the influence of agriculture on society and the environment.

533 Archaeology of Mexico (3:3)
Pr. junior or senior standing in anthropology or archaeology or permission of instructor
Investigation of the major pre-Hispanic cultural developments in Mexico with emphasis on internal culture change (from early man to the rise of great civilizations such as the Aztec and Maya) and relationships with adjacent areas.

547 Belief and Value Systems (3:3)
Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their function.

553 Human Osteology: Description, Data Collection, and Analysis (3:2:3)
Pr. 253 or 3 hours of biological science
Detailed coverage of anatomical structures on bone and methods involving inventory, description, data collection, and analysis of human remains. Topics include functional and comparative skeletal anatomy, bone microstructure, and physiology.

555 Human Evolution (3:3)
Pr. 253 or 3 hours of biological science
Study of the biological and cultural evolution of humans through time.

557 Primate Behavior (3:3)
Pr. 253 or permission of instructor
Overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific paper.

559 Disease and Nutrition in Ancient Populations (3:3)
Pr. 253 or NTR 213 or 3 hours of biological science
Evaluation of past disease and nutritional status using skeletal remains and other tissues. Topics include differential diagnosis of pathology, analysis of mummified material, and chemical methods of dietary reconstruction.

576 Culture and Personality (3:3)
Cross-cultural analysis of the effect and influence of culture and group membership on the development of personality.

578 Research Methods in Historical Archaeology (3:3)
Training in research methods in historic archaeology. Involves on-site training in field, laboratory, and library components of historic archaeology. (Same as IAR/HIS 578)

583 Culture and Society (3:3)
Critical analysis of the concepts of culture and society and their employment in understanding human behavior in a cross-cultural context. Not open for credit to anthropology majors. May not be taken for credit by students who have received credit for 213.

585 Social Dialects (3:3)
Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect differences, and consequences of social dialects.

587 Foundations of Linguistic Theory (3:3)
Pr. permission of instructor
In-depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included.

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

595 Current Issues in Anthropology (3:3)
Pr. senior status in anthropology or permission of instructor
Capstone seminar on current issues in the various subfields of anthropology, how they relate to the discipline as a whole, and their significance to anthropology's role in the modern world.

597, 598 Special Problems in Anthropology (3),(3)
Pr. permission of faculty member with whom student wishes to work
Opportunity for advanced students to undertake independent study or research of special interest.

601, 602 Selected Topics in Anthropology (3),(3)
Pr. permission of instructor
Advanced level work on a selected topic in anthropology.

671 Ethnographic Methods (3:3)
A guide to the conduct of ethnographic research; an introduction to culture theory, the elements of research design, data collection and analysis, and the sociological significance of an interpretative paradigm.

Department of Art

138 Gatewood Studio Arts Building • (336) 334-5248
www.uncg.edu/art • digital.uncg.edu

Graduate Programs in Art

- M.F.A.
  Studio Arts

Professors

Porter Aichele, Ph.D.
19th and 20th century art, interdisciplinary studies pairing the visual arts with music and literature.

Carl Goldstein, Ph.D.
Art history from Renaissance to modern, art criticism.

Billy Lee, M.F.A.
Sculpture; drawing, design.

John Maggio, M.F.A.
Tamarind Master Printer, printmaking, painting, mixed media.

Associate Professors

Michael Ananian, M.F.A.
Figurative painting and drawing.

George Dimock, Ph.D.
Modern art and critical theory, with emphasis on constructions of childhood.

Andrew M. Dunnill, M.F.A.
Steel, cast metal and mixed media sculpture, drawing.

Mark Gottsegen, M.F.A.
Landscape, still-life, figurative and non-objective painting and drawing; materials of painting and drawing; studio health and safety (Director of Graduate Study).

Amy Lixl-Purcell, M.F.A.
Intermedia art, work with computer and electronic media and installations.

Patricia Wasserboehr, M.F.A.
Sculpture and drawing (Head of Department).

Assistant Professors

Nikki L. Blair, M.F.A.
Ceramics and mixed media sculpture.

Christopher Cassidy, M.F.A.
Design (digital).

Seth Ellis, M.F.A.
Design (digital).

Heather Holian, Ph.D.
Ancient through Renaissance art history.

Elizabeth Leal, Ph.D.
Art education.

Sarah Martin, M.F.A.
Design (photography/video).

Mariam A. L. Stephan, M.F.A.
Painting and drawing.

Barbara Thomas, M.F.A.
Drawing and painting.

Lecturer

Richard Gantt, M.A.
17th and 18th century architecture.

Adjunct Faculty

Nancy Doll, M.A.
Museum studies (Director, Weatherspoon Art Museum).

Xandra Eden, M.A.
Museum studies (Curator of Exhibitions, Weatherspoon Art Museum).

Ann Grimaldi, M.Ed.
Museum studies (Curator of Education, Weatherspoon Art Museum).

Will South, Ph.D.
Museum studies (Curator of Collections, Weatherspoon Art Museum).

The Department of Art offers graduate work leading to two degrees: Master of Fine Arts with a major in studio arts, and Master of Education with a concentration in art. Only those students enrolled in a degree program with a full-time load of courses may use space, equipment, and facilities of the Art Department. Part-time students may use only the facilities directly connected with the courses in which they are enrolled

Admission Requirements

In addition to the application materials required by The Graduate School applicants should have 39 hours or the equivalent of undergraduate credits in studio art and 15 hours of art history and must submit 20 images on a CD or DVD of recent work. Candidates are also encouraged to attend a Portfolio and Interview Day following the deadline for applications..

MFA Requirements for the Master of Fine Arts in Studio Arts

To complete the M.F.A. program, the student must complete **60** hours of course work in studio art, art criticism, art history and electives, pass all required examinations, and complete thesis work.

Required Core Courses (9 hours)

ART 600 Writing Art Criticism (3)
ART 620 Drawing (4)
ART 622 Drawing Marathon (2)

Studio Courses (26-30 hours)

To be selected from the following:

ART 520 Anatomy for the Artist (3)
ART 525 Advanced Metal Casting (3)
ART 529 The Multi-Media Print (3)
ART 531 Painting (3)
ART 535 Variable Topics in Painting (3)
ART 540 Digital Visualization and Methods (3)
ART 545 Interactive Web Design (3)
ART 550 Sculpture/Installation (3)
ART 557 Site-Specific Sculpture (3)
ART 589 Experimental Course (when topic is appropriate)
ART 592 Professional Practices, Aesthetics and Preparation for the Visual Artist (3)
ART 626 Woodcut and Wood Engraving (4)
ART 627 Lithography (4)
ART 628 Etching (4)
ART 629 Studio Problems in Drawing, Painting, or Printmaking (4)
ART 631, 632 Painting and Drawing (2) (2)
ART 633, 634 Painting and Drawing (4) (4)
ART 635 Variable Topics in Painting (4)
ART 636, 637 Painting Research Seminar (4) (4)
ART 641 Variable Topics in Design (4)
ART 649 Studio Problems in Design (4)
ART 655, 656 Sculpture (2) (2)
ART 657, 658 Sculpture (4) (4)
ART 659 Studio Problems in Sculpture (4)
ART 682 Ceramics (4)
ART 685 Photography (4)
ART 699 Thesis (1-6)
ART 711 Experimental Course (when topic is appropriate)

Art History Courses (9 hours)

To be selected from the following:

ART 500 Traditions of Art Criticism (3)
ART 501 Topics in the History of Art (3)
ART 502 Historiography and Methodology (3)
ART 590 Museum Studies (3)
ART 601 Public Art (3)
ART 602 The Teaching of Art from Vasari to Albers (3)
ART 605 Perspectives in Contemporary Art (3)
ART 606 A Study of the Artist (3)
ART 618 Topics in the History of Art (3)
ART 619 Research Problems in Art History, Art Criticism (3)

Electives (12 hours)

Elective hours may be selected from any of the courses listed above, from other 500- and 600-level courses taught in the Department of Art, or from 500- and 600-level courses taught in related areas with the permission of the student's advisor and the Department Head.

Admission to Candidacy

To be formally admitted to candidacy for the M.F.A. degree, students must have successfully completed two semesters of full-time graduate work, including ART 620 and 622, removed all deficiencies, possess a B (3.0) average in all courses taken during the first two semesters, and have an overall grade record consistent with the regulations stated in *The Graduate School Bulletin*. In addition, the application to candidacy must be approved by a committee of the Art Department graduate faculty to be appointed by the department head. The committee will meet with students to review work and sign candidacy forms early in the fall semester of the second year of graduate work. Students are limited to two candidacy reviews. If a student is not admitted to candidacy during the first review, the review team will issue written recommendations for further studies. The second review will take place

within a year of the first. Failure to pass candidacy for the second time will prohibit the student from continuing in the program.

Comprehensive Examination

Studio Comprehensive

Once the student has passed candidacy, completed 16 hours of graduate studio work, has a B (3.0) average, and has been in residency for two semesters, a meeting is arranged to review the student's work and consider the following options: 1) independent work to strengthen studio skills, or 2) further structured course study.

Students must pass the studio comprehensive prior to beginning thesis work.

Art History Comprehensive

This written examination is scheduled each semester and tests competence in art history with identifications of 25 specific works and three to four general essay questions.

Thesis (2-6 hours)

After passing candidacy review in the fall, the student consults with the Department Head to select a thesis chair. The thesis chair and the student will consult together on the remaining members of the committee. The Department Head and the Director of Graduate Study will review the membership of the committee before the student begins thesis work.

The committee shall consist of four to five faculty members who hold graduate faculty status in the University. Part-time faculty do not serve on thesis committees. One member of the committee shall be a studio faculty member who teaches in the same discipline as the student's studio pursuit. One other member shall be an art historian. It is optional for the student to select one faculty member from another department or school on campus. This faculty member should be pursuing scholarly or research work that relates to the student's field of interest. Thesis chairs can be selected from the studio art or art history faculty.

Students may undertake final thesis work (ART 699 Thesis) only after passing the studio comprehensive and receiving the approval of their thesis committee members.

Early in the final semester of thesis work, the student should arrange a meeting of the thesis committee. At this meeting the committee should discuss all aspects of final thesis work, including the thesis paper, the oral examination, and the thesis exhibition. The thesis paper should be five to ten pages in length, conform to Graduate School requirements, and be signed by all committee members before submission to The Graduate School. The body of work submitted for the thesis exhibition must receive final approval of all committee members.

MEd Requirements for the Master of Education in Art Education

For 2007-2008, no new degree candidates will be accepted.

ART Art Courses

First-year M.F.A. students enroll in scheduled courses. Second-year students may enroll in one Studio Problems course (629, 649, 659) with the prior consent of the supervising instructor.

500 Traditions of Art Criticism (3:3)
Pr. junior standing or graduate status
A study of the major critical traditions from the Renaissance to the present.

501 Topics in the History of Art (3:3)
Pr. junior standing or graduate status
Special topics in the history of art, ancient to modern. May be repeated for credit when topic varies.

502 Historiography and Methodology (3:3)
Pr. graduate standing and completion of 15 or more undergraduate hours in art history or permission of instructor
Case studies in the development of art history as a discipline and applied practice of methodologies developed for art-historical analysis.

520 Anatomy for the Artist (3:1:6)
Pr. 150 or permission of instructor
Visual analysis of the human form with an emphasis on the skeleto-muscular system.

525 Advanced Metal Casting (3:1:6)
Pr. 353 or permission of instructor
Advanced theory and practice of metal casting. May be repeated for credit when topic varies.

529 The Multi-Media Print (3:1:6)
Pr. one of the three 200-level courses in printmaking: 226, 228, or 229 ***and*** *241*
Experimental forms of image making utilizing diverse sources of technical and aesthetic references including electronic media, photography, monoprints, collagraphy, 3-D constructions, and traditional printmaking methods and processes. May be repeated for credit with permission of instructor.

531 Painting (3:1:6)
Pr. senior or graduate standing
Theories, methods, and studio techniques characteristic of recent trends in painting. May be repeated for credit when topic varies.

535 Advanced Painting (3:1:6)
Pr. advanced undergraduate or graduate standing
Advanced theory and practice of painting. Wide variety of media and genres will be explored. May be repeated for credit.

540 Digital Visualization and Methods (3:2:3)
Pr. 240, 340, senior status or M.F.A. status or permission of instructor
Studio investigation of the ways that digital methods expand and change visual vocabulary and methods. Emphasis on refining personal artistic vision and establishing connections between traditional and digital methods. May be repeated once for credit with permission of instructor.

545 Interactive Web Design (3:2:3)
Pr. 240 and 340, or permission of instructor
Development of web graphics and interactive web based environments that demonstrate an understanding of navigation, usability, and functionality within a creative framework.

550 Sculpture/Installation (3:1:6)
Pr. 355, 356, 481
Investigate the sculpture possibilities of a space through art making, conceptual development, and personal research with a focus on contemporary and historical issues.

557 Site-Specific Sculpture (3:1:6)
Pr. 355 or permission of instructor
Provides opportunity to make site-specific sculpture; process of making work in the public arena from initial conception, interaction with jury committee, to completed sculpture. May be repeated for credit.

563 Trends and Teaching in Art: Special Populations (3:2:1)
Pr. graduate status; completion of 363, student teaching or equivalent, or permission of instructor
Curricular and instructional principles, processes, and designs applicable to special populations in various school, institutional, or community settings.

565 Issues in Art Education (3:3)
Pr. graduate status or permission of instructor
Exploration of issues in art or education which affect the teaching of art. May be repeated once for credit when topic varies.

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

590 Museum Studies (3:3)
Pr. junior standing and permission of instructor
Study of diverse operations and institutional missions of art museums, including management, governance, development, collections management, education, and curatorial activities.

592 Professional Practices, Aesthetics and Preparation for the Visual Artist (3:3)
Pr. full-time graduate status
Emerging artists participate in their community and acquire the skills of career professionals. May be repeated once for credit.

600 Writing Art Criticism (3:3)
Examination of the assumptions and methods of modern and contemporary art criticism through a close reading of texts and the writing of original criticism.

601 Public Art (3:3)
Study of traditional monuments, such as the pyramids, Michelangelo's David, and recent large-scale works, including the Vietnam Memorial, with attention to questions of site, scale, purpose, and audience.

602 The Teaching of Art from Vasari to Albers (3:3)
A study of ways in which artists have taught art to other artists from the Renaissance of Michelangelo to the Modern period of such artists as De Kooning.

605 Perspectives in Contemporary Art (3:3)
Seminar on artists whose work or writings have raised critical questions relevant to recent art. May be repeated for credit when topic varies.

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

618 Topics in the History of Art (3:3)
Pr. permission of instructor
Special topics in the history of art, ancient to modern. May be repeated for credit when topic varies.

619 Research Problems in Art History, Art Criticism (3:3)
Independent research in art history or criticism. May be repeated for credit.

620 Drawing (4:2:6)
Pr. M.F.A. candidates or permission of instructor
Drawing from observation, memory, imagination. Drawing as a record of the reflection and invention by which visual ideas are explored and developed. May be repeated once for credit when instructor changes.

622 Drawing Marathon (2:1:3)
Pr. 620
Four two-day sessions of intensive drawing from figure, interior, still life, and imagination using a variety of materials. Emphasis on longer periods of uninterrupted drawing. May be repeated for credit when topic varies.

626 Woodcut and Wood Engraving (4:2:6)
Aesthetic and technical exploration of relief methods in woodcut. May be repeated for credit when topic varies.

627 Lithography (4:2:6)
Aesthetic and technical exploration of planographic methods in lithography. May be repeated for credit when topic varies.

628 Etching (4:2:6)
Aesthetic and technical exploration of intaglio methods in etching. May be repeated for credit when topic varies.

629 Studio Problems in Drawing, Painting, or Print-making (4)
Pr. admission to candidacy and permission of instructor
Independent work in drawing, painting, or print-making. May be repeated for credit.

631, 632 Painting and Drawing (2:1:3), (2:1:3)
Pr. 6 semester hours undergraduate painting and drawing, or a working knowledge of painting and drawing techniques
Creative work in painting and drawing with an emphasis on observation. May be repeated for credit when topic varies.

633, 634 Painting and Drawing (4:2:6), (4:2:6)
Pr. 6 semester hours undergraduate painting and drawing or a working knowledge of painting and drawing techniques
Creative work in painting and drawing with an emphasis on observation. May be repeated for credit when topic varies.

635 Painting (4:2:6)
Pr. M.F.A. candidates or permission of instructor
Advanced practice and theory of painting with an inclusive interpretation of painting. May be repeated for credit.

636, 637 Painting Research Seminar (4:2:6), (4:2:6)
Research and study on selected painting problems.

641 Variable Topics in Design (4:2:6)
Special studio topics in design ranging from digital photography to systems based art. May be repeated for credit when topic varies.

649 Studio Problems in Design (4)
Pr. admission to candidacy and permission of instructor
Independent work in design, fibers, clay, metals, or photography. May be repeated for credit.

655, 656 Sculpture (2:1:3), (2:1:3)
Pr. 6 s.h. undergraduate sculpture or a working knowledge of basic sculpture techniques and permission of instructor
Advanced work in sculpture. May be repeated for credit when topic varies.

657, 658 Sculpture (4:2:6), (4:2:6)
Pr. 6 s.h. undergraduate sculpture or a working knowledge of basic sculpture techniques and permission of instructor
Advanced work in sculpture. May be repeated for credit when topic varies.

659 Studio Problems in Sculpture (4)
Pr. 6 s.h. undergraduate sculpture or a working knowledge of basic sculpture techniques. Admission to candidacy and permission of instructor
Advanced work in sculpture. May be repeated for credit.

663 Practicum: Schools, Museums, or Other Settings (3)
Planned administrative or research and development activities in a school, museum, or community setting.

665 Art Education (3:3)
Selected problems of curricula, administration, method, and general education.

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

682 Ceramics (4:2:6)
Pr. 6 semester hours of undergraduate ceramics or a working knowledge of basic ceramic techniques and permission of instructor
Advanced work in ceramics. May be repeated for credit when topic varies.

685 Photography (4:2:6)
Pr. 6 studio hours in undergraduate photography or a working knowledge of photographic techniques or permission of instructor
Advanced work in photography. May be repeated for credit when topic varies.

690 Experimentation and Analysis: Studio Arts (3:1:6)
Designed to provide non-studio art majors an understanding of studio arts as creative activities. Not open to studio arts majors.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of *Biology*

312 Eberhart Building • (336) 334-5391
www.uncg.edu/bio

Graduate Programs in Biology

- M.S.

Professors

Robert E. Cannon, Ph.D.
Microbiology, biology of *Acetobacter*, a cellulose synthesizing microbe.

Vincent C. Henrich, Ph.D.
Molecular aspects of hormonal regulation in development.

Anne E. Hershey, Ph.D.
Aquatic ecology, lake trophic interactions, nutrient limitation and organic matter processing in arctic lakes, urban streams, and reservoirs.

Elizabeth P. Lacey, Ph.D.
Plant evolutionary ecology, parental effects, phenotypic plasticity of plants.

W. John O'Brien, Ph.D.
Aquatic ecology, zooplankton ecology, limnology of arctic lakes.

Parke A. Rublee, Ph.D.
Microbial food webs in aquatic ecosystems.

Robert H. Stavn, Ph.D.
Aquatic ecology, optical oceanography, ecology, zooplankton and lake optics.

Patricia A. Sullivan, Ph.D.
Blood cell biology, biomedical ethics.

Adjunct Professors

Timothy Johnston, Ph.D.
Comparative studies of behavioral development and evolution, and the history of developmental theories in psychology and biology.

Cheryl Logan, Ph.D.
Animal communication, behavioral endocrinology, reproductive functions of mockingbird song and male-female interactions during breeding.

Associate Professors

Amy L. Adamson, Ph.D.
Virus-host cell interactions.

Karen S. Katula, Ph.D.
Gene regulation, cell cycle control (Director of Graduate Study).

Bruce K. Kirchoff, Ph.D.
Evolution of development, plant morphology and systematics, characters and character states.

Dennis R. LaJeunesse, Ph.D.
Developmental genetics and cell biology.

Esther M. Leise, Ph.D.
Neurobiology, settlement and metamorphosis of marine invertebrates.

John J. Lepri, Ph.D.
Coordination of reproductive behavior and physiology of mammals, chemical senses (Head of Department).

Malcolm Schug, Ph.D.
Population genetics and evolutionary biology.

Adjunct Associate Professors

Michael K. McIntosh, Ph.D.
Hormonal and nutrient influence on energy metabolism and gene expression in adipocytes.

Promod R. Pratap, Ph.D.
Biophysical dynamics of active-transport systems, kinetics of the sodium pump (Na^+-K^+-ATPase) in mammalian kidney.

Assistant Professors

Mark D. Hens, Ph.D.
Cell and molecular biology of vertebrate development.

Matina C. Kalcounis-Rüppell, Ph.D.
Mammal behavior, ecology and energetics.

Yashomati M. Patel, Ph.D.
Diabetes, obesity and breast cancer biology.

David L. Remington, Ph.D.
Molecular genetics of plant morphological evolution, plant evolutionary genomics.

Olav Rüppell, Ph.D
Life history and behavior of social insects, aging and genetics of complex traits.

Paul A. Steimle, Ph.D.
Molecular mechanisms of cell motility.

John E. Tomkiel, Ph.D.
Mechanisms of chromosome segregation, Drosophila genetics.

The Department of Biology offers programs of study designed to prepare students for professional careers as researchers. Faculty work closely with each student to tailor a specific curriculum to meet that student's needs and interests. Students typically complete work for the master's degree in 2-3 years.

Reflecting the diverse interests of faculty members within the Department, students in the biology master's program have research opportunities in molecular biology, biochemistry, genetics, cell biology, developmental biology, microbiology, animal and plant physiology, invertebrate and vertebrate zoology, plant morphology and systematics, plant biotechnology, limnology, stream ecology, neurobiology, marine biology, molecular ecology, behavior ecology, and evolution. As a result of a research-intensive graduate experience, successful students will emerge competitively into the life sciences workplace with specific knowledge and practical skills.

Successful applicants are expected to have a strong undergraduate background in biology and science.

MS Requirements for the Master of Science in Biology

The Department of Biology offers a graduate program of study leading to a **30** hour Master of Science degree. At least 15 hours (including 6 hours of thesis) must be in 600-level courses.

Biology Electives (24-27 hours)

Students will select 24-27 hours from 500- and 600-level biology courses; up to 8 of these hours can be taken at the 500- and 600-level in other departments with the prior approval of the Director of Graduate Study.

Thesis (3-6 hours)

BIO 699 Thesis (3-6)

Prior to the end of the second semester of enrollment, each student is expected to identify a Thesis Advisory Committee composed of a thesis advisor and two other faculty; the composition of the committee must be approved by the Director of Graduate Study. Prior to the end of the third semester of enrollment, each student is expected to present a thesis proposal to the Department. Only after these requirements have been met can a student enroll for credit in BIO 699 Thesis.

MEd Requirements for the Master of Education in Biology

For 2007-2008, no new degree candidates will be accepted.

BIO Biology Courses

Although the department tries to offer most courses at least once every other year, staffing and enrollment limitations make it unlikely that every course will be offered according to this schedule. Consult the instructor for the equivalence of listed prerequisites.

501 Advanced Topics in Animal Ecology (3:3)
Pr. previous course in ecology
Directed readings into the literature of physiological ecology, growth and regulation of populations, community structure, energy flow, mineral cycling, and other areas of current research interest.

502 Advanced Topics in Animal Physiology (3:3)
Pr. 277 and 355
Study of physiological mechanisms; selected problems from current literature.

503 Advanced Topics in Biochemistry (3:3)
Pr. 535
Directed reading and reports from the current biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways.

504 Advanced Topics in Cell Biology (3:3)
Pr. 355
Advanced treatment of cell biology covering selected topics such as gene regulation, protein sorting, cell cycle control, apoptosis. Lectures and discussion of research articles.

505 Advanced Topics in Ecological Physiology (3:3)
Pr. 477 or 579
Study of a major topic in ecological physiology of animals, including mechanisms by which physiological processes change in response to environmental alterations and the ecological significance of those changes.

506 Advanced Topics in Genetics (3:3)
Pr. 392
Basic mechanisms of gene action in microbes, animals, and plants.

507 Advanced Topics in Neurobiology (3:3)
Pr. 477 and 479, or permission of instructor
Directed readings on fundamental physiological principles of nervous system functioning. Topics may include motor pattern generation, sensory transduction, sensori-motor integration, and neurohormonal modulation of behavior.

509 Advanced Topics in Microbiology (3:3)
Pr. 481
Critical review of current research covering a wide range of topics including infectious diseases, bacterial physiology, marine microbiology, and immunology. Focus on students' interests or needs.

510 Advanced Topics in Plant Ecology (3:3)
Pr. previous course in ecology
Studies of special terrestrial communities or plant groups.

511 Advanced Topics in Plant Physiology (3:3)
Pr. 424
The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors.

512 Advanced Topics in Plant Structure and Evolution (3:3)
Pr. 322 or 354 or 440 or permission of instructor
Current topics in plant structure, development and evolution. A term paper is normally required.

513 Advanced Topics in Reproductive Biology (3:3)
Pr. 464, or permission of instructor
Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

515 Advanced Topics in Vertebrate History (3:3)
Pr. 271 or 453, 370, and 392, and permission of instructor
Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.

520 Ecosystem Ecology (3:3)
Pr. 301 or permission of instructor
Introduction to ecosystem functions, structure, and dynamics; basic ecosystem theories; discussions of key processes governing energy flow and nutrient cycling; comparison of ecosystems; discussion of selected original literature.

522 Landscape Ecology (3:3)
Pr. 111, 112, and 301; STA 271 recommended
Patch-corridor-matrix structure of landscapes and their impact on ecological processes; general approaches in landscape ecology studies. Discussion of landscape indices, spatial heterogeneity and current issues in landscape ecology.

523 Landscape Ecology Laboratory (1:0:4)
Pr. 301 or equivalent. Coreq. 522
Field labs to observe different landscape structures and conduct course projects for comprehending principles of landscape ecology. Students will use computer labs for GIS basics, landscape analyses.

526 Conservation Biology (3:3)
Pr. 111, 112, 301, and 392; STA 271 recommended
Habitat and species conservation; topics include genetic diversity, demographic patterns of rare species, habitat fragmentation, design and management of nature reserves, ecological restoration.

527 Terrestrial Plant Ecology (3:2:3)
Pr. 111, 112, and 301; STA 271 recommended
Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required field trips.

528 Microbial Ecology (3:3)
Pr. 301 and either 280 or 481, or permission of instructor
Emphasis on current areas of active research with reference to applied problems.

529 Aquatic Ecology (3:3)
Pr. 301; CHE 114 or permission of instructor
The geology, physics, chemistry, and ecology of lakes, including reservoirs and streams, with comparisons to the ocean.

530 Aquatic Ecology Laboratory (1:0:4)
Coreq. 529
Practical study of water chemistry methods, lake and stream morphometry, identification of freshwater zooplankton, benthic invertebrates and fish, and field trips to area reservoirs and streams.

535 Metabolic Regulation in Health and Disease (3:3)
Pr. 111 and 112, and 277 or 355 or 392, or permission of instructor
Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. (Spring)

540 Genes and Signals (3:3)
Pr. 355 and 392, or permission of instructor
Regulation of gene expression in bacteria, yeast, and higher eukaryotes and how such regulatroy systems have evolved.

541 Entomology (3:2:1)
Pr. 111, 112, 301, 341, or permission of instructor; 392 recommended
A theoretical and practical overview of the insect orders, selected topics of insect behavior, ecology and evolution, and an introduction to human-insect interactions.

543 Biophysics (3:3)
Pr. PHY 211, 212 or 291, 292, MAT 191, BIO 355, CHE 111, 114, or permission of instructor
Cellular biophysics with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes. (Same as PHY 543)

545 General Biochemistry Laboratory (1:0:3)
Pr. 535, which may be taken concurrently
Experimental work designed to complement lecture material of 535.

549 Current Topics in Biology (1-3)
Pr. permission of instructor
Advanced topics courses dealing with contemporary issues in the biological sciences. Course topics vary with instructors.

552 Metamorphosis (3:3)
Pr. 355 and one 400-level course in biology
Readings, discussions, and oral presentations of current literature on metamorphosis in animals. Mechanisms controlling metamorphosis, evolution of complex life cycles, and adaptations to differing habitats.

555 Vertebrate Reproduction (3:3)
Pr. 464 or permission of instructor
An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

560 Symbiosis (3:3)
Pr. any three core courses or permission of instructor
Symbiotic interactions of living organisms from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptions which allow symbioses to be formed and maintained will be discussed.

567 Chemical Senses (3:3)
Pr. 111 and 112, and 355, and one of the following: 277, 472, 477, 479, PSY 435, PSY 436, or permission of instructor
Exploration and interactive discussion of chemosensory stimuli, chemosensory transduction mechanisms, neural processing of chemosensory information, and organismal consequences of chemoreception.

573 Drugs and the Brain
Pr. 111, 112, 355 and one of the following: 277, 477, 479, PSY 320; or permission of instructor. CHE 351 recommended.
Pharmacology of major neurotransmitter systems in the brain and nervous system. Actions of clinically relevant drugs on these systems will be analyzed along with the major drugs of abuse.

575 Neuroanatomical Techniques (3:2:4)
Pr. 111 and 112, and 355 and one of the following: 453, 472, 477, 479, PSY 435, or permission of instructor
Practical experience with a variety of neuroanatomical procedures used to investigate the structural framework of nervous systems in invertebrate and vertebrate preparations. Students will learn to conduct independent projects.

578 Hormones in Action (3:3)
Pr. 277, 355, 392
Hormonal signaling in humans and other animals is examined using developmental, physiological, behavioral, cellular, and molecular perspectives, with special emphasis on the adrenal glands and the gonads.

579 Environmental Physiology (3:3)
Pr. 341, 355 or 370; plus 277 or 477
Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions.

583 Virology (3:3)
Pr. 481 or permission of instructor
Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels.

584 Immunology (3:3)
Pr. 481 or permission of instructor
Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics to include T and B cell, immunoglobulins, tolerance, hypersensitivity.

586 Cell Cycle and Cancer (3:3)
Pr. 111, 112, 355, 392 or permission of instructor
Molecular basis of cell division and cancer examined through lectures and discussions of primary literature. Topics include cell cycle control, genomic stability, carcinogenesis, and cancer genetics.

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

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

592 Genomics
Pr. 392 or permission of instructor
An examination of genomic concepts and technologies; their application to understanding genome content, structure, function, and evolution; implications for understanding fundamental biological and health questions; and management of genomic data.

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

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

596 Molecular Biological Approaches in Research (1:1)
Pr. 392
Use of novel molecular approaches to address current questions in the life sciences will be explored by analyzing recent research reports and learning the principles underlying these approaches. Course may be repeated for a total of 3 hours credit.

597 Workshops in Biotechnology (1:0.5:3)
Pr. 494 or permission of instructor
Individual, intensive four-week workshops focused on specific techniques in biotechnology. Provides hands-on experience designing and implementing a focused project utilizing current methods and bioinformatics. May be repeated for credit as long as letter suffix of course differs; workshops of a given letter may only be taken once.

Permission of instructor required for all 600-level courses.

601 Seminar in Animal Ecology (3:3)
Pr. 301
Literature of animal ecology including both classical and recent papers; using student presentations and class discussions, the ontogeny of some overarching ecological themes explored.

602 Seminar in Animal Physiology (3:3)
Pr. 477
Discussion of recent breakthroughs in topics ranging from the hormonal and neural mechanisms involved in homeostasis to the interactive effects of physiology and behavior.

603 Seminar in Biochemistry (3:3)
Pr. at least one previous course in biochemistry
Study of recent progress in biochemical research; reading, discussion, and critical evaluation of current literature.

604 Seminar in Ecological Physiology (3:3)
Pr. 477, 505, or 579
Discussions of primary literature in the physiological ecology of animals.

605 Seminar in Ecology (3:3)
Pr. previous course in ecology
Broad view of ecological literature and in-depth studies of selected aspects of population and community ecology.

606 Seminar in Evolutionary Biology (3:3)
Pr. 392 plus 271 or 453
Discussion of fundamental concepts involving the interrelationships of population genetics, ecology, systematics, and neo-Darwinian evolution; review of recent literature.

608 Seminar in Microbiology (3:3)
Pr. 481
Study of recent progress in microbiological research; reading, discussion, and evaluation of current literature.

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

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

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

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

614 Prenatal Development: Embryology and Teratology (3:3)
Pr. enrollment in M.S. genetic counseling program or permission of instructor
Human embryological development with emphasis on normal and abnormal development. Issues in teratology and birth defects, clinical problems associated with birth defects and their means of prevention. (Same as GEN 614)

616 Human Molecular Genetics (3:3)
Pr. enrollment in M.S. genetic counseling program or permission of instructor
Review and extension of basic principles of molecular genetics and their application for the characterization, understanding, and treatment of genetically based disorders and susceptibilities. (Same as GEN 616)

621 General Biology for Teachers I (3:3)
Enrollment restricted to those seeking the M.Ed. in comprehensive science. Topics include scientific method, biochemistry, cells, cellular processes, animal development, and animal physiology.

622 General Biology for Teachers II (3:3)
Pr. 621
Enrollment restricted to those seeking the M.Ed. in comprehensive science. Topics include botany, cell division, genetics, evolution, and ecology.

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

649 Research Lab Rotations (1)
Optional course providing credit for participation in laboratory meetings and/or the initiation of preliminary research training in the labs of 1 to 3 potential thesis advisors. Course may be repeated for a total of 3 hours credit. (Graded on S-U basis).

658 Molecular Diagnostics (1:0:3)
Pr. enrollment in M.S. genetic counseling program or permission of instructor
A survey of current clinical methods used for the diagnosis of human genetic disorders. Special emphasis given to the molecular principles, interpretations, and limitations of these tests. (Same as GEN 658)

695 Biological Research (3-6:0:9-18)
Student engages in advanced biological research under the supervision of a member of the Graduate Faculty. Course may be repeated with a maximum of 9 hours credit counting toward the M.S degree. (Graded on S-U basis).

699 Thesis (1-6)

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of *Broadcasting and Cinema*

321 McIver Building • (336) 334-5360
www.uncg.edu/bcn

Professors

Anthony N. Fragola, Master of Professional Writing
Scriptwriting, the auteur director, literature and film, film production, development of cinema.

John Lee Jellicorse, Ph.D.
Film and media history, actuality genres, mass communications, media ecology.

Associate Professors

Matthew Barr, M.F.A.
Screenwriting, documentary production, aesthetics.

Emily D. Edwards, Ph.D.
Video production, media writing, gender and media culture.

Michael Frierson, Ph.D.
Animation history and methods, film history and theory, film and video production (Director of Graduate Study).

Assistant Professors

Geoffrey Baym, Ph.D.
Broadcast journalism, news discourse, critical media studies.

Brett R. Ingram, M.F.A.
Documentary filmmaking, cinematography, film and video production, editing.

Kimberlianne Podlas, J.D.
Constitutional and media law, pop-culture representations of law.

Lecturer

Franklin P. Donaldson, Jr., M.A.
Radio and television production, broadcast journalism, broadcast law and management, broadcasting history.

Graduate Programs in Broadcasting and Cinema

- M.F.A.
  Drama with a concentration in film and video production

The Department of Broadcasting and Cinema in cooperation with the Department of Theatre offers an M.F.A. in drama with a concentration in film and video production.

The Department offers a rich and varied curriculum that combines theory and practice and fosters the development of production skills. The curricular offerings are matched by a co-curricular program that includes opportunities to participate in film and video productions, internships, and the Carolina Film and Video Festival. The Festival is a competitive showcase for both student and professional, national and international independent films and videos.

The Department is housed in the Brown Building and in the Carmichael Radio and Television Center. The Carmichael Center, originally constructed as a television and radio facility, is a building unique within the city, region, and the University of North Carolina system. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Graduate students work closely with faculty on creative and research projects during their course of study.

VISIONS students are restricted from taking any 500-level course without the permission of the Department Head and course instructor. Only officially admitted M.F.A. students can register for 600-level courses.

In addition to the information contained in *The Graduate School Bulletin*, students are also required to be familiar with the policies and procedures contained in the Departmental graduate handbook, which is available from the Departmental office in McIver Building.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a portfolio consisting of a personal statement, a resume, a sample of their creative work, and samples of academic papers or work-related writing. Selected candidates are also interviewed

by the faculty. Students without previous course work and/or experience in film and video production may be expected to complete additional course work as prerequisites in addition to the normal degree requirements, extending the amount of time it would take to complete the degree.

Admission to the M.F.A. is competitive. The requirements stated above are minimum requirements. Marginal compliance with them does not automatically imply admission.

MFA Requirements for the Master of Fine Arts
in Drama with a Concentration in Film and Video Production

The Master of Fine Arts in drama with a concentration in film and video production is a **60** hour degree. The program requires six regular semesters (excluding summer sessions) to complete (three years). Remedial work, if deemed necessary by the faculty, may extend the period of time it takes to complete the degree.

The M.F.A. in drama with a concentration in film and video production is designed to develop individual artistry, knowledge, and skill in film and video production or screenwriting. Students will explore the audio and visual dimensions of imaging systems.

Major Studies (39 hours)

BCN 610 Introduction to Graduate Study (3)
BCN 611 Image and Sound Acquisition for Film and Video (3)
BCN 612 Advanced Cinevideo Editing (3)
BCN 613 Advanced Cinevideo Lighting (3)
BCN 614 Advanced Cinevideo Sound Production (3)
BCN 617 Creating Visual Narratives (3) **or** BCN 526 Actuality Genres (3)
BCN 618 Writing Short Scripts (3)
BCN 620 Seminar in Cinevideo Analysis (3)
BCN 625 Seminar in Broadcasting and Cinema (3)
BCN 698 Graduate Practicum in Film and Video (6)
BCN 699a Master Production in Film and Video I (3)
BCN 699b Master Production in Film and Video II (3)

Academic Studies (21 hours)

Select seven additional courses from:

BCN 515 Film Theory (3)
BCN 524 Media Financing and Distribution (3)
BCN 525 Media Organization and Management (3)
BCN 526 Actuality Genres (3) (if not selected in Major Studies)
BCN 527 The Auteur (3)
BCN 528 Studies in Media Genres (3)
BCN 550 Feature Film Script Analysis (3)
BCN 551 Writing the Feature Film I (3)
BCN 552 Writing the Feature Film II (3)
BCN 553 Advanced Media Writing (3)
BCN 580 Directing for Television (3)
BCN 584 *UNCG Today* (3)
BCN 585 Advanced Radio-TV-Film Production (3)
BCN 586 Producing for *UNCG Today* (3)
BCN 587 Animation Production (3)
BCN 588 Documentary Production (3)
BCN 616 Directing for the Camera (3)
BCN 617 Creating Visual Narratives (3) (if not selected in Major Studies)
BCN 619 Production Law and Responsibility (3)
BCN 684 Advanced Cinevideography (3)
BCN 690 Independent Study (3)
BCN 691 Advanced Experimentation (3)
BCN 695 Client Based Film and Television (3)
BCN 696 Graduate Internship (3)
ART 685 Photography (4)
MUS 550 Electronic Music (3)
THR 506 Non-Western Theatre and/or Film (3)
THR 534 Acting for the Camera (3)
THR 670 Production Design for Film (3)

Required Sequence of Courses (60 hours)

Courses must be taken in the semesters as listed below for a candidate to remain in the program:

Year One (24 hours)

Fall Semester
BCN 610 Introduction to Graduate Study (3)
BCN 611 Image and Sound Acquisition for Film and Video (3)
BCN 612 Advanced Cinevideo Editing (3)
BCN 617 Creating Visual Narratives (3) **or** BCN 526 Actuality Genres (3)
Spring Semester
BCN 614 Advanced Cinevideo Sound Production (3)
BCN 620 Seminar in Cinevideo Analysis (3)
BCN 698 Graduate Practicum in Film and Video (3)
BCN Academic Studies elective one (3)

Year Two (24 hours)

Fall Semester
BCN 613 Advanced Cinevideo Lighting (3)
BCN 618 Writing Short Scripts (3)
BCN Academic Studies elective two (3)
BCN Academic Studies elective three (3)
Spring Semester
BCN 625 Seminar in Broadcasting and Cinema (3)
BCN 698 Graduate Practicum in Film and Video (3)
BCN Academic Studies elective four (3)
BCN Academic Studies elective five (3)

Year Three (12 hours)

Fall Semester
BCN Academic Studies elective six (3)
BCN 699a Master Production in Film and Video I (3)
Spring Semester
BCN Academic Studies elective seven (3)
BCN 699b Master Production in Film and Video II (3)

Reviews

At the end of each semester, each candidate is reviewed by the faculty for continuance in the program. Reviews assess the candidate's artistic development and academic success in meeting degree requirements. The student who appears to be having academic difficulty or whose creative potential is questionable may be placed on probation or dismissed from the program as a result of these reviews.

Plan of Study

Prior to completing thirty hours of the program, students must meet with the BCN Director of Graduate Study and agree upon a plan of study for completion of the M.F.A. See "Plan of Study" in the *The Graduate School Bulletin*.

Degree Candidates

Degree candidates must adhere to the graduate timetable as listed in the University *Schedule of Courses* for the semester in which they intend to graduate. **This includes completion of the Master Production in Film and Video by the deadline for filing a thesis with The Graduate School.** Additionally, degree candidates must schedule and have a public screening of the Master Production by the deadline for complete clearance of candidates for degrees listed in the *Schedule of Courses*. Failure to meet these Graduate School deadlines will make a candidate ineligible for graduation that semester.

BCN Broadcasting and Cinema Courses

515 Film Theory (3:3)
Pr. 101, 203, 205, 301, or graduate standing or permission of instructor
Study of the principal theories of film through the writings of critics, theorists, and directors.

524 Media Financing and Distribution (3:3)
Pr. admission to the M.F.A. in film and video production or permission of instructor
Processes of raising and budgeting funds and distributing film and videos for theatrical release, direct DVD/video release, or television broadcast.

525 Media Organization and Management (3:3)
Pr. 101 or 102, 205, and 301; or graduate standing or permission of instructor
Principles and practices of the organization and management of electronic media and motion pictures.

526 Actuality Genres (3:2:3)
Pr. 100, 101 or 102, 203, 205, 301, or graduate standing or permission of instructor
History and theory of reality-based genres in cinema, radio, television, and multimedia. Study of trends and significant works from the early actuality film through postmodern news docudramas.

527 The Auteur (3:2:3)
Pr. 101 (film auteur) or 102 (radio or television auteur), 203, 205, 301, or graduate standing or permission of instructor
Study of the works of an individual director. Subject differs from offering to offering. May be repeated for credit.

528 Studies in Media Genres (3:2:3)
Pr. 101 (film genre) or 102 (radio or television genre), 203, 205, 301, or graduate standing or permission of instructor
Technical, dramatic, social, and rhetorical dimensions of a media genre. Subject differs from offering to offering. May be repeated for credit.

550 Feature Film Script Analysis (3:3)
Pr. 203, 204, 205 and 350; graduate standing; or permission of instructor
Analysis of the key structural and thematic elements of feature screenplays.

551 Writing the Feature Film I (3:3)
Pr. 203, 350, 550; and admission to appropriate degree program or permission of instructor
Advanced study of screenwriting with emphasis on the creation of a step outline for a feature length screenplay.

552 Writing the Feature Film II (3:3)
Pr. 551
A writing workshop in which students complete the first draft and a polish of a feature-length screenplay based on the outline from BCN 551.

553 Advanced Media Writing (3:3)
Pr. 203, 204, and 301 or permission of instructor
Practice in television script-writing with emphasis given to development of concepts and proposals for episodic television. Practice in analyzing and writing for existing television series/development of new programs.

580 Directing for Television (3:2:3)
Pr. 203, 205, 271, 272, 301, 371, and admission to appropriate degree program or permission of instructor
Fundamental principles of directing for television. Laboratory directing experience.

584 *UNCG Today* (3:2:3)
Pr. admission to the M.F.A. in film and video production or permission of instructor after resume review and interview
Principles of directing for television in the context of live-to-tape studio techniques in the production of *UNC Today*, UNCG's commercially released campus television program.

585 Advanced Radio-TV-Film Production (3:2:3)
Pr. 203, 205, 207 or 271 and 272, 301, and admission to appropriate degree program; or permission of instructor
Advanced application of principles and techniques of radio, television, and film production. May be repeated for credit.

586 Producing for *UNCG Today* (3:2:3)
Pr. 580 or 584 or permission of instructor
Producing for television in the context of live-to-tape studio techniques in the creation of *UNC Today*, UNCG's commercially released campus television program.

587 Animation Production (3:3)
Pr. 203, 205, 271, 272, 301, 371 and admission to appropriate degree program or permission of instructor
Study and practice of techniques of animation.

588 Documentary Production (3:2:3)
Pr. 203, 205, 271, 272, 301, 371 (443 and 526 recommended), and admission to appropriate degree program or permission of instructor
Documentary construction, research, planning, and production techniques. Further development of video production skills in supervised laboratory project.

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

610 Introduction to Graduate Study (3:3)
Pr. admission to appropriate degree program
Development of research and writing skills, introduction to grant writing, and professional presentations. Consideration of issues in teaching. Required of M.F.A. degree candidates.

611 Image and Sound Acquisition for Film and Video (3:3)
Coreq. 612 or permission of instructor
Theory and practice of single camera and audio production for film and video.

612 Advanced Cinevideo Editing (3:2:3)
Coreq. 611 or permission of instructor
Study of techniques and aesthetics of film and video editing.

613 Advanced Cinevideo Lighting (3:2:3)
Pr. 611, 612, or permission of instructor. Coreq. 614
Physical properties of light, lighting theories, aesthetics of lighting, and advanced practical experience in lighting for single camera cinevideography.

614 Advanced Cinevideo Sound Production (3:2:3)
Pr. 611, 612. Coreq. 613
Exploration of equipment and technique of sound design for film and video.

616 Directing for the Camera (3:3)
Pr. admission to appropriate degree program
Development of skills required for directing film or video production.

617 Creating Visual Narratives (3:3)
Pr. permission of instructor
Students are guided through a series of step-by-step innovative methodologies that result in visually dynamic scripts that prepare them to take 618, Writing Short Scripts.

618 Writing Short Scripts (3:3)
Pr. admission to appropriate degree program or permission of instructor
Theory and practice of writing short scripts for film and video production.

619 Production Law and Responsibility (3:3)
Pr. permission of instructor
Legal, ethical, and civic responsibilities of media producers with emphasis on creation of independent works in film and video.

620 Seminar in Cinevideo Analysis (3:3)
Pr. 515 and admission to appropriate degree program
Analysis of film and video works using existing principles and theories.

625 Seminar in Broadcasting and Cinema (3:3)
Pr. admission to appropriate degree program
Subject matter varies. May be repeated for credit.

684 Advanced Cinevideography (3:3)
Pr. 611, 612, 613, and 614 and admission to appropriate degree program or permission of instructor
Principles and techniques of film production.

690 Independent Study (1-3)
Pr. admission to appropriate degree program, permission of instructor, major advisor, and Department Head

691 Advanced Experimentation (3:1:4)
Pr. admission to appropriate degree program and permission of instructor
Preparation for the evaluation of experiences in the creative processes of broadcasting or film. Analysis, documentation, and critical evaluation of the specific experience.

695 Client Based Film and Television (3:0:6)
Pr. admission to appropriate degree program and permission of instructor
Complete production of a client sponsored program. Emphasis on client collaboration, application of technical skills and aesthetic abilities in an environment in which students may not have complete creative control.

696 Graduate Internship (3)
Pr. second or third year standing in the graduate program
Field experience in film or video production companies, postproduction houses, or television stations. Academic supervision provided by faculty and directed activity in the field provided by site supervisor.

698 Graduate Practicum in Film and Video (3:0:9)
Pr. admission to appropriate degree program and permission of instructor
Guided practice in carrying out major responsibilities in sponsored or independent film/video productions.

699a Master Production in Film and Video I (3)
Pr. third year in M.F.A. film/video degree concentration
Research, development, and execution of a major work produced on film or videotape. (Graded on S-U basis)

699b Master Production in Film and Video II (3)
Pr. third year in M.F.A. film/video degree concentration
Research, development, and execution of a major work produced on film or videotape. (Graded on S-U basis)

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

803 Research Extension (1-3)

Department of Business Administration

366 Bryan Building • (336) 334-5691
www.uncg.edu/bae

Professors

Riad A. Ajami, Ph.D.
International business.

E. Holly Buttner, Ph.D.
Female entrepreneurship, the capital acquisition process in entrepreneurship, stress management, women in management.

Stephen R. Lucas, Ph.D.
Marketing, small business, retailing (Head of Department).

Benton E. Miles, Ph.D.
Small business, marketing, promotion management, selling and sales management.

Paul M. Muchinsky, Ph.D.
Assessment, personnel selection, and job/person fit.

William L. Tullar, Ph.D.
Interview behavior and employee selection, Russian and Eastern European management and entrepreneurial activity.

Associate Professors

Lew G. Brown, Ph.D.
Convenience in marketing, field-research-based marketing strategy cases, public/non-profit marketing, customer satisfaction.

Kevin B. Lowe, Ph.D.
Leadership, international human resource management, strategic human resource management, work teams.

Harper A. Roehm, Jr., Ph.D.
Consumers' responses to information technology and how interactive marketing communications affect information processing, memory, attitudes, and behavior.

Nicholas C. Williamson, Ph.D.
Research in indirect export channels of distribution.

Assistant Professors

Moses Acquaah, Ph.D.
Organizational economics, global strategic alliances, competitive strategy in emerging economies, human factor in corporate strategy, performance in emerging economies.

Nir Kshetri, Ph.D.
Globalization of modern information technologies, marketing of high-tech products.

Arlise P. McKinney, Ph.D.
Work motivation and job performance, psychometric properties of associated measures, relationship with academic job performance.

James A. Woodley, Ph.D.
International strategic alliances and international banking.

Graduate Programs in Business Administration

- No degree offered. See Master of Business Administration on page 49.

BUS Business Courses

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

611 Analysis of Research (3:3)
Intensive study, analysis, and evaluation of research in business and related fields.

612 Field Study (1-3)
Individual investigation conducted in absentia with periodic conferences and reports. Students are encouraged to study their individual problems with approved research technique.

613 Independent Study in Business and/or Marketing Education (1-3)
Pr. demonstrated capacity for independent work and permission of instructor
Intensive study on some phase of business and marketing education. Regular conferences with instructor.

699 Thesis (1-3)

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

801 Thesis Extension (1-3)

MGT Management Courses

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

613 Directed Studies (3)
Pr. 12 semester hours of M.B.A. course work and permission of Director of M.B.A. program and instructor who will supervise study
Individual study of problems in the field of management. Regular conferences with instructor required.

670 Entrepreneurial Management (3:3)
Pr. MBA 604, MBA 620
How entrepreneurial managers discover and take advantage of innovative opportunities. The entrepreneurial process, starting new ventures, and developing entrepreneurship in large corporations.

Master of Business Administration

220 Bryan Building • (336) 334-5390
www.uncg.edu/bae/mba

Program Director

Vidyaranya B. Gargeya, Ph.D.
Global operations strategy, supply chain management, total quality management, service operations management (Department of Information Systems and Operations Management).

Administrative Director

Catherine Holderness, Ed.D.
Strategy, ethics, and leadership.

M.B.A. Program Committee

C. Edward Arrington, D.B.A.
Critical social theory and its relation to accounting and organizations, financial analysis and reporting (Department of Accounting and Finance).

Sheldon D. Balbirer, Ph.D.
Corporate finance, global financial markets, mergers and acquisitions, corporate strategy (Department of Accounting and Finance).

Richard A. Ehrhardt, Ph.D.
Management science, statistical analysis, project management (Department of Information Systems and Operations Management).

J. William Harden, Ph.D.
Federal income taxation, multijurisdictional tax issues (Department of Accounting and Finance).

Nir Kshetri, Ph.D.
Management and marketing of information technology products, IT industry in China, international marketing (Department of Business Administration).

Stephen Layson, Ph.D.
Economic analysis, microeconomic theory (Department of Economics).

Kevin B. Lowe, Ph.D.
Leadership, international human resource management, corporate strategy, work teams (Department of Business Administration).

John Neufeld, Ph.D.
Energy economics, microeconomics, economic history of information technologies (Department of Economics).

William L. Tullar, Ph.D.
Human resource management, organizational behavior, consumer behavior (Department of Business Administration).

Graduate Programs offered by the M.B.A.Program

- Post-Baccalaureate Certificate
  Business Administration
- M.B.A.
- M.S.N./M.B.A. dual degree
- M.S. in Geronotology/ M.B.A. dual degree
- Post-Master's Certificates
  Financial Analysis
  International Business
  Management

The M.B.A. program is designed for qualified students from any academic background. Students can complete the program in two to four years depending on their background and course load.

As a professional program built on a strategic management theme, the curriculum emphasizes an interdisciplinary approach to decision making in a changing global environment in which information technology is changing the way all organizations function. The program allows for flexibility in planning course work to meet individual needs for breadth and/or depth.

M.B.A. Mission Statement

The M.B.A. program of the Joseph M. Bryan School of Business and Economics provides advanced educational opportunities to prepare students for careers in a global economy. The M.B.A. faculty of the Bryan School accepts as its primary responsibility excellence in the delivery of quality instruction to provide the skills, knowledge, and analytical competence necessary to provide our students with the opportunity to become world-class managers.

The M.B.A. program aggressively recruits qualified students from outside the Triad as well as serving professionals who reside in the Triad. Graduates of the program, irrespective of location, will be

prepared to contribute to the economic and social well being of the communities in which they are a part, and to the efficient management of the firms and institutions for which they work.

Admission Requirements

Admission to graduate programs offered by the M.B.A. program is required for enrollment in course work at any level of the program. Applicants must submit the following information in addition to the application materials required by The Graduate School:

Post-Baccalaureate Certificate Applicants

- Evidence of relevant managerial experience indicating increasing levels of managerial responsibilities.
- Admission essay indicating the reasons for pursuing the Certificate.
- An interview may be required.

M.B.A. Applicants

- For the Evening M.B.A. option: Evidence of relevant managerial experience indicating increasing levels of managerial responsibilities. For the Fulltime Day M.B.A. option: Five years or less full-time work experience and evidence of leadership potential.
- Admission essay indicating the reasons for pursuing the M.B.A. degree and relevant preparation for either the Evening M.B.A. or Fulltime Day M.B.A. option.
- An interview may be required.
- Students are admitted to the Fulltime Day M.B.A. option only in August of each academic year

The M.B.A. program offers both full-time and part-time program options.

M.S. Gerontology/M.B.A. Applicants

- Evidence of a minimum of two years of relevant work experience.
- Personal statement elaborating on experience and/or interest in working with the elderly.

Applications are reviewed by both the Director of Gerontology Program and the M.B.A. Program Director.

M.S.N./M.B.A. Applicants

- Evidence of a baccalaureate degree in nursing from an accredited program.
- Current unrestricted licensure as a registered nurse in one of the 50 states or International Licensure.
- Minimum of one year of full-time clinical nursing experience.

Post-Master's Certificate Applicants

- Master's degree at a program accredited by the AACSB, The International Association for Management Education.

Students from non-AACSB accredited schools or from fields other than business administration will be considered; however, their admission must be approved by the M.B.A. Program Committee, in consultation with the Dean of The Graduate School. GMAT scores are not required.

PBC Requirements for the Post-Baccalaureate Certificate in Business Administration

The purpose of the Post-Baccalaureate Certificate in business administration is to provide professionals who have a bachelor's degree in a non-business field the opportunity to acquire education in business administration without committing to the lengthier M.B.A. program. Current students in the M.B.A., M.S. in accounting, or M.S. in information technology and management programs will not be eligible for the Post-Baccalaureate Certificate. Course work taken as part of the certificate program may be applied towards the M.B.A. degree.

Selection of Courses

The certificate program will consist of **12** hours of courses selected from the following list:

MBA 600 Business Statistics (1.5)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
MBA 603 Economic Analysis (1.5)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
MBA 609 Management Communications (1.5)
MBA 610 Advanced Business Statistics (1.5)
MBA 611 Ethics, Public Policy and Business (1.5)
MBA 612 Cost Management Systems (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 617 Management Science (1.5)
MBA 618 Business Processes and Technology (1.5)

MBA Requirements for the Master of Business Administration

The Bryan School of Business and Economics offers a graduate program of study leading to a **36** hour Master of Business Administration degree. Up to **12** hours of basic level M.B.A. prerequisite courses may be waived based on prior academic or professional accomplishment. A minimum of **36** hours of required foundation, strategic management core, and elective courses must be completed.

Computer Literacy

M.B.A. degree program students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is preferred.

Options

Students in the full-time program complete the program requirements during a two-year period; the part-time option may take up to five years depending on the number of credit hours taken each semester. Full-time option students must complete courses in the specified sequence in order to progress through the program.

Full-time Program Option:

Year One - Fall Semester (12 hours)

First Half

MBA 600 Business Statistics (1.5)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
MBA 603 Economic Analysis (1.5)
MBA 609 Management Communications (1.5) **or** MBA 615 Leadership Assessment and Development (1.5)

Second Half

MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
MBA 610 Advanced Business Statistics (1.5)
MBA 615 Leadership Assessment and Development (1.5) **or** MBA 609 Management Communications (1.5)

Year One - Spring Semester (12 hours)

First Half

MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 618 Business Processes and Technology (1.5)

Second Half

MBA 611 Ethics, Public Policy and Business (1.5)
MBA 612 Cost Management Systems (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 620 Competitive Analysis and Strategy Formulation (1.5)

Year Two - Fall Semester (12 hours)

First Half

MBA 617 Management Science (1.5)
MBA 625 Corporate Strategy and the Finance Function (1.5)
Electives (3)

Second Half

MBA 626 Strategic Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
Electives (3)

Year Two - Spring Semester (12 hours)

MBA 624 Strategies for Managing Human Resources (1.5)
MBA 628 Business Strategy and Information Technology (1.5)
MBA 629b Creating and Sustaining Competitive Advantage (3)
Electives (6)

Part-time Program Option:

Basic Level M.B.A. Prerequisite Courses (12 hours)

MBA 600 Business Statistics (1.5)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
MBA 603 Economic Analysis (1.5)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
MBA 609 Management Communications (1.5)

Required Courses (24 hours)

Foundation Level (12 hours)

MBA 610 Advanced Business Statistics (1.5)
MBA 611 Ethics, Public Policy and Business (1.5)
MBA 612 Cost Management Systems (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 615 Leadership Assessment and Development (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 617 Management Science (1.5)
MBA 618 Business Processes and Technology (1.5)

Strategic Management Core (12 hours)

MBA 620 Competitive Analysis and Strategy Formulation (1.5)
MBA 624 Strategies for Managing Human Resources (1.5)
MBA 625 Corporate Strategy and the Finance Function (1.5)
MBA 626 Strategic Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
MBA 628 Business Strategy and Information Technology (1.5)
MBA 629a Creating and Sustaining Competitive Advantage (3) **or** MBA 629b Creating and Sustaining Competitive Advantage (3)

Electives (12 hours)

With prior approval by the M.B.A. Program Director or Administrative Director, a student will select 12 hours of courses. Courses in other departments and schools at the 500-, 600- and 700-level may be taken.

MS/MBA Requirements for the Master of Science in Gerontology / Master of Business Administration

The Gerontology Program and the Bryan School of Business and Economics offer a combined Master of Science in gerontology/Master of Business Administration degree. A minimum of **57** semester hours is required for the degree.

Required Core Courses (48 hours)

Up to 12 hours may be waived based on demonstrated competencies in the subject matter.

MBA 600 Business Statistics (1.5) and MBA 610 Advanced Business Statistics (1.5) **or** ERM 617 Statistical Methods in Education (3) **or** STA 571 Statistical Methods in Research (3) and 571L Statistical Methods Lab (1)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
MBA 603 Economic Analysis (1.5)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
MBA 609 Management Communications (1.5)
MBA 612 Cost Management Systems (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 615 Leadership Assessment and Development (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 617 Management Science (1.5)
MBA 618 Business Processes and Technology (1.5)
MBA 620 Competitive Analysis and Strategy Formulation (1.5)
MBA 624 Strategies for Managing Human Resources (1.5)
MBA 625 Corporate Strategy and the Finance Function (1.5)
MBA 626 Strategic Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
MBA 628 Business Strategy and Information Technology (1.5)
MBA 629b Creating and Sustaining Competitive Advantage (3)
GRO 501 Seminar: Critical Issues of the Aged (3)
GRO 620 Research Methods in Gerontology (3)
GRO 649 Gerontology Practicum or Supervised Research (3)
GRO 651 Integrative Seminar in Gerontology (3)

Electives (10.5 hours)

Selected upon advisement to permit tailoring of the program of study to the student's specific interests.

MSN/MBA Requirements for the Master of Science in Nursing/Master of Business Administration

The School of Nursing and the Bryan School of Business and Economics offer a combined Master of Science in Nursing/Master of Business Administration degree. A minimum of **54** semester hours is required for the degree.

Computer Literacy

Upon entry to the M.S.N./M.B.A. degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is preferred.

Statistics

Completion of a statistics course prior to enrollment in NUR 601 is required. ECO 250 or MBA 600 is recommended.

Required Courses (54 hours)

Please see the School of Nursing for additional clinical nursing requirements.

NUR 610 Theoretical Foundations of Advanced Nursing Practice (3)
NUR 614 Information Technology in Nursing Service Administration (3)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
NUR 540 Budget Development and Analysis of Nursing Services (3)
NUR 620 Law, Policy, and Economics of Healthcare (3)
MBA 603 Economic Analysis (1.5)
NUR 601 Critique and Utilization of Research in Nursing (3)
NUR 641 Nursing Administration (4)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
NUR 642 Nursing Administration: Theoretical Applications (4)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
NUR 643 Nursing Administration Practicum (4)
MBA 610 Advanced Business Statistics (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 617 Management Science (1.5)
MBA 620 Competitive Analysis and Strategy Formulation (1.5)
MBA 624 Strategies of Managing Human Resources (1.5)
MBA 628 Business Strategy and Information Technology (1.5)
MBA 625 Corporate Strategy and the Finance Function (1.5)
MBA 626 Strategic Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
MBA 629a Creating and Sustaining Competitive Advantage (3)

PMC Requirements for the Post-Master's Certificates
in Financial Analysis, International Business, or Management

FINANCIAL ANALYSIS

The purpose of the Post-Master's Certificate in financial analysis is to provide professionals who have an M.B.A. or Master of Science in accounting with state-of-the-art skills in the tools and techniques of financial analysis. The certificate program will consist of at least **12** hours chosen from the following:

MBA 625 Corporate Strategy and the Finance Function (1.5)
MBA 630 Global Financial Markets (1.5)
MBA 631 Security Analysis (1.5)
MBA 633 Financial Statement Analysis (1.5)
MBA 634 Advanced Financial Analysis and Security Valuation (1.5)
MBA 637 Corporate Governance (1.5)
MBA 639 Value-Based Management (1.5)
MBA 669 Business Law (1.5)
MBA 682 Financial Reporting and Regulation (1.5)
MBA 683 Mergers and Acquisitions (1.5)
MBA 684 Advanced Topics in Managerial Accounting (1.5)
MBA 686 Tax Strategy (3)
MBA 687 International Accounting (1.5)
MBA 688 Advanced Business Law (3)
Other appropriate courses as approved by the M.B.A. Director or Administrative Director

INTERNATIONAL BUSINESS

The purpose of the Post-Master's Certificate in international business is to provide professionals with state-of-the-art knowledge and skills in international business. The certificate program will consist of at least **12** hours.

Required Course (1.5 hours)

MBA 616 Business in the International Economy (1.5)

Electives (10.5 hours)

MBA 627 Global Operations Strategy (1.5)
MBA 630 Global Financial Markets (1.5)
MBA 638 International Financial Management (3)
MBA 644 International Marketing Management (3)
MBA 660 International Trade Economics (1.5-3)
MBA 662 International Monetary Economics (1.5-3)
MBA 663 Experience Business Abroad (1.5)
MBA 675 Issues in Cross-Cultural Management (1.5)
Other appropriate graduate level international liberal arts courses as approved by the M.B.A. Administrative Director.

Additional hours to complete the program may be selected from M.B.A. courses in international business or courses outside the business school that will broaden the student's understanding and appreciation of foreign cultures and economic environments. Students will be expected to meet the same course prerequisite requirements as current M.B.A. students.

MANAGEMENT

The purpose of the Post-Master's Certificate in management is to provide professionals who have an M.B.A. or related professional degree the opportunity to acquire specialized state-of-the-art knowledge and skills in one or more areas of business practice (e.g. marketing, finance, human resource management). The certificate program will consist of at least **12** hours.

Required Courses (3 hours)

MBA 620 Competitive Analysis and Strategy Formulation (1.5)

and one of the following:

MBA 624 Strategies for Managing Human Resources (1.5)
MBA 625 Corporate Strategy and the Finance Function (1.5)
MBA 626 Strategic Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
MBA 628 Business Strategy and Information Technology (1.5)

Students having equivalent course work may waive any of these required courses and substitute additional approved electives.

Electives (9 hours)

Additional hours to complete the program will be selected from the approved courses offered in Bryan School graduate programs. With the exception of MBA 616, courses in the pre-M.B.A. and Foundation Levels of the M.B.A. program may not be selected as electives. Students will be expected to meet the same course prerequisite requirements as current M.B.A. students.

MBA MBA Courses

595 Selected Topics in Business Administration (1.5:1.5)
Pr. permission of instructor
Opportunity for advanced students of Business Administration to study, in depth, a topic or issue of special interest. May be repeated for credit when topics vary.

600 Business Statistics (1.5:1.5)
Pr. MAT 119 or equivalent
Statistical methods with applications in business and economics; descriptive statistics, probability, estimation and hypothesis testing.

601a Fundamentals of Entrepreneurship (1.5:1.5)
Examines the operating characteristics of entrepreneurial firms and challenges of start-up businesses. Focuses on the strategies of turning ideas into commercial opportunities. (Graded on S-U basis)

602 Presentation and Interpretation of Financial Statements (1.5:1.5)
The conceptual framework underlying financial reporting by business enterprises, the processes by which authoritative accounting guidelines are promulgated, and the presentation, interpretation, and use of financial statements.

603 Economic Analysis (1.5:1.5)
Economic theory to analyze supply and demand, firm behavior, market structure, competitive behavior, government regulation, and the global and domestic environment facing the firm.

604 Organizational Behavior (1.5:1.5)
Organizational behavior within complex work organizations. Organizational structure and theory, work redesign, perception and attribution, learning, motivation, groups, conflict, power, influence, leadership, and decision making.

605 Financial Management (1.5:1.5)
Pr. 600, 602, 603
Financial decision-making; financial markets, valuation of securities, capital budgeting, financial analysis, working capital policy, and financing a firm's operations.

606 Marketing Management (1.5:1.5)
Pr. 602, 603
Strategic decisions in marketing. Combines theory and application so students learn when and why to make key decisions such as segmentation/targeting, product, price, distribution, and promotion.

607 The Operations Function (1.5:1.5)
Pr. 600
Design, operation, and control of organizations. Procedures/quantitative techniques to analyze and critique present operations and develop improved operations.

609 Management Communications (1.5:1.5)
Principles of managerial communication; development of personal skills in writing, speaking and interacting as a group member in an organizational setting.

610 Advanced Business Statistics (1.5:1.5)
Pr. 600
Construction, estimation, and evaluation of regression models and the use of regression for prediction. Simple linear regression and correlation, multiple linear regression, nonlinear regression, dummy variables.

611 Ethics, Public Policy and Business (1.5:1.5)
Effect of ethics, moral development, and social and business values in business decision-making. Business, government and society interactions in formulating public policy. Cultural problems in international business.

612 Cost Management Systems (1.5:1.5)
Pr. 602
Organizational strengths and weaknesses as a basis for the development and use of cost systems in formulating and implementing strategy.

613 Economic Policy and the Global Environment (1.5:1.5)
Pr. 603
Economic theory analyzes short-run and long-run effects of domestic fiscal, monetary, and exchange rate policies and the international consequences of global policy changes on the domestic economy.

615 Leadership Assessment and Development (1.5:1.5)
Managerial strengths and developmental needs are identified, and based on constructive feedback, students can improve their managerial skills. (Graded on S-U basis)

616 Managing in a Global Environment (1.5:1.5)
Pr. 604, 605, 606, 607. Coreq. 613
Examines the environmental, cultural, political, legal, and operational challenges facing managers in doing business across international boundaries.

617 Management Science (1.5:1.5)
Pr. 600. Pr. or coreq. 605, 607, 610
Quantitative techniques which can be used to support decision making. Theory, limitations and applications of these techniques utilizing computer-based problem solving.

618 Business Processes and Technology (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of the MSITM Program Director
Computer systems and networks, telecommunications, and business applications using all forms of information technology; survey of the managerial challenges presented by the use of information technology. (Same as ISM 601)

620 Competitive Analysis and Strategy Formulation (1.5:1.5)
Pr. 604, 606, 609, 612, 613. Coreq. 611, 618
Examines the tools and techniques of strategic/competitive analysis and how they can be used to formulate strategies designed to meet organizational goals.

624 Strategies for Managing Human Resources (1.5:1.5)
Pr. 617. Pr. or coreq. 620
Overview of HRM and its major functions focusing on current trends including management of change and cultural diversity with a systematic integration of international perspectives.

625 Corporate Strategy and the Finance Function (1.5:1.5)
Pr. 605, 617. Coreq. 620
Finance in the strategic management process; corporate strategies and shareholder value creation, financing decisions, distribution policy, and long-term investment decisions.

626 Strategic Marketing Management (1.5:1.5)
Pr. 607, 610. Pr. or coreq. 620
Comprehensive marketing plans in contexts including new product introductions, global marketing, services, non-profits, and competitive industries. Role of marketing information systems and new marketing trends.

627 Global Operations Strategy (1.5:1.5)
Pr. 610, 617. Pr. or coreq. 620
Overall business strategies translated into operational strategies and tactics; international competition, total quality management, competing with flexibility, and implementation through computers and communication technology.

628 Business Strategy and Information Technology (1.5:1.5)
Pr. 607, 610, 620
Selection, implementation, and management of information technology in supporting organizational goals; nature and use of information technology in achieving superior performance and competitive advantage.

629a Creating and Sustaining Competitive Advantage (3:3)
Pr. 625, 626, 627. Coreq. 624
Using a computer simulation, student teams will compete against one another in a global environment to practice how organizations can move towards a position of competitive advantage.

629b Creating and Sustaining Competitive Advantage (3:3)
Pr. 625, 626, 627 and permission of program director. Coreq. 624
Student teams will serve as consultants to area organizations and provide their managers with comprehensive solutions to stratetic challenges.

630 Global Financial Markets (1.5:1.5)
Pr. 605, 613
Structure and instruments of global financial markets; interest rate determination, term structure of interest rates, global markets for equity, fixed income and derivative securities, foreign exchange, and central banking.

631 Security Analysis (1.5:1.5)
Pr. 625 or permission of instructor
Principal approaches to security valuation for equity and fixed-income securities in a conceptual and applied context; market cycles, fundamental and technical analysis.

632 Financial Institutions (1.5:1.5)
Pr. 605, 613, 630
Theory and practice of financial institutions: commercial banks, securities firms, finance and insurance companies, pension and mutual funds; products and services; global relationships; management and performance measures.

633 Financial Statement Analysis (1.5:1.5)
Pr. 605
Examination of financial statement information to measure creation of value and assess risks from the perspective of investors, creditors, regulators, and strategy formulators.

634 Advanced Financial Statement Analysis and Security Valuation (1.5:1.5)
Pr. 633
Financial forecasting and valuation stressing the economic and accounting measures of value. Topics include quality of earnings analysis; full-information forecasting and valuation; analysis of credit risk. Supported with appropriate software.

635 Entrepreneurial Finance (1.5:1.5)
Pr. 605
Examines the financial decision-making of small businesses from their start-up, to on-going management and through to the initial public offering.

636 International Banking (1.5:1.5)
Pr. admission to an approved Bryan School graduate program
International banking challenges and practices around the world. Products, services, strategic issues, policy issues, and ethical dilemmas from the perspective of bankers, governments, and customers.

637 Corporate Governance (1.5:1.5)
Examination of relationships among stakeholders who determine the direction and performance of the modern corporation. Primary emphasis will be on the interrelationships between shareholders, management and the board of directors.

638 International Financial Management (3:3)
Pr. 630
International dimensions of financial decision-making; international financial system and markets, the financing of international operations, and the investment in foreign operations.

639 Value-Based Management (1.5:1.5)
Pr. 625
In-depth analysis of the value-creation process and how executive compensation systems can be used to align the interests of shareholders and managers.

641 Consumer Behavior (1.5:1.5)
Pr. 626
Understanding consumer markets and how to design more efficient marketing plans. Concepts and theory from psychology, sociology, anthropology and economics.

642 Marketing Research: Gathering Original Data (1.5:1.5)
Pr. 606, 610
Marketing research, emphasizing primary data. Defining the research purpose, selecting a data gathering method, writing a survey/questionnaire, and sampling methods. Research proposal must be written.

643 Marketing Research: Data Analysis (1.5:1.5)
Pr. 642
Using statistics and interpreting the results to make marketing decisions. Completion of research project proposed in MBA 642 expected.

644 International Marketing Management (3:3)
Pr. 620
Activities that direct the flow of products to markets in a transnational, transcultural context; transcultural consumer behavior, channel strategy, physical distribution, promotion, and pricing.

647 Marketing with E-commerce (1.5:1.5)
In-depth analysis of methods for developing Web marketing strategies as well as integrating Web marketing efforts with current market strategy.

648 Brand Management (1.5:1.5)
Pr. 606
The evolving nature of branding over time and the interaction of managerial actions to produce consumer understanding and response to brands in both domestic and global markets.

650 Total Quality Management (1.5:1.5)
Coreq. 620
Philosophy and tools that comprise Total Quality Management (TQM). How TQM can be implemented in manufacturing and service firms. Integrates philosophy, tools, and implementation issues through cases/project. (Same as ISM 650)

651 Management of Technology and Innovation (1.5:1.5)
Technology and innovation in the competitive strategy of organizations; sources of innovations, the different dimensions of technological innovations, and the adoption and justification of innovations. (Same as ISM 651)

652 Implementation of Total Quality Management (1.5:1.5)
Pr. 650
Implementation of quality management in organizations. Organization-based project to study the strategic and operational details of building quality for enhancing competitiveness. (Same as ISM 652)

653 Service Operations Management (1.5:1.5)
Pr. 607
Managerial processes underlying operations management in service-providing organizations; operations strategy, design and delivery, and operations planning and control in services. (Same as ISM 653)

654 Project Management (1.5:1.5)
Pr. 607
Modern methods for defining, planning and managing large projects. Computer software and network modeling are used to support the efficient scheduling of inter-dependent activities. (Same as ISM 654)

655 Knowledge Management (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of MSITM Program Director
Examines current theories and foundations of knowledge management, knowledge assets and their organizational, analytical, managerial tools and techniques for knowledge acquisition, generation, assessment, evaluation, and dissemination are studied. (Same as ISM 657)

657 e-Business Strategy (1.5:1.5)
Pr. 602, 618
Provides an understanding of the skills, business concepts, strategic opportunities, and social issues that surround the emergence of electronic commerce (EC) or e-Business.

662 International Monetary Economics (1.5-3)
Pr. 613, ECO 346 or permission of instructor
Examines movements in exchange rates, exchange rate crises, policy dilemma of achieving internal and external balance, monetary integration and global macroeconomics topics. (Same as ECO 662)

663 Experience Business Abroad (1.5-4.5)
Pr. 616 or permission of instructor
Practices and principles involved in conducting business in a specified country. Lectures and seminars by local academicians and site visitations and lectures by foreign business people. May be repeated if offered in different country.

669 Business Law (1.5:1.5)
The relationship between the legal system and the business environment with emphasis on the choice between the legal forms of business, employment law, and contracts.

670 Organizational Theory (1.5:1.5)
Pr. 604
Organization theory and structure combining historical development and recent theory and findings from the behavioral and social sciences. Construction of organizational models based upon modern theory and the survival needs of the enterprise.

671 Organizational Change and Development (1.5:1.5)
Pr. 604
Organizational development and change techniques. Management of planned organizational change from theoretical and applied perspectives. Skill development in designing, implementing and evaluating selected organizational change programs.

672 Advanced Topics in Human Resource Management (1.5:1.5)
Pr. 624 or permission of instructor
Specific course title identified each semester by the topical extension to the basic title; e.g., Advanced Topics in Human Resource Management: Appraisal and Compensation. May be repeated for credit when topic varies.

675 Issues in Cross-Cultural Management (1.5:1.5)
International dimensions of human resources. Comparison of U.S. and other workforce cultures, emphasizing the need for cross-cultural behavior understanding and training. (Graded on S-U basis)

676 Advanced Topics in Management Communications (1.5:1.5)
Pr. 609 or permission of instructor
Specific course title identified each semester by the topical extension to the basic title; e.g., Advanced Topics in Management Communications: Technical Writing. May be repeated for credit when topic varies.

678 Increasing Work Team Effectiveness (1.5:1.5)
Pr. 604
Examines factors relevant to work team effectiveness including the change to teams; team empowerment; international teams; self-management; decision making, communication, and conflict; and measuring and rewarding team performance.

682 Financial Reporting and Regulation (1.5:1.5)
Pr. 602 or equivalent
Provides abilities necessary to understand, interpret, and analyze corporate financial disclosures in a manner com-mensurate with advanced understanding of financial analysis.

683 Mergers and Acquisitions (1.5:1.5)
Pr. 625
Mergers and acquisitions as a means of meeting a firm's strategic goals; financial analysis of mergers, public policy concerns, and accounting and tax aspects.

684 Advanced Topics in Managerial Accounting (1.5:1.5)
Pr. 612
Case oriented study of advanced managerial accounting topics including resource allocation, activity-based costing, target costing, performance measurement systems and compensation systems.

685 Crisis Management (1.5:1.5)
Pr. 620
Anticipating, preparing for, and managing during times of organizational crisis. Particular attention is paid to the strategic implications of preparing for the unexpected and the successful use of planning and communication tools.

686 Tax Strategy (3.3)
Pr. 612 or equivalent
How taxes affect business strategy and modeling the decision process. Impact of taxation on investments, capital structure, business forms, multinational operations, mergers, acquisitions, reorganizations and divestitures.

687 International Accounting (1.5)
Pr. 602 or equivalent, 616, or permission of instructor
Study of accounting from an international perspective, concentrating on differential developments among various nations. Accounting problems of multinational enterprises are analyzed.

688 Advanced Business Law (3:3)
Pr. 669 or equivalent
Explores legal issues in contract and sales law, negotiable instruments, agency, and business associations and at the same time considers ethical and managerial issues involved when these legal issues arise.

694 Fraud Examination (1.5:1.5)
Pr. 602 or equivalent
Fundamentals of fraud examination and forensic accounting, including nature and types of fraud, prevention of fraud, and techniques to detect fraud in organizations.

695 Special Topics in Business Administration (1.5-3)
Specific course title identified each semester by the topical extension to the basic title: e.g., Special Topics in Business Law; Organizational Theory. May be repeated for credit when topic varies.

696 Organizational Internship (1.5-3)
Pr. 620 and permission of M.B.A. Program Director
Academic and required work components allow students to gain organizational experience in an area of business. Course supervised by a designated graduate faculty member and an appropriate manager of the approved organization. May be repeated for credit.

697 Directed Studies (1.5-3)
Pr. completion of 12 hours or equivalent in the M.B.A. program and permission of M.B.A. Program Director
Independent study of a business administration topic, not currently covered by courses in the M.B.A. program, under the supervision of a faculty member(s). May be repeated for a maximum of 6 hours credit when topic varies.

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

803 Research Extension (1-3)

Department of Chemistry and Biochemistry

435 Science Building • (336) 334-5714
www.uncg.edu/che

Graduate Programs in Chemistry and Biochemistry

- M.S. Biochemistry
- M.S. Chemistry

Professors

J. Phillip Bowen, Ph.D.
Medicinal chemistry, computational chemistry, computer-assisted drug design, software development.

Terence A. Nile, Ph.D.
Synthetic organometallic chemistry, cyclopentadiene and polypyridyl chemistry, catalysis, organometallics in organic synthesis.

Patricia H. Reggio, Ph.D.
Physical chemistry, computational chemistry, G protein-coupled receptor modeling (cannabinoid CB1 and CB2 receptors) (Head of Department).

Jerry L. Walsh, Ph.D.
Inorganic chemistry, coordination chemistry of transition metal complexes, synthesis, photochemistry, reaction mechanisms.

Associate Professors

R. Bruce Banks, Ph.D.
Bioorganic chemistry, chemical carcinogenesis, xenobiotic metabolism.

Alice E. Haddy, Ph.D.
Biophysical chemistry, electron paramagnetic resonance studies of transition metals in biological systems (Director of Graduate Study).

Gregory M. Raner, Ph.D.
Bioinorganic chemistry, enzymology, mechanistic studies and industrial applications of cytochrome P450 monooxygenase enzymes.

Assistant Professors

Nadja B. Cech, Ph.D.
Analytical chemistry, electrospray ionization mass spectrometry, liquid chromatography, medicinal plant chemistry.

Norman H. Chiu, Ph.D.
Bioanalytical chemistry, interdisciplinary approach to develop and validate specific assays for genomics and proteomics studies.

G. Brent Dawson, Ph.D.
Analytical chemistry, capillary electrophoresis and chromatography for the analysis of biological molecules.

Liam M. Duffy, Ph.D.
Physical chemistry, gas-phase chemical reaction dynamics probed by millimeter wavelength spectroscopy.

Johanna Mazlo, Ph.D.
Biochemistry, x-ray crystallography of biological molecules, molecular modeling, immunotherapy.

Jason Reddick, Ph.D.
Bioorganic chemistry, biochemistry, biosynthesis of polyketides.

Senior Research Professor

Ethan Will Taylor, Ph.D.
Medicinal biochemistry, molecular modeling and bioinformatics, molecular virology, biochemistry of selenium.

The Department of Chemistry and Biochemistry offers the Master of Science degree in chemistry and the Master of Science degree in biochemistry. The M.S. degree in chemistry requires a core of advanced coursework in each of the four major areas of chemistry (analytical, inorganic, organic, and physical), as well as courses in other areas. The M.S. degree in biochemistry requires a core of introductory and advanced biochemistry courses, as well as courses in chemistry and other areas. For each degree, the student must write a research thesis based on original research carried out under the direction of a faculty advisor. In addition, the student gains experience in professional speaking by preparing and presenting two public seminars. The M.S. programs give students the opportunity to demonstrate and develop their potential for work in chemistry or biochemistry. They are especially attractive to individuals who have been out of an academic environment for some time or for students who wish to bolster their undergraduate science experience. The successful Master of Science candidate will be prepared for positions of responsibility in industry or government or for further study toward a doctoral degree at another institution.

A Master of Education in curriculum and instruction with a concentration in chemistry education is offered through the Department of Curriculum and Instruction. Please see the Department of Curriculum and Instruction for specific degree requirements.

MS Requirements for the Master of Science in Biochemistry

The Department of Chemistry and Biochemistry offers a graduate program of study leading to a **30** hour Master of Science in biochemistry.

Required Core Courses (12 hours)

CHE 556 Biochemistry I (3)
CHE 557 Biochemistry II (3)
CHE 656 Enzyme Mechanisms (3)
CHE 663 Spectroscopy and Analysis of Biomolecules (3)

Research Techniques (12 hours)

Graduate students must carry out a research project under the supervision of a faculty member and write a thesis on the research (CHE 699). Students may take additional research hours for a total of 12 hours.

CHE 699 Thesis (1-6)
CHE 680 Research Problems in Chemistry and Biochemistry (1-6)

Seminar (2 hours)

All graduate students must present two seminars, the first on a literature topic (CHE 601) and the second on their thesis research (CHE 602), normally given during the last semester of study.

CHE 601 Graduate Seminar I (1)
CHE 602 Graduate Seminar II (1)

Chemistry Core Elective (3 hours)

Students must select one of the chemistry core courses.

CHE 632 Advanced Analytical Chemistry (3)
CHE 641 Advanced Inorganic Chemistry II (3)
CHE 553 Advanced Organic Chemistry I (3)
CHE 661 Advanced Physical Chemistry I (3)

Electives

Students must select one elective course at the 500-700 level in biochemistry or from a list of approved (by the Department Graduate Studies Committee) courses in areas related to biochemistry (cell biology, genetics, microbiology, metabolism, biophysics, or other areas). Additional courses needed to bring the total credit hours up to at least 30 should be chosen from graduate level chemistry and biochemistry courses offered by the Department or from the list of approved biochemistry-related courses.

Comprehensive Examination

The comprehensive examination consists of a research proposal on the student's thesis research, including a literature review. The proposal must be approved by the student's thesis committee before the student may enroll in CHE 699 Thesis.

Thesis Defense

Students must defend the completed thesis before the thesis committee.

MS Requirements for the Master of Science in Chemistry

The Department of Chemistry and Biochemistry offers a graduate program of study leading to a **30** hour Master of Science in chemistry.

Required Core Courses (12 hours)

CHE 553 Advanced Organic Chemistry I (3)
CHE 632 Advanced Analytical Chemistry (3)
CHE 641 Advanced Inorganic Chemistry II (3)
CHE 661 Advanced Physical Chemistry I (3)

Research Techniques (12 hours)

Graduate students must carry out a research project under the supervision of a faculty member and write a thesis on the research (CHE 699). Students may take additional research hours for a total of 12 hours.

CHE 699 Thesis (1-6)
CHE 680 Research Problems in Chemistry and Biochemistry (1-6)

Seminar (2 hours)

All graduate students must present two seminars, the first on a literature topic (CHE 601) and the second on their thesis research (CHE 602), normally given during the last semester of study.

CHE 601 Graduate Seminar I (1)
CHE 602 Graduate Seminar II (1)

Electives

Students must select other 500-700 level courses to bring the total credit hours to at least 30. Up to 9 hours may be earned in approved (by Department Graduate Studies Committee and student's research advisor) graduate courses in biology, mathematics or physics.

Comprehensive Examination

The comprehensive examination consists of a research proposal on the student's thesis research, including a literature review. The proposal must be approved by the student's thesis committee before the student may enroll in CHE 699 Thesis.

Thesis Defense

Students must defend the completed thesis before the thesis committee.

CHE Chemistry Courses

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

533 Instrumental Analysis Laboratory (1:0:4)
Coreq. 531
Laboratory work to accompany 531.

536 Computational Chemistry (3:2:3)
Pr. 352, MAT 291, PHY 212 or PHY 292; or permission of instructor
Survey of modern computational chemistry methods, including molecular mechanics, molecular dynamics simulations, conformational searching, and computational quantum mechanics.

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

555 Organometallic Chemistry (2:2)
Pr. 352 and 442
Theoretical and synthetic aspects of organometallic chemistry and applications to catalysis and synthetic organic chemistry.

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

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

558 Biochemistry Laboratory (1:0:4)
Pr. 556 or its equivalent, 354, 333, or permission of instructor
Introduction to biochemical techniques, including isolation, purification and characterization of biological molecules.

570 Special Topics in Chemistry (1-3)
Study in special areas of chemistry as listed below. Hours per week and credit to be arranged. May be repeated for a maximum of six credits when topic varies. Areas identified as follows: **570a Analytical; 570b Biochemistry; 570c Inorganic; 570d Organic; 570e Physical; 570f Chemical Education**.

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

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

602 Graduate Seminar II (1:1)
Pr. 601
Oral reports from the literature and the student's thesis research, as well as attendance at presentations by other students, staff, and guest speakers.

604 Advanced Polymer Chemistry (3:3)
Pr. 352
Modern concepts of addition, ring opening, and condensation polymerization, and the application of physical instrumentation to the characterization of polymers.

632 Advanced Analytical Chemistry (3:3)
Pr. 462 or 406 or equivalent. One semester of instrumental analysis (531) recommended
Current research activities in the analytical area, primarily for first-year graduate students. Four areas emphasized: chemical equilibrium, spectroscopy, separations, and electrochemistry.

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

652 Advanced Organic Chemistry II (3:3)
Pr. 553
Advanced topics in organic chemistry with attention on organometallic, small-ring, bicyclic, and heterocyclic compounds, conservation of orbital symmetry, and stereochemistry.

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

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

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

663 Spectroscopy and Analysis of Biomolecules (3:3)
Pr. 406 or 461, 420 or 556, or permission of instructor
Spectroscopic and structural methods for application to molecules of biochemical relevance. Topics include fluorescence, circular dichroism, chromatography, electrophoresis, mass spectrometry, FTIR, NMR, EPR, X-ray crystallography.

670 Advanced Special Topics in Chemistry (1-6)
Advanced study in special areas of chemistry as listed below. Hours per week and credit to be arranged. May be repeated for a maximum of six credits when topic varies. Areas identified as follows: **670a Analytical** (*Pr. 632*); **670b Biochemistry** (*Pr. 556*); **670c Inorganic** (*Pr. 641*); **670d Organic** (*Pr. 553*); **670e Physical** (*Pr. 661*).

680 Research Problems in Chemistry and Biochemistry (1-6)
Pr. permission of instructor and department head
Advanced research in specialized areas of chemistry or biochemistry under the direction of a faculty member. Preparation for master's thesis. May be taken for credit over two or more semesters.

699 Thesis (1-6)
Pr. approval of research proposal by thesis committee
Research under the direction of a faculty member approved by department head. Preparation of master's thesis. May be taken for credit over two or more semesters. (Graded on S-U basis)

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

801 Thesis Extension (1-3) (Graded on S-U basis)

803 Research Extension (1-3) (Graded on S-U basis)

Department of *Classical Studies*

1104 Moore Humanities and Research Administration Building
(336) 334-5214 • www.uncg.edu/cla

Graduate Programs in Classical Studies

- M.Ed.
  Latin

Professors

Susan Shelmerdine, Ph.D.
Homeric and Archaic Greek poetry, Greek tragedy, mythology and religion, Greek and Latin pedagogy (Head of Department).

Jeffrey Soles, Ph.D.
Aegean archaeology (Minoans and Mycenaeans), Greek and Roman archaeology.

Associate Professors

Hugh Parker, Ph.D.
Latin poetry, Silver Latin literature, Medieval Latin (Director of Graduate Study).

David B. Wharton, Ph.D.
Linguistics, literary criticism, Greek philosophy.

Assistant Professors

Maura Heyn, Ph.D.
Art and archaeology of the Roman Empire, archaeological theory and culture change.

Jonathan Zarecki, Ph.D.
Roman philosophy, oratory and rhetoric, Greek epic.

The Department of Classical Studies offers a **38** hour Master of Education degree in Latin for teachers interested in pursuing further study in their subject area or in working towards "M" licensure. Separate options are available to accommodate students entering the program with and without prior initial licensure.

The program concentrates on the study of the Latin language, with additional course work required in the areas of classical civilization and professional education. Courses are offered in the summer, usually in an intensive three-week format, and in the evening during the school year to accommodate in-service teachers. Distance learning sections are offered for some courses.

MEd Requirements for the Master of Education in Latin

The Department of Classical Studies, together with the School of Education, offers a graduate program of study with two tracks leading to a Master of Education degree: the Teacher Leadership track is for individuals who already have initial teaching licensure for Latin and are seeking "M" licensure; the Classroom Practice track is intended for post-baccalaureates who do not have initial teaching licensure for Latin but wish to attain "M" licensure.

Core Courses (6 hours)

CCI 502 The History of Latin Literature (3)
LAT 552 Teaching Latin at the Secondary Level (3)

Professional Education (9 hours)

CUI 545 Diverse Learners (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
CUI 675 Teacher as Researcher (3)

Portfolio (2 hours)

In consultation with the Director of Graduate Study, a student will complete a portfolio which addresses the required competencies for licensure.

TEACHER LEADERSHIP TRACK

Study of Latin (12-15 hours)

In consultation with the Director of Graduate Study, a student will select a minimum of 12 hours from courses in Latin (LAT) at the 500-level or above.

Electives (6-9 hours)

In consultation with the Director of Graduate Study, a student will select a minimum of 6 hours from courses in classical civilization (CCI) or another appropriate field at the 500-level or above.

Non-Course Requirements

1. Diagnostic translation exam to be given in the first semester of participation in the program and reviewed by members of the Department of Classical Studies.
2. Attendance at a minimum of one professional conference to be approved in advance by the graduate advisor.
3. Attendance at two area Latin teacher meetings or pedagogical presentations approved in advance by the graduate advisor and documented with a written reflective assessment which will be included in the final portfolio.
4. Comprehensive exam to be given within the last two semesters of a student's enrollment in the program.

CLASSROOM PRACTICE TRACK

Study of Latin (15-18 hours)

LAT 531 Latin Grammar and Composition (3)

In consultation with the Director of Graduate Study, a student will select a minimum of 12 additional hours from courses in Latin (LAT) at the 500-level or above.

Electives (6-9 hours)

In consultation with the Director of Graduate Study, a student may select a minimum of 3 hours from courses in classical civilization (CCI) or another appropriate field at the 500-level or above. Non-lateral entry candidates must take CUI 680, Clinical Experience in Teaching.

Non-Course Requirements

1. Diagnostic translation exam to be given in the first semester of participation in the program and reviewed by members of the Department of Classical Studies.
2. On-site observation of at least two different master teachers.
3. Attendance at two area Latin teacher meetings or pedagogical presentations approved in advance by the graduate advisor and documented with a written reflective assessment which will be included in the final portfolio.
4. Fifty hours of pre-student teaching field experience required for pre-service students not in the lateral entry program.
5. Comprehensive exam to be given within the last two semesters of a student's enrollment in the program.

CCI Classical Civilization Courses

501 Independent Study (Classical Civilization) (1-3)
Pr. permission of instructor
Directed program of reading, research, and individual instruction in classical civilization. May be repeated for a maximum of 6 hours credit.

502 The History of Latin Literature (3:3)
Pr. permission of instructor
A survey of Latin literature in English translation from the third century B.C. to the beginnings of the Middle Ages.

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

541 Ancient World: Selected Topics (3:3)
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. May be repeated once for credit when topic varies.

550 Special Topics in Classical Studies (3:3)
Pr. permission of instructor
Varying topics in Greek and/or Roman literature, archaeology, or culture, chosen according to the needs of the students. All readings in English translation. May be repeated once for credit when topic varies.

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

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

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

GRK Greek Courses

501 Greek Independent Study (1-3)
Pr. permission of instructor
Directed program of reading, research, and individual instruction in Greek languages and literature. May be repeated for a maximum of 6 hours credit.

550 Topics in Greek Studies (3)
Pr. permission of instructor
Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a period of literary history, or the treatment of a particular theme. May be repeated once for credit when topic varies.

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

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

LAT Latin Courses

501 Independent Study (1-3)
Pr. permission of instructor
Directed program of reading, research, and individual instruction in Latin languages and literature. May be repeated for a maximum of 6 hours of credit.

531 Latin Grammar and Composition (3:3)
Pr. 204 or permission of instructor
Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for initial teaching licensure in Latin.

550 Topics in Latin Studies (3)
Pr. permission of instructor
Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme. May be repeated once for credit when topic varies.

552 Teaching Secondary-Level Latin: Current Trends (3:3)
Pr. admission to the Standard Professional I licensure program or M.Ed. in Latin or permission of instructor
Current trends and issues in teaching Latin at the secondary level. Topics include: review of textbooks, use of technology, research on second language acquisition, reaching diverse learners, and other issues. May be repeated once for credit.

571 Medieval and Renaissance Latin (3:3)
Selections from Medieval and Renaissance prose and poetry.

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

600 Vergil (3:3)
In-depth survey of Vergil's work with special attention paid to the literary, political, and philosophical context in which Vergil wrote.

601 Lyric Poetry (3:3)
Selected readings from Catullus, the *Odes* of Horace, and Martial.

602 Ovid (3:3)
Selected readings from the *Metamorphoses*, *Ars Amatoria*, and *Tristia*.

611 Roman Historians (3:3)
Study of the works of Caesar, Livy, Sallust, and Tacitus.

612 Cicero (3:3)
Study of the orations, letters, and essays of Cicero.

623 Roman Comedy (3:3)
Reading of selected plays of Plautus and Terence in their historical and cultural context.

624 Roman Biography (3:3)
Exploration of the Roman biographical tradition. Attention given to issues of genre, literary history, ancient scholarship as well as close readings of selected texts.

625 Poetry in the Age of Augustus (3:3)
Study of the poetic genres and major poets in Latin from 40 B.C. to 14 A.D.; selections from Vergil, Horace, Ovid, and the elegists.

626 Silver Age Survey (3:3)
A survey of the major authors of the first and early second centuries with special emphasis on Petronius, Juvenal, Martial, and Pliny the Younger.

630 Imperial Propaganda in the Age of Augustus (3:3)
Study of the life and career of Augustus through biographical and autobiographical sources, with attention to social, political, and religious aspects.

670 Directed Study: Portfolio Development (2)
Pr. completed at least 30 semester hours in M.Ed. in Latin program
Directed research and portfolio development for students in the M.Ed. program. To be taken at the end of the student's plan of study. (Graded on S-U basis)

693 AP Latin Authors (3:3)
Translation, interpretation, and literary analysis of selected authors from the AP Latin curriculum, with significant attention paid to pedagogical issues. Authors selected will vary from year to year. May be repeated for a maximum of 9 credits when authors vary.

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

803 Research Extension (1-3)

Department of Communication Sciences and Disorders

300 Ferguson Building
(336) 334-5184
www.uncg.edu/csd

Professors

Celia R. Hooper, Ph.D., CCC-SLP
Prevention of communication disorders, adult neurogenic speech and language disorders, voice disorders and care of the professional voice (Head of Department).

Alan G. Kamhi, Ph.D., CCC-SLP
Speech, language, reading development and disorders.

Robert Mayo, Ph.D., CCC-SLP
Fluency disorders, adult neurogenic disorders, public perceptions of communication disorders and differences.

Academic Professional Professor

Vicki McCready, M.A., CCC-SLP
Clinical supervision, interpersonal communication, fluency disorders (Director of Speech and Hearing Center).

Associate Professors

Virginia A. Hinton, Ph.D., CCC-SLP
Normal speech physiology, craniofacial anomalies, neuromotor control for speech production, voice disorders.

Evangeline Nwokah, Ph.D., CCC-SLP
Early intervention, language acquisition and disorders (Director of Graduate Study).

Susan L. Phillips, Ph.D., CCC-A
Psychoacoustics, speech perception (Director of Undergraduate Study and Clinical Supervisor in Audiology).

Denise A. Tucker, Ph.D., CCC-A
Auditory electrophysiology, Audiology, hearing aids, pediatric aural rehabilitation, cochlear implants, tinnitus (Director of Doctoral Study and Clinical Supervisor in Audiology).

Academic Professional Associate Professor

Michael Campbell, M.S., M.B.A., CCC-SLP
Voice, adult neurogenic disorders, hospital administration.

Assistant Professor

Lisa G. Fox-Thomas, Ph.D., CCC-A
Central auditory processing, tinnitus retraining therapy, aural rehabilitation, hearing aids (Coordinator of Audiology Services and Clinical Supervisor in Audiology).

Academic Professional Assistant Professors

Colette M. Edwards, M.A., CCC-SLP
Clinical supervision, preschool/school-aged language literacy.

Perry F. Flynn, M.Ed., CCC-SLP
Adolescent language and reading, public school service delivery (Coordinator of Adolescent Language Project).

Lyn B. Mankoff, M.A., CCC-SLP
Clinical supervision (Coordinator of Speech-Language Pathology Internships).

Lisa McDonald, M.A., CCC-SLP
Clinical supervision, school-age language and literacy, public school service delivery.

Louise F. Raleigh, M.Ed., CCC-SLP
Clinical supervisor (Campus Coordinator of Distance Education Program in Speech-Language Pathology and Assistant Director of Speech and Hearing Center).

Adjunct Faculty

Sandra Barrie-Blackley, M.A., CCC-SLP
Language and literacy.

Susan G. Butler, Ph.D., CCC-SLP
Dysphagia and adult neurogenic disorders.

Graduate Programs in Communication Sciences and Disorders

- M.A.
  Speech-Language Pathology
- Ph.D.
  Communication Sciences and Disorders

The Communication Sciences and Disorders Department offers graduate work leading to the Master of Arts and the Doctor of Philosophy degrees.

The master's program (M.A.) in speech language pathology provides a lifespan approach for advanced study of language, speech, swallowing, non-speech communication systems, and hearing in persons of all ages. The University Speech and Hearing Center, hearing and speech laboratories, and a variety of human service agencies provide ample practica and research experiences.

The doctoral program is designed for advanced study in communication sciences and disorders, intersecting disciplines, and development of research and teaching strategies. Students with background in speech language pathology, audiology, or other disciplines are encouraged to explore with the faculty the new frontiers in scientific discovery that link previous academic achievement and future study. Part- and full-time study is available.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants to the master's program must submit a written personal statement, not to exceed two double-spaced typed pages, focusing on the applicant's unique qualifications and interests in the field of speech-language pathology and the master's program at UNCG.

Upon admission to the master's program in speech-language pathology, each student will be assigned an academic advisor. That advisor and/or the Director of Graduate Study will provide each student with initial information regarding academic and clinical aspects of the program.

In addition to the application materials required by The Graduate School, applicants to the doctoral program must submit a current curriculum vitae describing all educational and work experience and be interviewed by UNCG faculty (prospective mentors) in the student's area of special interest.

MA Requirements for the Master of Arts in Speech-Language Pathology

The Department of Communication Sciences and Disorders offers a graduate program leading to a **60** hour (34 hours in academic coursework and 26 hours in clinical coursework) Master of Arts degree (excludes clinical practicum hours earned). The program, accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), provides academic and clinical instruction sufficient for the Certificate of Clinical Competence (CCC) in speech-language pathology awarded by ASHA and licensure in the state of North Carolina. Prospective students without an undergraduate degree in communication sciences and disorders should expect to spend approximately one year taking pre-professional courses (see *Undergraduate Bulletin*, CSD major) which are required before graduate course work. Students should consult with advisors in this program for course selection that will meet degree, certification, and licensure requirements.

Research Techniques (minimum of 6 hours)

CSD 632 Introduction to Research in Communication Sciences and Disorders (3)

Non-thesis students must also take the following:

CSD 633 Special Projects in Communication Sciences and Disorders (3)

Thesis students must also enroll in CSD 699 Thesis for one or more semesters.

CSD 699 Thesis

Required Professional Area Courses (28 hours)

Students must complete the following courses:

CSD 600 Professional Issues and Ethics (3)
CSD 614 Language Learning Disabilities (3)
CSD 618 Counseling and Interviewing Skills in Communication Sciences and Disorders (1)
CSD 626 Professional Writing and Speaking in Communication Sciences and Disorders (1)
CSD 627 Multicultural Issues in Communication Sciences and Disorders (1)
CSD 629 Dysphagia (3)
CSD 636 Prevention, Assessment and Intervention of Communication Disorders: Birth-5 years (5)
CSD 637 Prevention, Assessment and Intervention of Communication Disorders: School Age (3)
CSD 639 Prevention, Assessment and Intervention of Communication Disorders: Late Adolescence and Early Adulthood (3)
CSD 640 Prevention, Assessment and Intervention of Communication Disorders: Middle and Older Adults (5)

Electives in Speech-Language Pathology

Students may select, in consultation with an academic advisor in the discipline, courses in the elective professional areas:

CSD 612 Augmentative and Alternative Communication (1)
CSD 619 The Supervisory Process in Communication Sciences and Disorders (1)
CSD 630 Fundamentals for Speech and Language Analysis (3)
CSD 631 Structured Language Intervention for Language-Literacy Impairments (3)
CSD 635 Advanced Phonetic Transcription (1)
CSD 650 Independent Study (1-3)

Clinical Practicum (26 hours minimum)

In order to meet requirements for clinical certification and state licensure, students must complete specific clinical practicum requirements. The courses for supervised clinical practicum include:

CSD 571 Beginning Clinical Practice in Speech-Language Pathology
CSD 638 Minor Area Clinical Practicum for Speech-Language Pathology Majors
CSD 677 Internship in Communication Disorders
CSD 678 Advanced Clinical Practice in Speech-Language Pathology

Collateral Expertise

Additional courses may be selected to meet basic science requirements for certification or licensure from the following:

CSD 552 Communication and Aging (3)
CSD 554 Advanced Speech Science (3)
CSD 588 Neurology of Speech, Language and Hearing (3)
CSD 601 Special Topics in Child Speech and Language Development (3)

Capstone Experience

Non-thesis degree candidates will complete the research courses CSD 632 and 633 as capstone experiences. Thesis students will complete CSD 632 and 699.

Residence Requirement

Students will be admitted only for full-time study except in unusual circumstances; permission for exceptions must be approved by faculty. In most cases, students will enroll as full-time students in the fall semester and continue full-time enrollment for the subsequent four semesters.

PhD Requirements for the Doctor of Philosophy in Communication Sciences and Disorders

The Department of Communication Sciences and Disorders offers a graduate program leading to a Doctor of Philosophy degree requiring a minimum of **67** hours. Students who enter with a master's degree are required to earn 55 hours of course credit and 12 hours minimum of dissertation.

CSD Courses (18 hours)

Doctoral students will complete 18 hours of course work in the discipline of communication sciences and disorders.

Intersecting Disciplines (12 hours)

With the approval of the Individual Program Planning Committee (IPPC), the student will select at least 12 hours of coursework in a related discipline. Examples of related fields include linguistics, gerontology, genetics, neuroscience, psychology, public health, and sociology.

Professional Development (4 hours)

Doctoral students will complete four hours of professional seminar courses, wherein current topics related to the CSD profession are studied.

Tools (21 hours)

With the approval of the IPPC, the student is expected to complete a minimum of 21 hours in doctoral "tool" courses. This coursework includes instruction in teaching practices, grant writing, statistics, clinical supervision, and practicum courses. The CSD department will offer hands-on practicum courses in the areas of teaching, grant writing, clinical supervision, and academic administration.

Dissertation (12 hours minimum)

CSD 799 Dissertation (12)

Formal Reviews and Examinations

The student must pass each of the reviews and examinations listed below.

1. Approval of Plan of Study: Each doctoral student will have an Individual Program Planning Committee (IPPC) assigned by the Department Head. The IPPC helps evaluate the student's needs and assists in developing the plan of study.
2. Qualifying exams. The IPPC will prescribe the areas and elements of the exams. The exams will take place after at least 3/4 of the coursework in the Plan of Study is completed.
3. Dissertation Proposal Approval
4. Advancement to Candidacy: Following completion of coursework, qualifying exams, and approval of dissertation proposal, the student may make application to The Graduate School for admission to candidacy for the doctoral degree.
5. Final Oral Examination

CSD Communication Sciences and Disorders Courses

550 Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3)
Pr. completion of all CSD 300-level courses required for the major or permission of instructor
Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.

551 Speech and Language Disorders: Diagnostic Procedures (3:2:2)
Pr. permission of instructor
Differential diagnosis of speech, language, voice, and rhythm problems.

552 Communication and Aging (3:3)
Pr. 308 or permission of instructor
Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.

554 Advanced Speech Science (3:3)
Pr. 306, 307, 308, 309
Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication.

556 Adult Aural Rehabilitation (3:3)
Pr. 334 or permission of instructor
Principles of aural rehabilitation with hearing impaired adults and their significant others.

557 Pediatric Aural Rehabilitation (3:3)
Pr. permission of instructor
Study of new technologies available for children with hearing impairment and the impact of these technologies on therapy and teaching.

571 Beginning Clinical Practice in Speech-Language Pathology (3:2:4)
Pr. admission to appropriate degree program or permission of instructor
Beginning clinical practice in diagnosis of and therapy for communication disorders. (Graded on S-U basis)

575 Instrumentation for Communication Disorders (3:3)
Pr. 306, 307, 309, or permission of instructor
Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.

588 Neurology of Speech, Language and Hearing (3:3)
Pr. 309 or permission of instructor
Neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

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

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

601 Special Topics in Child Speech and Language Development (3:3)
Pr. graduate courses in appropriate content area and admission to appropriate degree program, or permission of instructor
Child speech and language development in specialized areas of current professional concern. Topic to be announced. May be repeated for credit when topic varies.

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

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

604 Pediatric Fluency Disorders (3:3)
Pr. 551 or equivalent and admission to appropriate degree program or permission of instructor
The development of stuttering and cluttering in young children; diagnosis, treatment, and prevention of fluency disorders. Fluency treatment techniques for speech-language pathologists in a school setting or early intervention.

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

606 Seminar in Aphasia (3:3)
Pr. 551 or equivalent and admission to appropriate degree program, or permission of instructor
Investigation of language problems arising from cardiocerebro-vascular and associated anomalies. Pathology, diagnosis, and rehabilitation.

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

613 Communication Problems in Aging (3:3)
Pr. permission of instructor
Nature, assessment, and management of communication disorders in the elderly.

614 Language Learning Disabilities (3:3)
Pr. admission to appropriate degree program or permission of instructor
Assessment and treatment of spoken and written language learning disabilities in school-age children and adolescents with special emphasis on the collaborative role of the speech-language pathologist in school-based settings.

615 Communication and Severe/Profound Disabilities (3:3)
Pr. permission of instructor.
Nature, assessment, and management of communication disorders in persons of all ages who have severe/profound disabilities.

616 Neurogenic Communication Disorders (3:3)
Pr. admission to appropriate degree program or permission of instructor
Investigation of the neuroanatomy and physiology of motor speech, and exploration of assessment and remediation techniques of dysarthria, apraxia, and dysphagia.

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

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

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

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

626 Professional Writing and Speaking in Communication Sciences and Disorders (1:1)
Pr. admission to appropriate degree program or permission of instructor
Instruction and practice in writing professional reports, research papers, and in making oral presentations.

627 Multicultural Issues in Communication Sciences and Disorders (1:1)
Pr. admission to appropriate degree program or permission of instructor
Identification and treatment of speech and language differences in diverse populations.

629 Dysphagia (3:2:1)
Pr. admission to appropriate degree program or permission of instructor
Anatomical bases of normal and disordered swallowing in children and adults; evaluation and treatment of swallowing disorders.

630 Fundamentals for Speech and Language Analysis (3:3:1)
Pr. admission to appropriate degree program or permission of instructor
Basic linguistic structures that support oral and written English, including phonetics and phonology, morphology, orthography, semantics, and syntax.

631 Structured Language Intervention for Language-Literacy Impairments (3:3:1)
Pr. admission to appropriate degree program or permission of instructor
Certification course in the *Language! ™Curriculum* (Sopris West, Inc.), an intervention curriculum for individuals at risk for literacy problems.

632 Introduction to Research in Communication Sciences and Disorders (3:3)
Pr. admission to appropriate degree program or permission of instructor
Introduction to research procedures in the study of communication sciences and disorders.

633 Special Projects in Communication Sciences and Disorders (3:3)
Pr. admission to appropriate degree program or permission of instructor
Individual scholarly project developed by the student with faculty guidance. (Graded on S/U basis)

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

635 Advanced Phonetic Transcription (1:1:2)
Pr. completion of an introductory phonetics course and admission to appropriate degree program or permission of instructor
Detailed transcription of normal and disordered speech using the International Phonetic Alphabet.

636 Prevention, Assessment, and Intervention of Communication Disorders: Birth - 5 (5:5:2)
Pr. admission to appropriate degree program or permission of instructor
Communication development and disorders (speech, language, and hearing) in infants, toddlers, and preschoolers.

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

638 Minor Area Clinical Practicum for Speech-Language Pathology Majors (1)
Pr. 334, graduate standing, and completion of 25 observation hours
Instruction for speech-language pathology majors in performing hearing screenings. Helps obtain the 20 clock hours in the minor area required by the American Speech-Language-Hearing Association (ASHA). (Graded on S-U basis)

639 Prevention, Assessment, and Intervention of Communication Disorders: Late Adolescence and Early Adulthood (3:3:2)
Pr. admission to appropriate degree program or permission of instructor
Communication development and disorders (speech, language, and hearing) in late adolescents and young adults.

640 Prevention, Assessment, and Intervention of Communication Disorders: Middle and Older Adults (5:5:2)
Pr. admission to appropriate degree program or permission of instructor
Communication development and disorders (speech, language, and hearing) in middle aged and older adults.

650 Independent Study (1-3)
Pr. admission to appropriate degree program or permission of instructor and major advisor
Topic to be determined by faculty advisor and student.

670 Diagnostic Audiology I (3:2:2)
Pr. 334 or permission of instructor
Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function.

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

674 Diagnostic Audiology II (3:2:2)
Pr. 570 or equivalent
Non-organic hearing loss; differential diagnosis; special problems in diagnosis.

677 Internship in Communication Disorders (3-9)
Pr. permission of instructor
Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility.

678 Advanced Clinical Practice in Speech-Language Pathology (3:2:4)
Pr. admission to appropriate degree program or permission of instructor
Advanced clinical practice in diagnosis of and therapy for communication disorders. May be repeated for credit.

688 Research Design in Communication Disorders (3:3)
Pr. admission to appropriate degree program and at least one semester of clinical practicum and two semesters of graduate courses
Development of research proposals, from generation of hypothesis through data analysis and interpretation. Includes pilot study project.

698 Experimental Design in Communication Disorders (3:3)
Pr. 688 and statistics and admission to appropriate degree program, or permission of instructor
Research of normal communication processes and speech, language, and hearing disorders. Preparation of research for presentation or publication.

699 Thesis (1-6)
Pr. admission to appropriate degree program, or permission of instructor and major advisor

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

751 Professional Seminars in Communication Sciences and Disorders (1:1)
Weekly seminar on contemporary issues in communication sciences and disorders. May be repeated four times for credit. (Graded on S-U basis)

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

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

772 Doctoral Seminar in Grant Writing (3:3)
Pr. permission of instructor for non-CSD majors. Coreq. 790 with faculty advisor or course instructor for individualized mentoring of the grant writing project
The grant writing process, including the procedures and technical strategies for developing and submitting a grant proposal for funding (Graded on S-U basis) (Same as ESS 798)

773 Practicum in Teaching Communication Sciences and Disorders (3:3)
Pr. or coreq. 771. Pr. permission of instructor for non-CSD majors
Practicum in teaching in communication sciences and disorders. Course may be repeated once for credit. (Graded on S-U basis)

776 Higher Education Administration and Leadership in CSD (3:2:3)
Pr. students must have an administrative mentor who agrees to participate in the practicum section of this course
Administrative roles and responsiblities within academic administration and leadership, from CSD program director to roles beyond the departmental level. (Graded on S-U basis)

780 Independent Study (1-3)
Pr. permission of doctoral advisory committee and graduate faculty mentor
Guided readings, research, and individual project work. May be repeated for a maximum of 15 hours credit.

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

799 Dissertation (1-12)
Pr. completion of doctoral examinations

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Communication Studies

102 Ferguson Building • (336) 334-5297
www.uncg.edu/cst

Graduate Programs in Communication Studies

- M.A.

Professor

Roy Schwartzman, Ph.D.
Figurative language, rhetoric of science and technology, computer-mediated communication, critical theory, Holocaust studies, public address.

Associate Professors

Sharon L. Bracci, Ph.D.
Communication ethics, media ethics, argumentation, health communication (Director of Graduate Study).

Peter M. Kellett, Ph.D.
Conflict analysis and management, narrative methodology (Head of Department).

Elizabeth J. Natalle, Ph.D.
Gender and communication theory, interpersonal processes, feminist criticism.

Assistant Professors

David A. Carlone, Ph.D.
Organizational communication, social and cultural theory, cultural studies of work and organization.

Etsuko Kinefuchi, Ph.D.
Intercultural communication, language and culture, cultural identity and identity negotiation.

Spoma Jovanovic, Ph.D.
Communication and communities, communication ethics, social justice, service learning.

Christopher N. Poulos, Ph.D.
Relational communication, ethnography, philosophy of communication, film, dialogue.

Lecturer

Joyce Ferguson, M.Ed.
Speech pedagogy, small group communication.

Mission

We believe that human communication is the creative process that builds, sustains, and transforms relationships and communities. We engage students in this process through communication scholarship.

The graduate program in communication studies is concerned with research and inquiry into the strategic and ethical uses of communication to build relationships and communities. We are a community of scholars and students of communication who are engaged in seminars, research, and experiential learning. We value students who are able to blend theory, research, and application in a variety of communication environments. We also value self-motivated students who are research focused and who are already good writers and speakers. Students develop the in-depth theoretical knowledge and research skills in the core courses and then apply this to the subject matter of the elective courses they take. Every elective course synthesizes communication theory, research, and application because we regard theory, research, and application as interdependent and necessary aspects of scholarship.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a 2-3 page cover letter explaining the applicant's qualifications and interests in the program and a writing sample such as an academic paper or a paper written in consultation with the Director of Graduate Study. An interview (phone or in person) with the Director of Graduate Study or a member of the graduate faculty is also required.

Procedural Guidelines

1. Upon admission to the department, the Director of Graduate Study will advise graduate students on Departmental and Graduate School processes and procedures.
2. After completing the core requirements, students will be informed by the Director of Graduate

Study if they are or are not meeting the academic standards and requirements of the program. At that time, students may be allowed to continue in the program, be placed on academic probation, or be asked to leave the program.

3. In the semester immediately prior to their final semester, students will form an advisory committee to assist with completion of the Final Research Project. The committee will consist of two faculty members with whom the student has taken courses during the degree (and with whom the student shares common research interests), one of whom will serve as the major guiding professor on the project. The committee will guide the student through the development and execution of a research project appropriate to the culmination of the M.A. degree. The final product will be a scholarly essay suitable for presentation at a local, regional, or national communication conference or for publication in a scholarly journal. To allow for adequate planning, the committee should be formed before either fall or spring break in the semester prior to the final semester.

MA Requirements for the Master of Arts
in Communication Studies

The requirements for the **30** hour Master of Arts in communication studies consist of satisfactory completion of the mandatory core courses, elective course work, and the capstone experience.

Mandatory Core Courses (9 hours)

CST 600 Engaging in Graduate Scholarship (3)
CST 601 Engaging Communication Theories (3)
CST 602 Engaging Communication Research Methodology (3)

The core courses form the foundation for effective scholarship and inquiry. CST 600 should be taken in the first semester of graduate study. This course introduces students to a wide range of topics, themes, and literature in the field, and to the policies, procedures, and expectations of graduate level work. CST 601 and 602 should be taken in the first year of the program to introduce students to the theories and methodologies necessary to engage in communication scholarship.

Elective Course Work (18-21 hours)

Satisfactory completion of 18-21 hours is required. At least 9 hours of electives must be at the 600-level. Up to 6 hours may be taken outside the Department of Communication. Courses graded S/U, with the exception of CST 698, may not count toward the minimum number of hours required for the degree.

Capstone Experience (Final Research Project) (3 hours)

CST 698 Capstone Experience in Communication (Final Research Project) (3)

All students must complete a final research project, in consultation with the faculty, as a demonstration of mastery of the arts of communication scholarship (see Procedural Guidelines for more information).

SACS 18-Hour Requirement

Community college instructors interested in earning 18 semester hours in communication to satisfy SACS requirements should consult the Director of Graduate Study for guidance in course selection.

CST Communication Studies Courses

CST 500-level classes are open to any graduate student. Undergraduate student prerequisite: *permission of instructor.*

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

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

555 Relational Communication and the Hollywood Feature Film (3:2:3)
Analysis and application of the images, discourses, and practices concerning human communication and relationships as they are represented in the powerful cultural medium of film.

562 Organizational Change (3:3)
Instruction in communicating changes into existing organizations. Methods of creating a climate for change, diffusing new ideas and technologies, and assessing change consequences.

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

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

600 Engaging in Graduate Scholarship (3:3)
Pr. admission to appropriate degree program or permission of instructor
Introduces students to the policies, procedures, and expectations of graduate community, and prepares students for graduate level work.

601 Engaging Communication Theories (3:3)
Pr. admission to appropriate degree program or permission of instructor
Contemporary theories of communication, including interpretive, critical, rhetorical, and scientific. Emphasis on engaging social and cultural contexts in which to utilize theory.

602 Engaging Communication Research Methodology (3:3)
Provides a foundation in communication research methodology. Introduces positivist, interpretivist, and critical research paradigms, and links these to focus groups, in-depth interviewing, participant observation, and document analysis.

605 Communicating for Social Change (3:3)
Theoretical and practical views on how to work inside and outside institutions of power to transform values, assert credibility, and mobilize others. Emphasis on how communication creates social change. Topics and emphasis vary by semester.

612 Seminar in Communication Studies (3:3)
Pr. admission to appropriate degree program or permission of instructor
Subject matter varies. May be repeated for credit.

630 Organization, Democracy, and Community (3:3)
How do we create communities out of autonomous and creative individuals? Considers communication as the creative process underlying democratic communities, and the concepts of power, identity, and voice.

632 Seminar in Communication Ethics (3:3)
Pr. admission to appropriate degree program or permission of instructor
Theory and practice of communication ethics in a free society. Issues and cases ranging from intrapersonal to mass media communication situations.

635 Identity, Culture, and Communication (3:3)
Examines the nature of identity and how culturally significant identity sites such as race, nationality, gender, sexuality, class, and physical/mental ability are constructed, intertwined, enacted, negotiated, and resisted through communication.

650 Independent Study (1-3)
Pr. admission to appropriate degree program or permission of instructor and major advisor
Topic to be determined by faculty advisor and student.

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

663 Seminar in Relational Communication (3:3)
Pr. admission to appropriate degree program or permission of instructor
Major interpersonal communication theories and constructs, and methods for investigating them.

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

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

803 Research Extension (1-3)

Department of Computer Science

320 Bryan Building • (336) 256-1112
www.uncg.edu/cmp

Professors

Francine Blanchet-Sadri, Ph.D.
Combinatorics on words, formal languages, string algorithms.

Robert Miller, Ph.D.
(Interim Head of Department).

Fereidoon Sadri, Ph.D.
Database systems, XML information integration, modeling and management of inaccurate and uncertain data (Director of Graduate Study).

Associate Professors

Nancy Green, Ph.D.
Artifical intelligence, human-computer interaction.

Shan Suthaharan, Ph.D.
Digital water-marking, video coding and compression, computer networks and security, wireless communications, image processing.

Assistant Professor

Lixin Fu, Ph.D.
Datamining, databases, algorithms.

Graduate Programs in Computer Sciences

- M.S.

MS Requirements for the Master of Science in Computer Science

The Department of Computer Science offers a graduate program of study leading to a Master of Science degree in computer science. There are three options: course work with comprehensive examination, project, or thesis. The program requires **30** hours with at least 18 hours in computer science (CSC) courses.

Core Courses (6-21 hours)

Every student must complete:

CSC 640 Software Engineering (3)
CSC 656 Foundations of Computer Science (3)

Every student must either present evidence of having completed at least one advanced course in each of the following areas during the undergraduate program or take an advanced course in each of the following areas as part of the graduate program:

Operating Systems (CSC 562)
Computer Networks (CSC 567)
Theory of Computation (CSC 553)
Algorithm Analysis (CSC 555)
Advanced Database Systems (CSC 671)

Electives (9-24 hours)

With prior approval of the Director of Graduate Study, a student will select 9-24 hours of other 500- or 600-level courses from the following:

Any CSC course
MAT 514, 515, 517, 531, 532, 541, 542, 549, 556, 593, 594, 631, 632, 645, 646, 688, 689
STA 551, 552, 573, 574, 575, 580, 651, 652, 671, 672, 673, 674, 675, 676, 677

Thesis, Project, or Comprehensive Examination

Each candidate may elect to prepare a thesis, prepare a project, or pass a comprehensive examination on the program of course work.

Thesis (6 hours)

The candidate may prepare a thesis based on the investigation of a topic in computer science. A thesis director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. The writing of a thesis requires the scholarly exposition and documentation of a substantial problem. In some cases this may lead to a new solution to the problem and to original results. While writing the thesis, candidates may include up to 6 hours of CSC 699 in the required 30 hour program. An oral examination on the thesis is required.

Project (3-6 hours)

The candidate may prepare a project (theoretical or programmed) based on a topic in computer science. The project may be work-related. A project

director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. The preparation of a project requires a description of the problem and documentation of any software products or description of theoretical solutions. While preparing the project, candidates may include 3 to 6 hours of CSC 698 in the required 30 hour program. An oral examination on the project is required.

Comprehensive Examination

A candidate may elect to pass a written comprehensive examination on the program of study. Please consult with the Director of Graduate Study for information concerning the comprehensive examination.

CSC Computer Science Courses

521 Computer Graphics (3:3)
Pr. grades of at least C in 340, 350, and MAT 292, or permission of instructor
Survey of graphics algorithms, data structures, and techniques. (Odd Spring)

522 Digital Image Processing (3:3)
Pr. grades of at least C in 330, 350, and MAT 292, or permission of instructor. Successful completion of STA 271 or STA 290 recommended.
Image representation, enhancement, compression, coding, restoration, wavelet transforms.

523 Numerical Analysis and Computing (3:3)
Pr. grades of at least C in 130, 350, and MAT 293, or permission of instructor
Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations. (Even Spring)

524 Numerical Analysis and Computing (3:3)
Pr. grade of at least C in 523
Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics. (Formerly CSC 544)

526 Bioinformatics (3:3)
Pr. permission of instructor
Problems and methods in bioinformatics including restriction mapping, map assembly, sequencing, DNA arrays, and sequence comparison.

529 Artificial Intelligence (3:3)
Pr. grade of at least C in 330
Logical foundations, knowledge representation and reasoning, search, and selected topics such as natural language processing and reasoning under uncertainty. (Formerly CSC 559)

539 Introduction to Compiler Design (3:3)
Pr. grades of at least C in 261 and 330 or permission of instructor. Successful completion of 553 helpful
Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block structured language with strong typing.

540 Human-Computer Interface Development (3:3)
Pr. grades of least C in 330 and STA 271 or STA 290; or permission of instructor
Survey of concepts and techniques for human-computer interface development. Topics include user-centered design, user interface programming, and usability evaluation.

550 Combinatorics on Words (3:3)
Pr. permission of instructor
Introduction to the problems and methods in algorithmic combinatorics on words. Problem areas include periodicity, primitivity, and borderedness.

553 Theory of Computation (3:3)
Pr. grade of at least C in CSC 350 or permission of instructor
Finite state automata and regular expressions, context-free grammars, push-down automata and their use in parsing, overview of language translation systems, models for programming language semantics, computability and undecidability.

555 Algorithm Analysis and Design (3:3)
Pr. grade of at least C in 330
Sequential algorithm design and complexity analysis. Dynamic programming. Greedy algorithms. Graph algorithms. Selected advanced topics from NP-completeness; approximation, randomized, parallel, number-theoretic algorithms; Fast Fourier Transform; computational geometry; string matching.

561 Principles of Computer Architecture (3:2:3)
Pr. grades of at least C in 261, 330, and 350, or permission of instructor
Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management, I/O, interrupts, and emulation of processors.

562 Principles of Operating Systems (3:3)
Pr. grades of at least C in 261 and 340 or permission of instructor. Successful completion of 561 helpful
Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection.

563 Basic Systems Administration Laboratory (1:0:3)
Coreq. 562 and 567, or permission of instructor
Installing operating systems, peripherals, hardware, and software. Backups, recompiling the kernel (loading/unloading modules), providing web services, and user administration.

564 Intermediate Systems Administration Laboratory (1:0:3)
Pr. grade of at least C in 563
Topics selected from routing, firewall, Primary Domain Controller, Backup Domain Controller, Domain Controller trust, SAMBA, DNS round robin, and PPP connectivity setup.

565 Advanced Systems Administration Laboratory (1:0:3)
Pr. grade of at least C in 564
Automated installation, software installation, systems programming, system administration in a large organization. Projects will include departmental or university computer system work.

567 Principles of Computer Networks (3:3)
Pr. grades of at least C in 261 and 330, or permission of instructor
Hardware and software components of computer networks, their organization and operations. Topics: open system interconnection; local area networks; TCP/IP internetworking, routing, and packet switching; network programming. (Spring)

568 Principles of Wireless Networks (3:3)
Pr. grades of at least C in 330 and 567, or permission of instructor
Digital communications, communication networks, wireless communication technology, wireless networking, wireless LANs and wireless network programming. (Spring)

580 Cryptography and Security in Computing (3:3)
Pr. grades of at least C in 330 and one of the following: 471, 561, 562, or 567; or permission of instructor
Modern development of cryptography and secure encryption protocols. Program security and viruses, operating system protection, network and distributed system security, database security, and administering security. (Fall)

583 Firewall Architecture and Computer Security (3:3)
Pr. grades of at least C in 567 and 580, or permission of instructor
Firewall hardware and software technologies. Architectures, protocols and their applications. (Spring)

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

593, 594 Directed Study in Computer Science (1-3), (1-3)

621 Advanced Computer Graphics (3:3)
Pr. 521 or permission of instructor
Advanced computer graphics algorithms, data structures, and techniques. (Odd Spring)

622 Advanced Digital Image Processing (3:3)
Pr. 522 or permission of instructor
Image restoration, segmentation, coding, representation and description, morphological transforms, object recognition.

626 Advanced Bioinformatics (3:3)
Pr. 526 or permission of instructor
Advanced topics in bioinformatics related to sequence comparison and database search, fragment assembly of DNA, physical mapping of DNA, phylogenetic trees, genome rearrangements, and molecular structure prediction.

640 Software Engineering (3:3)
Pr. 330, or permission of instructor
Organization and scheduling of software engineering projects and structured software design. Specification methods, metrics, software engineering tools, design, prototyping, version control, and testing.

650 Language Theory (3:3)
Pr. 550 or permission of instructor
Important aspects of language theory. Advanced topics such as grammar, codes, L systems, and combinatorics on words.

653 Advanced Theory of Computation (3:3)
Pr. 553, or permission of instructor
Computability theory: Church-Turing thesis (Turing machines, variants, other models); decidability (decidable and undecidable problems for automata and grammars, the halting problem); reducibility (undecidability of mathematical truth).

655 Advanced Topics in Algorithms (3:3)
Pr. grade of at least C in 555
Modern development of algorithm design and analysis for sequential and parallel computers; parallel, number-theoretic, probabilistic, and approximation algorithms, string matching, computational geometry, NP-completeness: worst-case versus average-case.

656 Foundations of Computer Science (3:3)
Pr. MAT 353 or permission of instructor
Introduces the mathematical foundations that support advanced studies in computer science including computer programming and the analysis of algorithms.

663 Advanced Topics in Computer Systems (3:3)
Pr. 330 and 567 or 561 or 562, or permission of instructor
Distributed and parallel systems. High-speed and wireless networks. Mobile computing. Communication, synchronization, distributed shared memory, real-time and fault-tolerant systems; current implementations. May be repeated for credit when topics vary.

665 Advanced Wireless Networks (3:3)
Pr. 330 or equivalent and one of the following: 561 or 562 or 567 or permission of instructor
Wireless technology and architecture, wireless network types, wireless network design approaches, wireless application development and wireless network programming.

667 Supervision of Basic Systems Administration (1:0:3)
Coreq. 562 and 567, or knowledge of operating systems and networks
Installing operating systems, peripherals, hardware, and software on heterogeneous platforms. Backups, recompiling the kernal (loading/unloading modules), providing web services, and user administration on heterogeneous networks. Installing patches and system updates. Introduction to team management strategies.

668 Supervision of Intermediate Systems Administration (1:0:3)
Pr. 667
Supervision of team members in selected topics from routiing, firewall, Primary Domain Controller, Backup Domain Controller, Domain Controller trust, SAMBA, DNS round robin, and PPP connectivity setup.

669 Supervision of Advanced Systems Administration (1:0:3)
Pr. 668
Automated installation, software installation, systems programming, system administration, and team supervision for a large organization. Projects will include supervision of, and participation in, departmental or university computer system work.

671 Advanced Database Systems (3:3)
330, or permission of instructor
Modern database models. User interface and operations. Applications design. Introduction to multi-database systems: interoperability and data integration. Selected topics of current interest.

672 Database System Architecture (3:3)
Pr. 570 or 671, or permission of instructor
File organization and indexing techniques. Query processing and optimization. Concurrency control and crash recovery. Distributed and heterogeneous database systems. Selected topics of current interest in database and knowledge-base systems.

675 Principles of XML Databases (3:3)
Pr. 671 or permission of instructor
XML from a database point of view, concentrating on information retrieval (querying) and integration.

676 Topics in Database Systems (3:3)
Pr. 671 or permission of instructor
Selected topics of current interest such as: deductive databases, modeling and management of uncertain and inaccurate information, multi-database systems, data mining, on-line analytical processing and data warehousing.

680 Advanced Topics in Computer Security (3:3)
Pr. 339 and 580
Topics in cryptography and computer security, including cryptographic protocols, Web server security, Java security, security in the healthcare domain, and experimental quantum cryptography.

693 Advanced Topics in Computer Science (3-6)
Pr. permission of instructor
Algorithms, architecture, languages, systems, theory, or other areas of computer science. May be repeated once for credit.

695 Current Problems in Computer Science (3:3)
Pr. permission of instructor
Topics of current research interest in computer science.

697 Research Problems in Computer Science (3:3)
Pr. permission of instructor
Advanced research in specialized areas of computer science under the direction of a faculty member. Preparation for master's thesis. (Graded on S-U basis)

698 Project in Computer Science (3-6)
Pr. permission of instructor
May be repeated for up to 6 credit hours with permission of instructor. (Graded on S-U basis)

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Graduate Programs in *Conflict Resolution*

Gateway University Research Park, 5900 Summit Ave., Brown Summit, NC 27214
(336) 217-5100 • www.uncg.edu/grs/conflict_resolution/

Program Director
Cathie J. Witty, Ph.D.
Conflict theory and practice, cultural dimensions of conflict, mediation, conflict analysis and transformation.

Assistant Professor
Sherrill Hayes, Ph.D.
Family mediation, social policy, linking theory and research to policy and practice.

Graduate Programs in Conflict Resolution

- Post-Baccalaureate Certificate
- M.A.

The Master of Arts in Conflict Resolution program is dedicated to providing high quality, professional training in multiple conflict intervention and prevention skills such as mediation, negotiation, facilitation, violence prevention and collaborative problem solving. The program focuses on pragmatic approaches to solving personal and social problems in a variety of social settings. Students are exposed to a wide array of techniques and strategies to achieve nonviolent solution to conflict that arise in diverse and conflictual family, organizational and community environments.

The **36** hour program promotes a systemic perspective to the challenges facing individuals, families, organizations and communities. With an interdisciplinary commitment to social justice and human rights, we train professionals to seek collaborative, constructive and healing methods for resolving human conflict. Our goal is to mold reflective conflict professionals – practitioners with a critical understanding of theory and method, as well as an appreciation of diversity and social responsibility. Student are encouraged to explore a range of professional and community applications for their practice skills and are closely mentored and supported by the faculty. Electives are focused in two general areas: family and interpersonal conflict, and workplace, organizational and community based conflict. The program is built on a comprehensive core curriculum of 7 courses, varied electives, and flexible course schedules allowing students of all ages and needs to participate in the learning process.

The **15** semester hour Post-Baccalaureate Certificate program prepares students for the changing nature of professional development, businesses, and community services. The certificate program can be beneficial to those who have already received a graduate degree in their current area but would like to specialize in conflict resolution as a new area of specialization. It is also appropriate for those who possess an undergraduate degree and are seeking to obtain fundamental knowledge of the conflict resolution field of study or for professionals who have already earned a graduate degree in their professional field, but who would benefit from academic study of applications of conflict resolution in their current profession.

Online Certificate and Master's Degree

Both the certificate program and the master's program are available online through the UNCG iCampus. With the exception of the practicum, all lectures, discussion, assignments, supplementary materials, feedback, and assessments are accessed online. See the electronic brochure on the program website at www.uncg.edu/grs/conflict_resolution/.

Admission Requirements

In addition to the minimum requirements of the Graduate School, application must submit a personal essay on their interest and expectations of the MA in Conflict Resolution and complete an interview with program staff. Applications are accepted throughout the year, but should be received by March 31 for complete consideration for the Fall terms.

PBC Requirements for the Post-Baccalaureate Certificate
in Conflict Resolution

A maximum of 3 semester credits from graduate courses taken in or transferred from other programs may be applied to the requirements of the certificate program upon the approval of the Program Director and in accordance with policies of The Graduate School.

Courses taken for the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School.

Core Courses (12 hours)

CNR 600 Concepts and Processes of Conflict Resolution (3)
CNR 601 Cultural Dimensions of Conflict (3)
CNR 610 Conflict Transformation (3)
CNR 611 Conflict in Communities (3)

Electives (3 hours)

One elective is selected from conflict resolution courses or from other departments with the approval of the Program Director and course instructor.

MA Requirements for the Master of Arts
in Conflict Resolution

Required Courses (18 hours)

CNR 600 Concepts and Processes of Conflict Resolution (3)
CNR 601 Cultural Dimensions of Conflict (3)
CNR 610 Conflict Transformation (3)
CNR 611 Conflict in Communities (3)
CNR 615 Mediation Theory and Practice (3)
CNR 655 Dispute System Design (3)

Practicum (3 hours)

CNR 616 Practicum in Conflict Resolution (3)

Practicum placements will be offered to students throughout the program, or students may create their own practicum setting with the approval of the Program Director. Placements represent a range of practice settings from schools, mediation centers, organizations, and agencies. The practicum experience is designed to provide the student with an experiential opportunity to obtain hands-on conflict resolution practice in a variety of professional setting.

Additionally, the student will attend a practicum seminar to receive guidance and support during the process. In addition to problem solving on-site practicum issues with collaborative dialogue, the class further prepares students to develop resumes, facilitate workshops, and other group activities in preparation for consulting and private practice.

Online students will be expected to organize their own practicum settings in their local communities with approval of the practicum instructor. The program will assist with contracts, mentoring, and facilitiation of discussion with potential practicum settings as needed.

Electives (15 hours)

Electives are chosen after the first semester to complement a student's practice objectives. Electives are selected from conflict resolution courses or from other departments with the approval of the Program Director and course instructor.

CNR Conflict Resolution Courses

600 Concepts and Processes of Conflict Resolution (3:3)
Overview of the multidisciplinary field of conflict resolution and analysis. Mediation, negotiation, arbitration, collaborative problem solving, and other applications.

601 The Cultural Dimensions of Conflict (3:3)
The role of culture, race, and ethnicity in creating and resolving conflicts. Students explore their own culture as well as diverse belief systems.

610 Conflict Transformation (3:3)
Nonviolent responses to conflict and prejudice oriented to the restoration of relationships damaged by crime, war, and family and social violence.

611 Conflict in Communities (3:3)
Explores mediation and conflict transformation in communities, including the impact of violent history.

615 Mediation Theory and Practice (3:3)
An introduction to the theory and practice of settlement conferences, family and communication mediation models.

616 Practicum in Conflict Resolution (3:3)
Pr. 600, 601, 610, 611, 615 (or co-requisite)
Guidance, support, and theoretical connections for students engaged in conflict resolution work in field placements. May be repeated for credit.

625 Conflict Resolution in Education (3:3)
Pr. 600 or permission of instructor
Explores conflict resolution theory, practice, and programming in educational settings and community organizations from early childhood through secondary education (B-12). Peer, professional, and systemic conflicts examined.

655 Dispute System Design (3:3)
Designing conflict management systems for groups and organizations; supplemental field research time required.

660 Violence in Families: Conflict Resolution and Intervention (3:3)
Childhood and lifelong effects of violence and trauma. Focus on conflict intervention strategies and program designs to address the effects of violence in families, schools, and communities.

665 Conflict Analysis in Religious Communities (3:3)
Overview of conflict analysis and intervention strategies in religious communities and organizations. Analyze and implement models of reconciliation and forgiveness.

670 Conflict and Violence: The Global Perspective (3:3)
Issues of war, regional violence, torture, forced relocation, ethnic cleansing, rape and other conflict intervention topics related to regional conflict.

680 Facilitation: Conflict Resolution in Groups (3:3)
Examines the range of practice of group facilitiation with a focus on current theories and techniques of professional facilitation in conflict resolution practice and training.

685 Conflict Resolution in Health Care Systems (3:3)
Fundamentals of application of conflict resolution in health care settings. Additional focus on poverty, health and human rights as well as mediation involving issues of bioethics.

803 Research Extension (1-3)

Department of Consumer, Apparel, and Retail Studies

210 Stone Building • (336) 334-5250
www.uncg.edu/crs

Graduate Programs in Consumer, Apparel, and Retail Studies

- M.S.
- Ph.D.

Professors

Carl L. Dyer, Ph.D.
Consumer-driven retailing of apparel, home furnishing and consumer product brands; intergenerational and multicultural retailing with consumer focus; consumer demand and market research for soft lines; methodology and quantitative models; analysis of the apparel, home furnishings, consumer products, retail and related industries; economics of the retail supply chain complex.

Gwendolyn O'Neal, Ph.D.
Meanings assigned to apparel products and their impact on preferences and behavior, consumer perception of apparel quality, clothing related violence, African-American aesthetics of dress (Chair of Department).

Associate Professors

Melanie Carrico, M.F.A.
Wearable arts, textile design, computer-aided apparel and textile design, digital textile printing for use in wearable art and historical reproductions, analysis of 3-D body scanning data in relation to apparel sizing systems.

Barbara Dyer, Ph.D.
Consumer-centered marketing and retailing, retail and market issues of older consumers in America, demographic and lifestyle considerations in retailing, experiential shopping, marketing strategy, new product development, internal and external professional relationships in marketing, retailing and sales.

Nancy Nelson Hodges, Ph.D.
Social psychological issues of dress, identity, and consumer behavior; epistemological and methodological components of apparel consumer research; qualitative and interpretive inquiry into dress, consumption, and human behavior; gender, education, and apparel industry employment (Director of Graduate Study).

Assistant Professor

Kittichai Watchravesringkan, Ph.D.
Cross-cultural consumer and retail studies (inter-country and intra-country analysis), internet retailing, marketing communications, service quality and customer satisfaction, adolescents, consumer compliant behavior, measurement issues.

The Department of Consumer, Apparel, and Retail Studies offers graduate programs leading to the Master of Science and Doctor of Philosophy degrees. Course work and research focus on primary concepts in the study of consumer, apparel, and retailing, integrating perspectives from the social sciences, business, economics, and humanities.

Graduate courses focus on consumer, apparel, and retail issues with emphasis on consumer behavior, marketing, and product development. Students are encouraged to select supporting course work in related disciplines such as business, economics, sociology, psychology, anthropology, statistics, and information science.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a 250-500 word statement indicating their reasons for pursuing graduate study in this field, previous experience and training in this or related fields, professional goals and reasons for choosing this program, and whether attendance will be full-time or part-time. An interview with graduate faculty of the Department is recommended.

MS Requirements for the Master of Science
in Consumer, Apparel, and Retail Studies

The Department of Consumer, Apparel, and Retail Studies offers a graduate program of study leading to a Master of Science degree with both a thesis and a non-thesis option. The thesis option requires a minimum of **30** hours with a minimum of 15 hours in 600- or 700-level courses. The non-thesis option requires **36-39** hours with at least 18 hours in 600- or 700-level courses.

THESIS OPTION (MINIMUM 30 HOURS)

The thesis option is focused on research in consumer, apparel, and retailing issues. It is designed to provide students with the necessary knowledge and skills to pursue careers in academics and business.

Required Core Courses (10 hours)

RCS 562 Behavior of Softlines Consumers (3)
CRS 563 Analysis of Apparel and Related Industries (3)
CRS 630 Economic Dynamics of the Retail Complex (3)
CRS 682 Graduate Seminar (1)

Required Research Techniques (9-11 hours)

CRS 605 Research Methodology in Consumer, Apparel, and Retail Studies (3)

and one of the following options:

STA 571, 571L Statistical Methods for Research I (4)
STA 572, 572L Statistical Methods for Research II (4)
or
ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Education Experiments (3)
or
MBA 600 Business Statistics (1.5)
MBA 610 Advanced Business Statistics (1.5)
ERM 681 Design and Analysis of Educational Experiments (3)

Electives (6 hours)

The student will select 6 hours, as approved by the student's chair in consultation with the committee, from available CRS 600- and 700-level courses.

Thesis (6 hours)

CRS 699 Thesis (6)

Thesis Advisory Committee

The student will select a graduate advisor and two other graduate faculty members to serve as a Thesis Advisory Committee. The graduate advisor must be from the Department of Consumer, Apparel, and Retail Studies. The committee must be chosen and a program of study approved no later than the second semester enrolled in graduate courses.

NON-THESIS OPTION (36-39 HOURS)

The non-thesis option prepares students for management, consultant, market analysis, and professional positions in the consumer, apparel, and retail industries. This option allows the student considerable flexibility to pursue areas of interest. An advisory committee must be chosen and a program of study approved no later than the second semester enrolled in graduate courses.

Required Core Courses (13 hours)

RCS 562 Behavior of Softlines Consumers (3)
CRS 563 Analysis of Apparel and Related Industries (3)
CRS 630 Economic Dynamics of the Retail Complex (3)
CRS 632 Supervised Industry Practicum (3)
CRS 682 Graduate Seminar (1)

Required Research Techniques (9-11 hours)

CRS 605 Research Methodology in Consumer, Apparel, and Retail Studies (3)

and one of the following options:

STA 571, 571L Statistical Methods for Research I (4)
STA 572, 572L Statistical Methods for Research II (4)
or
ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Education Experiments (3)
or
MBA 600 Business Statistics (1.5)
MBA 610 Advanced Business Statistics (1.5)
ERM 681 Design and Analysis of Educational Experiments (3)

Electives (12-14 hours)

The student will select 12-14 hours, as approved by the student's chair in consultation with the advisory committee, depending upon whether 11 or 9 research techniques hours were taken.

Culminating Experience (0-3 hours)

The culminating experience will consist of:

1. A written comprehensive examination or
2. A comprehensive project/paper, or a capstone, experiential, integrative course for 3 credit hours.

Consult the Director of Graduate Study for dates of the written comprehensive examination. For the comprehensive project/paper, the preferred course is either CRS 683, 684, or 685.

PhD Requirements for the Doctor of Philosophy
in Consumer, Apparel, and Retail Studies

The Department of Consumer, Apparel, and Retail Studies offers a graduate program of study leading to a Doctor of Philosophy degree requiring a minimum of **58** hours (minimum of 90 hours beyond the B.S.). At least 75% of the hours credited to the Ph.D., exclusive of the dissertation, must be in 600- or 700-level courses.

Required Core Courses (19 hours)

CRS 700 Seminar in Consumer, Apparel and Retail Studies (1)
CRS 701 Literature and Thought in Consumer, Apparel, and Retail Studies (3)
CRS 712 Theory Development in Consumer, Apparel and Retail Studies (3)
CRS 713 Qualitative Methodology in Consumer, Apparel, and Retail Studies (3)
CRS 714 Methodology and Modeling in Consumer, Apparel and Retail Studies (3)
CRS 720 Social Psychology of Consumption (3)
CRS 721 Consumer Behavior in Apparel and Retailing (3)

Research Techniques (9 hours)

STA 661 Advanced Statistics in Behavioral Science Research I (3)
STA 662 Advanced Statistics in Behavioral Science Research II (3)
STA 671 Multivariate Analysis (3) **or** ERM 682 Multivariate Analysis in Education (3)

Cognate Area (9 hours)

In consultation with the student's chair and Advisory/Dissertation Committee, the student will identify a supporting area that will enrich and expand his or her research interest. The student will take a minimum of 9 hours within this area.

Electives (3 hours)

The student will select 3 hours, as approved by the student's chair in consultation with the Advisory/Dissertation Committee, from available CRS 600- and 700-level courses.

Research and Dissertation (15 hours)

CRS 790 Independent Doctoral Research (3)
CRS 799 Dissertation Problem (12)

Teaching (3 hours)

CRS 765 College Teaching Practicum in Consumer, Apparel and Retail Studies (3)

Preliminary and Final Oral Examination

Advisory/Dissertation Committee

The student should consult the Advisory/Dissertation Committee section of *The Graduate School Bulletin*. The graduate advisor must be from the Department of Consumer, Apparel, and Retail Studies and one member must be from outside the CARS Department. The committee must be chosen no later than upon the completion of the first 18 semester hours.

APD Apparel Product Design Courses

545 Experimental Product Design (3:2:3)
Pr. grade of C or better in 444 or equivalent as determined by the instructor, or permission of the instructor
Experimentation with a variety of materials to create apparel using both traditional and innovative methods. Emphasis on design development and originality. Investigation of various specialty markets for apparel design. (Spring)

CRS Consumer, Apparel, and Retail Studies Courses

513 Apparel and Related Consumer Products Analysis and Standards (3:3)
Pr. grade of C (2.0) or better in 312 or permission of instructor
Process of developing and analyzing product standards as they relate to consumers, industry, and international trade. Analysis of products in relation to existing or proposed standards. (Alt SP)

530 Economics of the Textile and Apparel Complex (3:3)
Pr. grade of C or better in ECO 201 or its equivalent as determined by the instructor, or graduate standing, or permission of instructor
Economics and social aspects of production, distribution, and utilization of apparel and textiles.

563 Analysis of Apparel and Related Industries (3:3)
Analysis of apparel and related industries from raw materials through consumption. Examination of production and marketing of products, technological developments, and domestic and global market strategies. (Summer)

582 Problems in Consumer, Apparel, and Retail Studies (2-6)
Individual study.

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

605 Research Methodology in Consumer, Apparel, and Retail Studies (3:3)
Pr. or Coreq. STA 571. Pr. admission to graduate program in consumer, apparel, and retail studies, or permission of instructor
Beginning graduate course in research methodology within the domains of consumer, apparel, and retailing. Concepts, frameworks, and relationships of theory and research. Epistemological issues, types of analysis, methods.

614 Textile Products Market Analysis (3:3)
Quantitative and qualitative approaches to the analysis of global markets for textiles and apparel. Embraces information sources and techniques for market, competitor, and company analysis to support strategic marketing decisions. (Alternate Fall)

615 Advanced Textiles and Experimental Methods (3:2:3)
Pr. 614, CHE 205 or 351, or permission of instructor
Analysis of structure and functional performance of advanced textiles (geotextiles, biomedical, nonwovens) using experimental methods such as Kawabata Hand Evaluation System. Differential Scanning Calorimeter, Thermal Gravimetric Analysis. (Alternate Spring)

630 Economic Dynamics of the Retail Complex (3:3)
Pr. 530 and MBA 603 or permission of instructor
Application of economic concepts to consumption behaviors in the retail industry with special emphasis on apparel and related products. Impact of history, trends, brands, and demographics explored. (Alternate Fall)

632 Supervised Industry Practicum in Consumer, Apparel, and Retail Studies (3:1:9)
Supervised industry practicum combining practical and academic elements for consumer, apparel, and retail studies graduate students. Course supervised by designated graduate faculty member. Approved plan required prior to experience.

660 International Textile Products Marketing (3:3)
Pr. 560 or permission of instructor
International textile products marketing environment; global markets, marketing programs and organizations. (Alternate Spring)

663 Experience in Consumer, Apparel, and Retail Issues Abroad (3:3)
Pr. 560 or permission of instructor
Cultural, political, business, and consumer issues within the apparel and retail industries of a specific country. May be repeated for credit with different country. (Alternate Spring)

664 International Retailing: Theory and Practice (3:3)
Pr. 484 and 560 or permission of instructor
Investigation of international retailing from a combined theory and practice perspective. Analysis of global retail systems and strategy. Retail supply chains. Multinational consumer issues.

681 Directed Individual Study in Consumer, Apparel, and Retail Studies (1-6)

682 Graduate Seminar (1:1)
May be repeated once for credit when topic varies. (FA)

683 Problems in Apparel (1-3)

684 Problems in Retail Marketing (1-3)

685 Problems in Retail and Consumer Studies (1-3)

686 Readings in Apparel (1-3)

687 Readings in Retail Marketing (1-3)

688 Readings in Retail and Consumer Studies (1-3)

690 Minor Research (2-6)

699 Thesis (1-6)

700 Seminar in Consumer, Apparel, and Retail Studies (1:1)
Study, reporting, and discussion of current research. May be repeated for credit when topic varies. (Spring)

701 Literature and Thought in Consumer, Apparel, and Retail Studies (3:3)
Pr. admission to Ph.D. in consumer, apparel, and retail studies and permission of instructor
Overview of concepts, frameworks, theory, thought, and empirical research within the domains of consumer, apparel, and retailing. Emphasis on contemporary thinking and identifying opportunities and directions for future research streams.

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

712 Theory Development in Consumer, Apparel, and Retail Studies (3:3)
Pr. 630, 660, 662, or permission of instructor
Examination of business related marketing theories to consumer, apparel, and retail studies. Analysis of marketing theories, models, and conceptual frameworks. Includes business-to-business, consumer, customer relationship, and economic theories. (Alternate Spring)

713 Qualitative Methodology in Consumer, Apparel, and Retail Studies (3:3)
Exploration of development and use of qualitative research methodology in consumer, apparel, and retail studies. Focus on application of qualitative methodology to diverse research problems, data collection procedures, and analysis approaches.

714 Methodology and Modeling in Consumer, Apparel, and Retail Studies (3:3)
Pr. STA 671 or ERM 682 or equivalent and admission to Ph.D. in consumer, apparel, and retail studies, or permission of instructor
Concepts, frameworks, theory, and empirical research methods and models within the consumer, apparel, and retailing domains. Emphasis on research methods and multivariate statistical models of consumer and retail research issues.

720 Social Psychology of Consumption (3:3)
Investigation of approaches to research on consumption within social psychology. Focus on the study of apparel and related consumer products.

721 Consumer Behavior in Apparel and Retailing (3:3)
Pr. 562 or permission of instructor
Current theories and research in consumer behavior. Application of consumer behavior models to apparel, apparel-related products, and retailing through individualized research products. (Alternate Spring)

765 College Teaching Practicum in Consumer, Apparel, and Retail Studies (3)
Pr. admission to doctoral program in consumer, apparel, and retail studies and permission of instructor
Supervised, structured experiences in planning, teaching, and evaluating a college level course. Professors provide guidance and mentoring of graduate students during the experience.

790 Independent Doctoral Research (1-6)
Pr. STA 661, 662
Individual work on research problem(s) related to student's primary area(s) of specialization. Research conducted with faculty guidance and direction. Objective: develop one or more publishable manuscript(s).

799 Dissertation (1-12)
Required of all candidates for the Doctor of Philosophy degree. Credit may be divided over two or more semesters.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

RCS Retailing and Consumer Studies Courses

560 Apparel and Related Consumer Products Marketing (3:3)
Pr. grade of C (2.0) or better in 261 or permission of instructor
An intensive analysis of marketing principles applied to apparel and related consumer products. (Fall)

562 Behavior of Soft Lines Consumers (3:3)
Pr. grade of C (2.0) or better in 321 or permission of instructor
Study of environmental, individual, and psychological influences on behavior of consumers in the soft lines consumption process. (Spring)

Department of Counseling and Educational Development

228 Curry Building • (336) 334-3434
www.uncg.edu/ced

Professors

James M. Benshoff, Ph.D.
Group process and leadership, teaching and technology in counselor education, mindfulness and creative arts in counseling, counseling supervision, college student development.

L. DiAnne Borders, Ph.D.
Counseling supervision, adoptive families, ethics, school counseling (Chair of Department and Co-Director of Graduate Study).

Craig S. Cashwell, Ph.D.
Spirituality in the counseling process, play therapy approaches, family counseling, counseling children and adolescents, assessment (Co-Director of Graduate Study).

Jane E. Myers, Ph.D.
Developmental counseling and wellness over the lifespan, mid-life and aging issues, Adlerian counseling, assessment, counselor education, supervision, wellness within and across cultures.

Assistant Professors

Todd F. Lewis, Ph.D.
Adolescent substance use and risk taking behavior, social norms and collegiate drinking behavior, theoretical foundations of drinking among college students, Adlerian theory, motivational approaches to counseling, quantitative design and multivariate analyses.

Amy Milsom, D.Ed.
Students with disabilities, counselor preparation, professionalism and advocacy, group work.

A. Keith Mobley, Ph.D.
Community counseling, adolescence and adolescent development, wellness, men's studies.

Christine Murray, Ph.D.
Premarital counseling, family violence, relationship distress prevention, couple relationships, family systems and health, service learning in counselor education.

Derrick A. Paladino, Ph.D.
College counseling and student development, multiracial/biracial identity issues, crisis and suicide assessment and intervention, community counseling.

José A. Villalba, Ph.D.
Counseling needs of rural Latina/o children and families in burgeoning Latino communities, multicultural counseling considerations, physical and mental health disparities as a compounding factor to the psychosocial development of Latina/o youth, school counselor preparation.

Kelly L. Wester, Ph.D.
Self-injurious behaviors, responsible conduct of research, research integrity, questionable research practices, professional development in counseling, gender issues, mental health in adolescents.

There are three primary program areas in counselor education for which the Master's, Specialist, and Doctorate degrees are offered: community counseling, student development in higher education, and school counseling. Within these three program areas, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to the following programs and specializations in the Department of Counseling and Educational Development at UNCG: community counseling (M.S.), student development in higher education (M.S.), school counseling (M.S.), couple and family counseling (dual degree M.S. and Ed.S.) and gerontological counseling (M.S.), and counseling and counselor education (Ph.D. and Ed.D.). Applicants admitted to a program are expected to enroll as full-time students, registering for a minimum of 12 credit hours each semester. Students appointed to graduate assistantships, however, may reduce their credit load and retain full-time status.

Graduate Programs in Counseling and Educational Development

- M.S.
  with concentrations in:
  - Community Counseling
  - Gerontological Counseling
  - Student Development in Higher Education
  - School Counseling
- M.S./Ed.S.
  dual degree with concentrations in:
  - Community Counseling
  - Gerontological Counseling
  - Couple and Family Counseling
  - Student Development in Higher Education
  - School Counseling
- Post-Master's Certificate
  - Couple and Family Counseling
  - Gerontological Counseling
  - School Counseling
  - Advanced School Counseling
- Ed.D.
- Ph.D.

All students admitted to the program have as their objective the completion of the entry-level M.S. degree or dual M.S. and Ed.S. degrees, or the advanced Ph.D. or Ed.D. degree.

The Curriculum

The Counselor Education program faculty adheres to the scientist problem-solver model of training. Consistent with this approach is the program's goal of graduating students who have broad knowledge of counseling theory and process, possess a high level of competency in providing professional services to diverse client populations, and view assessment and research in counseling as a continuous cyclical activity throughout the counseling process. Research is a means for obtaining and using information to generate and establish counseling goals and strategies, and for identifying "best practices" or empirically-based practices that are integral to effectiveness in counseling. The focus of this ongoing process is to bring about client change. The major tenets underlying the program include (a) exposure to a variety of theoretical orientations to counseling, (b) reliance on both the clinical-counseling and vocational-educational approaches in designing counseling and programmatic interventions, (c) a commitment to developing the student's skills as a clinician who uses research methodology in practice, and (d) a strong emphasis on the normal developmental issues of the individual as opposed to an approach based on pathology.

Especially important to the program faculty are the commitment to mental "health" (or wellness) and the value attached to understanding the common developmental themes throughout a person's life. An appealing feature is the diversity of the faculty's theoretical orientations, which translates into a variety of research opportunities available to creative students, as well as varied counseling approaches and different applied settings for gaining training experience.

To achieve the program's curriculum goals of the scientist problem-solver model of training, students are required to demonstrate satisfactory knowledge in each of the following core areas: the helping relationship; group dynamics, process, and counseling; social and cultural diversity; career and lifestyle development; appraisal of individuals; research and evaluation; and professional orientation. Available within the program requirements are courses offered by other departments that enable students to benefit from the resources of the entire University.

Required professional core courses constitute the cognitive foundation for the development of skills in providing professional services. Also available are specialized courses dealing with particular groups and environmental settings, such as courses in family intervention, multicultural counseling, and substance abuse. Supervised clinical experience in the Vacc Counseling and Consulting Clinic is offered throughout the program parallel to core and specialty courses. Experience in applied settings is available on the campus as well as at off-campus sites; these include community mental health services; career counseling and placement; student affairs; inpatient facilities; college counseling centers; child, youth, and family agencies; and gerontological, sports, outreach, and alcohol and drug programs. Students are encouraged to explore internship experiences specifically tailored to their individual needs and interests. This diversity of opportunities allows students to develop programs consistent with their own particular goals and talents.

Students are given strong encouragement to participate in professional organizations and collaborate on original research projects. Opportunities for professional involvement and leadership development include the student organization in the Department as well as state and national counseling organizations. Research courses are available at the entry level and required at the doctoral level. To help students design and complete high quality relevant dissertations, doctoral students are required to take courses in research design and statistical methods of data analysis. In addition to being given strong encouragement to participate in original research projects and presentations at professional meetings, students are expected to work closely with their selected professors in conducting their research projects. Close consultation with the faculty is strongly encouraged, particularly for students working on doctoral dissertations. The faculty views doctoral research as providing students with a starting point for developing an ongoing research program that continues beyond completion of their degree.

Mechanisms for student evaluation include progress evaluations by instructors, practicum supervisors, and internship supervisors, and reports from host internship supervisors. Comprehensive exams provide valuable feedback to students regarding their progress in the program. Faculty supervisors appraise the student's clinical skills, and this feedback is available to students.

A majority of master's degree students complete the required curriculum in two years, although students are encouraged to attend summer school after their first year in the program. A majority of dual degree M.S. and Ed.S. students finish in two and one-half years, and doctoral students generally

complete their degree in three years. Although a few doctoral students complete their dissertations after their full-time study at the University, students are strongly encouraged to complete all degree requirements before leaving.

Graduates are eligible for one or more state and national credentials. Because the program is CACREP-approved, all fully enrolled students can take the National Counselor Examination for Licensure and Certification (NCE) during their last semester of the program. The NCE is the first step toward becoming a National Certified Counselor (NCC) and a Licensed Professional Counselor (LPC) in North Carolina. In addition, the post-master's experience requirement for the NCC credential is waived, and internship hours count toward the experience requirement for the LPC credential. The NCC credential is a prerequisite for several national specialty certifications offered by the National Board of Certified Counselors (NBCC), including school counseling, clinical mental health counseling, and addictions counseling. School counseling graduates are eligible for the "M" (M.S.) or "S" (M.S. and Ed.S. dual degrees) state school counseling license. Graduates of the community counseling specialization in couple and family counseling (M.S. and Ed.S. dual degrees) qualify for the National Academy for Certified Family Therapist (NACFT) credential. Preparation for American Association of Marriage and Family Therapy (AAMFT) membership (see Departmental secretary for additional information) and for the Certified Substance Abuse Counselor (CSAC) in North Carolina also is available.

Recent graduates of the program have accepted positions in diverse settings similar to the breadth of internships available for students. The interest and talents of the students have served as the major criteria for determining the type of internship and employment obtained.

Admission Requirements

In addition to the application materials required by The Graduate School, doctoral applicants are required to have graduated from a master's program in counseling or acceptable equivalent that is accredited by the Council for Accreditation of Counseling and Related Educational Programs. They also may present evidence of an appropriate degree from a regional accredited university. (CACREP requirements for a master's program are needed; if missing, these are corequisites for admission.)

Applicants to all graduate counseling programs should have vocational goals compatible with the selected program and subspecialty.

Program standards are competitive and not all applicants may be admitted. Preference is given to students desiring full-time study.

Post-Master's Certificates in Counseling

Post-Master's Certificate programs are designed to meet practicing counselors' needs for professional development, in response to advances and greater specialization in the profession.

The curriculum for each Certificate is based on national accreditation standards, competency statements, and/or certification standards for each of the areas. Each Certificate consists of **12-24** semester hours of required course work, including internship requirements. Internships involve a 300- to 600-hour supervised clinical experience across one or two semesters in an appropriate setting. In addition, corequisite hours may be required for students whose Master's degree was not completed in a CACREP-accredited counseling program. Prerequisite courses and Certificate courses are usually offered during morning and afternoon hours. Typically, students can complete a program in three semesters; students have five academic years to complete a program.

Admission Requirements for Gerontological, School, and Couple and Family Counseling

Applications are reviewed during the weeks preceding the start of classes for fall and spring semesters. Completed applications should be submitted no later than four months before the review period. In addition to the application materials required by The Graduate School, applicants should indicate the Certificate of interest and submit a resume and a personal statement, including personal and professional qualifications and professional goals relevant to the Certificate. All applicants should consult with the Department of Counseling and Educational Development for additions to the above requirements.

Admission Requirements for Advanced School Counseling

In addition to the application materials required by The Graduate School, applicants should submit a complete vita/resume, a statement of professional goals in applying for this certificate, a copy of the school counseling license, and a letter of endorsement from current principal or other school administrator.

A cohort model is used in the PMC in advanced school counseling. The application deadline is December 1; cohorts begin each spring semester. Applications remain active for 1 year; if not accepted for one cohort, the application is considered for the next cohort.

MS Requirements for the Master of Science in Counseling

The Department of Counseling and Educational Development offers a graduate program of study leading to a **54** hour Master of Science degree.

COMMUNITY COUNSELING CONCENTRATION

Required Core Areas

Human Growth and Development (3 hours as advised)
Counseling individuals at all developmental levels, e.g., CED 612 Developmental Counseling (3)

Social and Cultural Diversity (3 hours as advised)
Counseling in a multicultural and diverse society, e.g., CED 605 Counseling Diverse Populations (3)

Professional Core (18 hours as advised)
CED 610 Helping Relationships (3)
CED 620 Counseling Theories and Practice (3)
CED 650 Group Counseling Theory and Practice (3)
CED 669 Career Development (3)
CED 678 Professional Orientation (3)
CED 682 Application of Measurement and Clinical Appraisal Techniques (3)

Research (3 hours as advised)
Research methods used in counseling practice, ethical and legal considerations in counseling research, e.g., CED 611 The Counselor as Scientist-Practitioner (3)

Specialized and Environmental Curricular Studies (9 hours as advised)
(Prerequisite: A course in abnormal behavior.)

Nine (9) hours, as advised, in one of the following areas (see departmental program planner for specific courses):

Child and youth settings
Community settings
Employment settings
Family settings
Older adult settings
Organizational development/business and industrial settings
Public offender settings
Substance abuse settings
Sports counseling settings (Students should meet with faculty in Exercise and Sport Science to plan course of study.)

Supervised Practica and Internships (12 hours)
Twelve (12) hours of counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 680a, 680b Counseling Internship (6) (6)

Curricular Electives (3-6 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination

Please consult with Departmental office for dates of this examination.

GERONTOLOGICAL COUNSELING CONCENTRATION

The gerontological counseling program follows the basic plan of study for the community counseling program except that in addition to acquiring knowledge concerning community counseling, students complete specialized study under advisement and internships in settings where they can work directly with older persons.

STUDENT DEVELOPMENT IN HIGHER EDUCATION CONCENTRATION

Required Core Areas

Human Growth and Development (3 hours as advised)
Counseling individuals at all developmental levels, e.g., CED 612 Developmental Counseling (3)

Social and Cultural Diversity (3 hours as advised)
Counseling in a multicultural and diverse society, e.g., CED 605 Counseling Diverse Populations (3)

Professional Core (18 hours as advised)
CED 610 Helping Relationships (3)
CED 620 Counseling Theories and Practice (3)
CED 650 Group Counseling Theory and Practice (3)
CED 669 Career Development (3)
CED 678 Professional Orientation (3)
CED 682 Application of Measurement and Clinical Appraisal Techniques (3)

Research (3 hours as advised)
Research methods used in counseling practice, ethical and legal considerations in counseling research, e.g., CED 611 The Counselor as Scientist-Practitioner (3)

Specialized and Environmental Curricular Studies (9 hours as advised)

Nine (9) hours, as advised, in student development in higher education (see departmental program planner for specific courses).

Supervised Practica and Internships (12 hours)

Twelve (12) hours of counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 680a, 680b Counseling Internship (6) (6)

Curricular Electives (3-6 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination

Please consult with departmental office for dates of this examination.

SCHOOL COUNSELING CONCENTRATION

Required Core Areas

Human Growth and Development (3 hours as advised)

Counseling individuals at all developmental levels, e.g., CED 612 Developmental Counseling (3)

Social and Cultural Diversity (3 hours as advised)

Counseling in a multicultural and diverse society, e.g., CED 605 Counseling Diverse Populations (3)

Professional Core (18 hours as advised)

CED 610 Helping Relationships (3)
CED 620 Counseling Theories and Practice (3)
CED 650 Group Counseling Theory and Practice (3)
CED 669 Career Development (3)
CED 678 Professional Orientation (3)
CED 682 Application of Measurement and Clinical Appraisal Techniques (3)

Research (3 hours as advised)

Research methods used in counseling practice, ethical and legal considerations in counseling research, e.g., CED 611 The Counselor as Scientist-Practitioner (3)

Specialized and Environmental Curricular Studies (9 hours as advised)

Nine (9) hours, as advised, in one of the following areas (see departmental program planner for specific courses):

Elementary and Middle School
Secondary School

Supervised Practica and Internships (12 hours)

Twelve (12) hours of school counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses. Students who do not hold Standard Professional I (initial) Teaching Licensure must also enroll in CED 677 School Certification, as a corequisite.

CED 653 Practicum in Counseling (1)
CED 680a, 680b Counseling Internship (6) (6)

Curricular Electives (3-6 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination

Please consult with departmental office for dates of this examination.

MS/EdS Requirements for the Master of Science / Specialist in Education in Counseling

The Department of Counseling and Educational Development offers a graduate program of study leading to a **66** hour dual degree Master of Science and Specialist in Education.

The dual degree M.S. and Ed.S. sequence allows students the opportunity to achieve a level of professional attainment beyond the M.S. degree and recognition of that higher level of professional attainment by receiving the Ed.S. degree. A student admitted to the dual degree program will be awarded the M.S. and Ed.S. degrees concurrently after successful completion of a total of 66 hours of prescribed course work beyond the bachelor's degree. Programs available include community counseling, school counseling, and student development in higher education. Also, a couple and family counseling specialization is available in conjunction with the Community Counseling Program. On average, the completion of a dual degree program takes two and one-half years.

COMMUNITY COUNSELING CONCENTRATION

Required Core Courses

Human Growth and Development (3 hours as advised)
Counseling individuals at all developmental levels, e.g., CED 612 Developmental Counseling (3)

Social and Cultural Diversity (3 hours as advised)
Counseling in a multicultural and diverse society, e.g., CED 605 Counseling Diverse Populations (3)

Professional Core (21 hours as advised)
CED 610 Helping Relationships (3)
CED 620 Counseling Theories and Practice (3)
CED 642 Substance Abuse Counseling (3)
CED 650 Counseling Theories and Practice (3)
CED 669 Career Development (3)
CED 678 Professional Orientation (3)
CED 682 Application of Measurement and Clinical Appraisal Techniques (3)

Research (3 hours as advised)
Research methods used in counseling practice, ethical and legal considerations in counseling research, e.g., CED 611, The Counselor as Scientist-Practitioner (3)

Specialized and Environmental Curricular Studies (15 hours as advised)
(Prerequisite: A course in abnormal behavior.)

Choose one of the following nine areas as an emphasis:

Child and youth settings
Community mental health settings
Employment settings
Family settings
Older adult settings
Organizational development/business and industrial settings
Public offender settings
Substance abuse settings
Sports counseling settings (Students should meet with faculty in Exercise and Sport Science to plan course of study.)

Supervised Practica and Internships (12 hours)
Twelve (12) hours of counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 680a, 680b Counseling Internship (6) (6)
CED 680c, 680d Counseling Internship (6) (6)

Curricular Electives (9 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination

Please consult with departmental office for dates of this examination.

COUPLE AND FAMILY COUNSELING CONCENTRATION

This program requires that students follow the basic plan of study for community counseling but with specialized studies in marriage and family counseling. Students in Marriage and Family Counseling enroll in specialized course work to include CED 690 Counselors Working with Families, and CED 691 Advanced Clinical Topics in Couples and Family Counseling/Therapy, and internships in family counseling. Other marriage and family course work is selected under advisement.

GERONTOLOGICAL COUNSELING CONCENTRATION

The gerontological counseling program is available through enrollment in the combined M.S. and Ed.S. degree. The course of study follows the basic plan of study for the community counseling degree but includes specialized course work in gerontological counseling, which is selected under advisement.

STUDENT DEVELOPMENT IN HIGHER EDUCATION CONCENTRATION

Required Core Areas

Human Growth and Development (3 hours as advised)
Counseling individuals at all developmental levels, e.g., CED 612 Developmental Counseling (3)

Social and Cultural Diversity (3 hours as advised)
Counseling in a multicultural and diverse society, e.g., CED 605 Counseling Diverse Populations (3)

Professional Core (21 hours as advised)
CED 610 Helping Relationships (3)
CED 620 Counseling Theories and Practice (3)
CED 642 Substance Abuse Counseling (3)
CED 650 Group Counseling Theories and Practice (3)
CED 669 Career Development (3)
CED 678 Professional Orientation (3)
CED 682 Application of Measurement and Clinical Appraisal Techniques (3)

Research (3 hours as advised)
Research methods used in counseling practice, ethical and legal considerations in counseling research, e.g., CED 611 The Counselor as Scientist-Practitioner (3)

Specialized and Environmental Curricular Studies (15 hours as advised)
Selections are to be made under advisement.

Supervised Practica and Internships (12 hours)
Twelve (12) hours of counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 680a, 680b Counseling Internship (6) (6)
CED 680c, 680d Counseling Internship (6) (6)

Curricular Electives (9 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination

Please consult with departmental office for dates of this examination.

SCHOOL COUNSELING CONCENTRATION

Required Core Areas

Human Growth and Development (3 hours as advised)
Counseling individuals at all developmental levels, e.g., CED 612 Developmental Counseling (3)

Social and Cultural Diversity (3 hours as advised)
Counseling in a multicultural and diverse society, e.g., CED 605 Counseling Diverse Populations (3)

Professional Core (21 hours as advised)
CED 610 Helping Relationships (3)
CED 620 Counseling Theories and Practice (3)
CED 642 Substance Abuse Counseling (3)
CED 650 Group Counseling Theories and Practice (3)
CED 669 Career Development (3)
CED 678 Professional Orientation (3)
CED 682 Application of Measurement and Clinical Appraisal Techniques (3)

Research (3 hours as advised)
Research methods used in counseling practice, ethical and legal considerations in counseling research, e.g., CED 611 The Counselor as Scientist-Practitioner (3)

Specialized and Environmental Curricular Studies (15 hours as advised)
Twelve (12) hours in either elementary and middle school or secondary school are needed. Specific course selections are made under advisement.

Elementary and middle school
Secondary school

Supervised Practica and Internships (12 hours)
Twelve (12) hours of school counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 680a, 680b Counseling Internship (6) (6)
CED 680c, 680d Counseling Internship (6) (6)

Curricular Electives (9 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination

Please consult with departmental office for dates of this examination.

PMC Requirements for the Post-Master's Certificates

in Couple and Family Counseling, Gerontological Counseling, School Counseling, or Advanced School Counseling

Corequisite hours are required for students whose Master's degree was not completed in a CACREP-accredited counseling program. Students need to enroll in regular department courses in order to fulfill these corequisites. Corequisite courses and Certificate courses typically are offered during the morning and afternoon hours.

COUPLE AND FAMILY COUNSELING (21 HOURS)

Internship involves a 300-hour supervised experience across one semester in an appropriate setting.

Required Course Work

CED 690[1] Counselors Working with Families (3)
*CED 691[1] Advanced Clinical Topics in Couple and Family Counseling/Therapy (3)
*CED 691 Advanced Clinical Topics in Couple and Family Counseling/Therapy (3)
CED 680c Counseling Internship (6 - marriage and family counseling setting)

*CED 691 must be taken twice as a required course and may be repeated for credit as an elective course when the topic varies. CED 691 may be repeated for up to 12 hours credit.
[1]Denotes courses that must be completed successfully before a student can enroll in internship.

Electives

A minimum of two electives (6 semester hours), selected under advisement, must be completed.

Note: Some counseling courses have a one-hour corequisite counseling practicum; hours for that practicum do not count towards the 18 hours required for the Certificate.

GERONTOLOGICAL COUNSELING (18 HOURS)

Internship involves a 300-hour supervised experience across one semester in an appropriate setting.

Required Course Work

CED 672[1] Counseling for Middle and Later Life (3)
CED 680c Internship (6 - gerontological counseling setting)

[1]Denotes courses that must be completed successfully before a student can enroll in internship.

Electives

A minimum of three electives (9 semester hours), selected under advisement, must be completed.

Note: Some counseling courses have a one-hour corequisite counseling practicum; hours for that practicum do not count towards the 18 hours required for the Certificate.

SCHOOL COUNSELING (24 HOURS)

Internships involve a 600-hour supervised experience across two semesters in an appropriate setting.

Required Course Work - Elementary/ Middle School

CED 648[1] Foundations of School Counseling (3)
*CED 677 School Certification (3 - taken in conjunction with CED 648) **or** CED 653 Practicum in Counseling (1)
CED 641 Counseling Children (3)
CED 680c Counseling Internship (6 - school counseling setting)
CED 680d Counseling Internship (6 - school counseling setting)
SES 540[1] Introduction to Exceptional Individuals (3)

Required Course Work - Secondary School

CED 648 Foundations of School Counseling (3)
*CED 677 School Certification (3 - taken in conjunction with CED 648) **or** CED 653 Practicum in Counseling (1)
CED 671 Understanding and Counseling Adolescents (3)
CED 680c Counseling Internship (6 - school counseling setting)
CED 680d Counseling Internship (6 - school counseling setting)
SES 540 Introduction to Exceptional Individuals (3)

*These courses do not count towards the 18 hours required for the Certificate.
[1]Denotes courses that must be completed successfully before a student can enroll in internship.

Electives

A minimum of one elective (3 semester hours), selected under advisement, must be completed.

Note: Some counseling courses have a one-hour corequisite counseling practicum; hours for that practicum do not count towards the 18 hours required for the Certificate.
Note: This Certificate would be classified as a licensure-only program at the graduate level.

ADVANCED SCHOOL COUNSELING (12 HOURS)

The Department of Counseling and Educational Development offers an online advanced school counseling certificate designed to allow fully licensed, practicing school counselors with at least 2 years experience as a school counselor to move from the "M" level license to the "S" level license. All students take the required **12** hours of coursework.

CED 661 Group Counseling in Schools (3)
CED 662 Multicultural Considerations in School Counseling (3)
CED 663 School Counselors as Consultants in Educational Settings (3)
CED 664 Advanced Contemporary Topics in School Counseling (3)

EdD or PhD Requirements for the Doctor of Education or Doctor of Philosophy in Counseling

The Department of Counseling and Educational Development offers a graduate program of study leading to the Ph.D. or Ed.D. degree. The Ph.D. and Ed.D. programs require a minimum of **60** semester hours beyond the master's or, for those students entering the program in the M.S./Ph.D. enrollment option, a minimum of **108** semester hours beyond the baccalaureate degree. Students enrolling in the M.S./Ph.D. option must hold an appropriate baccalaureate degree combined with superior ability and a high level of motivation and dedication to learning. After completing the M.S. degree, M.S./Ph.D. students continue study toward the Ph.D. contingent on strong progress throughout their previous course work. Because entry-level (master's level) preparation programs vary, the doctoral program requirements are cumulative from the baccalaureate degree for entering Ph.D. students who have completed a master's degree program at another institution. The doctoral program focuses on developing professional competencies of the student through advanced study of theory and practice of counseling as it relates to research, the behavioral sciences, and supervision.

Required Core Areas

Human Growth and Development
Counseling individuals at all developmental levels (prerequisite).

Social and Cultural Diversity
Counseling in a multicultural and diverse society (prerequisite).

Professional Core (15 hours required)
CED 756 Advanced Counseling Theory and Practice (3)
CED 760 Seminar: Consultation in Human Service Settings (3)
CED 774 Career Counseling (3)
CED 777a Seminar in Counseling: Clinical Assessment (3)
CED 781a Counseling Internship Supervision (3)

Cognate (12 hours as advised)
To be selected under advisement from social and behavioral sciences.

Specialized and Environmental Curricular Studies (minimum 3 hours)
Course work in this area focuses on the institution or agency setting in which the student plans to specialize (i.e., community counseling, marriage and family counseling, gerontological counseling, student development in higher education, or school counseling). Courses are selected from listings under the program or one of its relevant specializations.

Community Counseling
Child and youth settings
Community mental health settings
Employment settings
Family settings
Older adult settings
Organizational development/business and industrial settings
Public offender settings
Substance abuse settings
Sports counseling settings (students should meet with faculty in Exercise and Sport Science to plan course of study.)

Student Development in Higher Education

School Counseling
Elementary and middle school
Secondary school

Supervised Practica and Internships (12 hours)
Twelve (12) hours of counseling internship across two (2) semesters, plus practicum experiences across the curriculum as required in the Schedule of Courses/prerequisite of 600 hours of internship plus practicum.

CED 653 Practicum in Counseling (1)
CED 780a, 780b Advanced Counseling Internship (6) (6)
CED 781b Counseling Supervision (3)

Research Techniques (15 hours above the M.S. level)

Curricular Electives (3-6 hours)

Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship. Additionally, it is expected that students will successfully complete CED 757 Internship in University Teaching in Counseling and/or CED 781b Counseling Supervision.

Comprehensive Examination

Requires consultation with major advisor concerning format and dates of this examination.

Dissertation (12 hours)

It is expected that doctoral students will be continuously enrolled in course work until graduation. Students will maintain continuous enrollment after course work has been completed by enrollment in CED 775 Directed Doctoral Research.

CED Counseling and Educational Development Courses

506 Institutes in Education (1-3)
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. (Graded on S-U basis)

574 Contemporary Topics in Counseling (3:3)
Course designed to study issues, problems, or new approaches in helping relationships. Emphasis is placed on current topics.

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

602 Student Development in Higher Education (3:3)
Pr. or coreq. 610 or permission of instructor. Coreq. 653
Study of development services. Areas such as admissions, orientation, career counseling, academic advising, student activities, housing, and financial aid are reviewed. (Formerly CED 579. Students who took this course as CED 579 are **not** eligible to take CED 602 and receive credit.)

603 The American College Student (3:3)
Pr. 602 or permission of instructor
Overview of the postsecondary student; academic characteristics, socioeconomic background, finances, self-concept, interests, peer-group influences, personality characteristics, developmental tasks, and reasons for attending college, reactions to college, choice of vocation, major field of study, freedom and authority, educational and occupational aspirations, and dropouts.

605 Counseling Diverse Populations (3:3)
Pr. or coreq. 610 and counseling major. Coreq. 653
Examination of substantive and theoretical issues concerning counseling diverse populations. Includes study of counseling issues relevant to race/ethnicity, gender, sexual orientation, and other diversity topics. (Formerly CED 505. Students who took this course as CED 505 are **not** eligible to take CED 605 and receive credit.)

610 Helping Relationships (3:3)
Coreq. for counseling majors 653
Fundamental principles of providing a helping relationship through counseling and interviewing are integrated in a conceptual framework for subsequent professional studies in counseling and guidance. Personal and professional development through skills training in techniques.

611 The Counselor as Scientist-Practitioner (3:3)
Pr. counseling major
Ways in which counselors can demonstrate accountability in a broad range of settings and from a variety of theoretical perspectives.

612 Developmental Counseling (3:3)
Pr. 610, 620; counseling major. Pr. or Coreq. human development/developmental psychology or equivalent or permission of instructor. Coreq. 653
Developmental theories and processes of individuals, families, and groups form the basis for understanding and applying techniques of developmental assessment and intervention. Cognitive-developmental approaches are emphasized.

620 Counseling Theories and Practice (3:3)
Pr. 610 and counseling major. Coreq. 653
Basic understanding of various counseling theories, procedures, and techniques. Practice in these areas will lead to a clearer understanding of student's own counseling technique.

640 Research Practicum in Counseling and Personnel Services (3:3)
Pr. ERM 617, ERM 604, or equivalent courses
Data-based research problems of special interest in counseling and development. Work must demonstrate the ability to organize and conduct a research project.

641 Counseling Children (3:3)
Pr. 610, 620, and/or permission of instructor. Coreq. 653
Case conceptualization and intervention strategies for working with young children in school and community settings, with an emphasis on play therapy and behavioral interventions. (Formerly CED 576. Students who took this course as CED 576 are **not** eligible to take CED 641 and receive credit.)

642 Substance Abuse Counseling (3:3)
Pr. or Coreq. 610 or permission of instructor. Coreq. 653
Counseling intervention strategies related to prevention, substance use, abuse and dependency will be emphasized. Etiology, assessment, and professional counseling concerns discussed.

644 Counseling in Community Settings (3:3)
Pr. or coreq. 610; counseling major. Coreq. 653
Theoretical and applied information for counselors working in community settings. Explores mental health counseling delivery systems and various counseling procedures and techniques related to community counseling.

645 Mental Health Issues for Genetic Counselors (3:3)
Pr. matriculation to fourth semester of the M.S. in genetic counseling
Overview of mental health-related theories and constructs relevant to genetic counseling. Development of interviewing skills and strategies. Focus on professional self-awareness, with emphasis on demands of professional practice.

647b Consultation in Counselor Education: Theory and Process (3:3)
Pr. 610 and counseling major. Coreq. 653
Skill development in consultation. Intended for master's degree students in counseling and development.

648 Foundations of School Counseling (3:3)
Pr. or coreq. 610 and counseling major. Coreq. 653
The role and functions of school counselors, including their work with students, teachers, administrators, and parents, as well as their complimentary relationships with other student services personnel.

650 Group Counseling Theory and Practice (3:3)
Pr. 610, 620, and counseling major. Coreq. 653
Develop understanding and skills in the theory and practice of group work, the relationship of group activities to counseling, and fundamental group counseling techniques.

653 Practicum in Counseling (1:1)
Pr. counseling major
Skill development and application of theory to practice in counseling, assessment and consultation through supervised work with clients in a laboratory setting. (Graded on S-U basis)

661 Group Counseling in Schools (3:3)
Pr. admission to the Post-Master's Certificate Program in Advanced School Counseling
Practical considerations and approaches to developing and implementing group counseling experiences in K-12 schools.

662 Multicultural Considerations in School Counseling (3:3)
Pr. admission to the Post-Master's Certificate Program in Advanced School Counseling
Influence of diversity on the student's role as school counselor. Racial identity, self-awareness, diversity knowledge, and multicultural counseling skills.

663 School Counselors as Consultants in Educational Settings (3:3)
Pr. admission to the Post-Master's Certificate Program in Advanced School Counseling
Consultation methods for school counselors working with parents and teachers in a collaborative, strength-based approach. Strategies for improving student interaction in educational settings.

664 Advanced Contemporary Topics in School Counseling (3:3)
Pr. admission to the Post-Master's Certificate Program in Advanced School Counseling
Current topics affecting school counselors: the impact of leadership and advocacy, the ASCA National Model, and ethics and legal issues.

669 Career Development (3:3)
Pr. 610, 620, and counseling major Coreq. 653
Theories and research in career development and the application of counseling and guidance materials and procedures to career development.

671 Understanding and Counseling Adolescents (3:3)
Pr. or coreq. 610 or permission of instructor. Coreq. 653
Contemporary adolescence; theories of psycho-social, cognitive, emotional and moral development, combined with selective readings on adolescent problems, and evaluating the implications of these ideas for developing more effective approaches in working with adolescent youth.

672 Counseling for Middle and Later Life (3:3)
Pr. or coreq. 610; permission of instructor. Coreq. 653
Theories of middle and late-life development and counseling theories are integrated to develop understanding of persons in middle and later life and for selecting appropriate counseling interventions to meet their needs.

673 Group Process and Leadership (3:3)
Pr. 610, 620, 650, and/or permission of instructor. Coreq. 653
Develop advanced understanding and skills related to group leadership, group process and dynamics, and structured interventions appropriate to groups in a variety of settings.

676a-g Organization and Administration of Student Development Services (3:3)
Pr. 602; counseling major
Organizing and administering student development services for postsecondary institutions of varying types and sizes; process and function of management in student development, student financial aid, student union programming and management, residential life, admissions, career counseling and placement, student development services.

677 School Certification (3:3)
Required of all counselor education students who wish to be certified as public school counselors but lack a North Carolina Class Standard Professional I Teacher's Certificate. Includes seminar classes and a minimum of seventy-five (75) clock hours of supervised experiences conducted in public school settings. (Graded on S-U basis)

678 Professional Orientation (3:3)
Pr. counseling major
Goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselor and other personnel services specialists.

680a-d Counseling Internship (6:0:20)
Pr. advanced standing and recommendation by the major professor
On-the-job experience for counselors totaling a minimum of 600 hours over a one-year period. (Graded on S-U basis)

682 Application of Measurement and Clinical Appraisal Techniques (3:3)
Pr. counseling major. Coreq. 653
Practical experience in administering and interpreting evaluative techniques of appraisal.

687 Diagnosis and Treatment Planning in Counseling (3:3)
Pr. 610, 644 and counseling major. Coreq. 653
Provides the skills needed to diagnose accurately and effectively and to develop a comprehensive treatment plan. Strong emphasis on understanding and evaluating the Diagnostic and Statistical Manual of Mental Disorders.

688 Contemporary Problems Seminar (1-3)
Pr. advanced master's or doctoral standing, or permission of instructor
Specific course title identified each semester by subscript, e.g., Contemporary Problems Seminar; Issues in Professional Counseling. May be repeated for credit when topic varies.

690 Counselors Working with Families (3:3)
Pr. 610, 620. Coreq. 653
Advanced work of counselors who work with families and are interested in school age children. Clinical skills including assessment, treatment planning, and skills and techniques.

691 Advanced Clinical Topics in Couple and Family Counseling/Therapy (3:3)
Pr. 690 or permission of instructor. Coreq. 653
Advanced seminar in the scientific foundations for practice of couple and family counseling/therapy. May be repeated for credit when topic varies.

692 Independent Study (1-4)
Pr. permission of instructor
Guided readings, research, and individual project work under direction of a staff member.

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

756 Advanced Counseling Theory and Practice (3:3)
Pr. 610, 620, doctoral standing, or permission of instructor. Coreq. 653
In-depth study and supervised experiences. Focused upon one or more theoretical approaches to counseling. Extends student's understanding of the theoretical basis and develops competence in techniques.

757 Internship in University Teaching in Counseling (3:3)
Pr. permission of instructor
Supervised teaching in the area of counseling and development in a college or university setting.

760 Seminar: Consultation in Human Service Settings (3:3)
Pr. doctoral standing or permission of instructor. Coreq. 653
Theory, research, and skill development in consultation. Intended for doctoral students who plan to work in educational and human service settings.

774 Career Counseling (3:3)
Pr. 669 or permission of instructor. Coreq. 653
Interrelationships between career development theories and counseling theories. Career guidance procedures and materials applicable across the life span; supervised practice with their use in career counseling is provided.

775 Directed Doctoral Research (3)
Pr. advanced doctoral standing or permission of instructor
Individual work on research problems consisting of collection, analysis, critical review, integration, and interpretation of research literature on a topic. May be repeated for credit.

777a-d Seminar in Counseling (3:3)
Pr. advanced doctoral standing in counselor education and recommendation of doctoral adviser.
Contemporary issues and trends, relevant research, professional problems, and the individual needs and interests of enrolled students. Second semester (777b) on student research and the identification and preparation of doctoral dissertation studies.

780a-d Advanced Counseling Internship (6:0:20)
Pr. 756 or 774
In-depth supervised field experience for advanced doctoral students in counselor education. Concentrated practice in individual, group, family, and/or consultation modes of counseling with individual faculty supervision in selected clinical settings. (Graded on S-U basis)

781a-e Counseling Supervision (3:3)
Pr. advanced doctoral standing and recommendation by the major professor
Counseling supervision theories, models, interventions, and relationship issues; ethical and legal considerations. Didactic and/or supervised experiences.
(781b-d graded on S-U basis)

799 Dissertation (1-12)
Individual direction in the development and execution of a doctoral dissertation.

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of *Curriculum and Instruction*

336 Curry Building • (336) 334-3437
www.uncg.edu/cui

Professors

Ceola Ross Baber, Ph.D.
Equity education, secondary education, social studies curriculum and instruction.

Gerald G. Duffy, Ed.D.
Reading strategy instruction, teacher development (William Moran Distinguished Professor).

Colleen Fairbanks, Ph.D.
Adolescent literacy, literacy and identity, teacher knowledge and development, writing instruction.

Bert Goldman, Ed.D.
College student retention, unpublished experimental mental measures.

Barbara B. Levin, Ph.D.
Teacher education, pedagogical thinking, technology education for teachers and children, case-based teaching, problem-based learning, social studies curriculum (Assistant Chair of Department and Director of Graduate Study).

Catherine E. Matthews, Ph.D.
K-12 science education and environmental education.

Samuel D. Miller, Ph.D.
Literacy development, student motivation, teacher education (Chair of Department).

Dale H. Schunk, Ph.D.
Social cognitive learning, self-regulation, motivation.

A. Edward Uprichard, Ph.D.
Mathematics education (elementary and middle grades), teacher education, leadership.

Associate Professors

Francine R. Johnston, Ed.D.
Early literacy, integrated language arts, children's literature, spelling.

Deborah J. Taub, Ph.D.
Identity development of traditional age college students and professional preparation in student affairs.

Assistant Professors

David F. Ayers, Ed.D.
U.S. community college, politics of higher learning, college and university organization.

Heidi B. Carlone, Ph.D.
Anthropology of science education, equity in science education, science curriculum.

Jewell Cooper, Ph.D.
Equity education, ethnic identity development, community-based learning in preservice teacher education.

Beverly Faircloth, Ph.D.
Educational psychology, student motivation and development, sense of school belonging.

Kathryn Prater, Ph.D.
Early literacy, ESL literacy and preservice teacher education.

Kerri Richardson, Ph.D.
Mathematics education, teacher education, mathematics curriculum, curriculum theory.

Graduate Programs in Curriculum and Instruction

- Post-Baccalaureate Certificates

  Computer Education (jointly with Library & Information Studies)

  Teaching English as a Second Language

- M.Ed.
  Curriculum and Instruction with concentrations in:

  Chemistry
  Elementary Grades
  ESL
  French
  Instructional Technology
  Mathematics
  Middle Grades
  Reading
  Science
  Social Studies
  Spanish

  Educational Supervision

  Student Personnel Administration in Higher Education

- Post-Master's Certificate
  College Teaching, Learning, and Leadership

- Ph.D.
  Curriculum and Teaching with concentrations in:

  Teacher Education and Development

  Higher Education

Graduate programs in the Department of Curriculum and Instruction include Master of Education degrees in curriculum and instruction and student personnel administration in higher education and a Doctor of Philosophy in curriculum and teaching with a concentration in either teacher education and development or higher education. Post-Baccalaureate Certificates in teaching English as a second language and in computer education, which is offered jointly with the Department of Library and Information Studies, and a Post-Master's Certificate in college teaching, learning, and leadership are offered.

The Master of Education in curriculum and instruction offers eleven concentrations that culminate with the development of an Advanced Competencies Portfolio, providing eligibility for candidates to earn "M" licensure. Six of the concentrations—elementary education, middle grades education, social studies education, science education, Spanish education, and French education—offer two tracks, a Classroom Practice Track and a Teacher Leadership Track. The other four concentrations—reading education, English as a second language, mathematics education, and chemistry education—offer only the Teacher Leadership track. All concentrations and tracks require **39** semester hours for the master's degree.

The Classroom Practice Track is designed for candidates who have a bachelor's degree but did not pursue teacher education or licensure as an undergraduate. All concentrations in this track will also have prerequisite or corequisite courses which are required for teaching licensure in North Carolina. *The prerequisite or corequisite courses must be completed before a candidate can be recommended for licensure*. A list of prerequisite or corequisite courses is available in the Student Advising and Recruitment Center (http://www.uncg.edu/soe/newsite/sarc/index.html) or the department's Web page at http://www.uncg.edu/cui.

The Teacher Leadership Track is designed for candidates who already hold the Standard Professional I license or initial license to teach and wish to pursue more advanced study in a field of education.

The Instructional Technology concentration is designed for teachers and other candidates who wish to focus their studies on instructional technology as it relates to curriculum and instruction. The Instructional Technology Specialist—Computers (077) licensure is attached to this concentration.

Field experiences (school-based activities) are required across the curriculum of the M.Ed. programs.

The Master of Education in student personnel administration in higher education prepares students to implement transformative and integrated learning experiences in college, university, and other post-secondary settings. Students complete classes in foundation studies, professional studies, assessment and research, and a coherent sequence of supporting studies.

For more information on a specific concentration or track contact the Student Advising and Recruitment Center (SARC) at (336) 334-3410 or visit the department's Web page at http://www.uncg.edu/cui.

PBC Requirements for the Post-Baccalaureate Certificate
for Special Endorsement in Computer Education

The Department of Library and Information Studies and the Department of Curriculum and Instruction jointly offer a graduate program of study leading to an **18** hour Post-Baccalaureate Certificate. The certificate enables educators to work with students and other teachers to use computers in on-going instructional programs and to serve as a computer education leader for a school. Completion of the certificate allows students to fulfill requirements to apply for the NC endorsement for the position of Technology Facilitator. Applicants to the certificate program must currently hold NC teaching license and meet graduate school standards for admission and retention.

Requirements (18 hours)

CUI 610	Integrating Technology into Subject Matter Instruction (3)
LIS 631	Emerging Technological Trends in Information Access (3)
LIS 632	Managing School/Library Computer Laboratories (3) **or** LIS 630 Computer-Related Technologies for Information Management (3)
LIS 635	Media Production Services for Library Programs (3)
CUI/LIS 672	Instructional Design (3)
SES 662	Assistive Technology for Inclusive Education (3)

PBC Requirements for the Post-Baccalaureate Certificate
in Teaching English as a Second Language

The Department of Curriculum and Instruction offers a graduate program of study leading to an **18** hour Post-Baccalaureate Certificate in teaching English as a second language. The certificate is intended for those with a bachelor's degree in any field and documented evidence of having studied a foreign language. The curriculum is designed to develop the knowledge, skills, and dispositions of those who are currently teaching or desire to teach language-minority adults and children to understand, speak, read, and write English in a variety of community, educational, and business settings.

Required Courses (15 hours)

CUI 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
CUI 526 Teaching English as a Second Language (3)
CUI 605 Developmental Pscyholinguistics (3)
CUI 613 Linguistics for ESL Teachers (3)
ENG 660 Modern Language Theory (3)

And one of the following literacy courses:

CUI 614 Word Study (3)
CUI 615 Literacy in the Early Years (3)
CUI 616 Literacy Development and Instruction Across the Grades (3)

MEd Requirements for the Master of Education
in Curriculum and Instruction with Various Concentrations

ALL CONCENTRATIONS
(unless otherwise noted)

Core Courses (9 hours)

CUI 545 Diverse Learners (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
ERM 605 Educational Measurement and Evaluation (3) (Students in a Teacher Leadership Track may choose between ERM 605 or ERM 604 Methods of Educational Research (3))

Advanced Competencies Portfolio and Other Required Culminating Experiences

For some tracks, a technology portfolio and PRAXIS exams are necessary for licensure and graduation, while for others only the Advanced Competencies Portfolio and a possible assessment day are required.

CHEMISTRY EDUCATION

Teacher Leadership Track (39 hours)

Pedagogical Expertise
CHE 602 Graduate Seminar (2)
CHE 680 Research Problems in Chemistry (6)
7-10 hours of advanced courses in chemistry selected after needs assessment and under advisement from the Department of Chemistry
CUI 632 Trends and Teaching Practices and Curriculum in Secondary School Science (3)

Professional Development/Leadership
CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)

ELEMENTARY EDUCATION

Classroom Practice Track (39 hours)

Pedagogical Expertise
CUI 517 Literacy I: Reading and Writing in the Primary Elementary Grades (3)
CUI 518 Mathematics in the Elementary and Middle Schools (3)
CUI 519 Science in the Elementary School (3)
CUI 520 Social Studies in the Elementary School (3)
CUI 521 Literacy II: Reading and Writing in the Intermediate Elementary Grades (3)
CUI 622 Differentiated Instruction (3)

Professional Development/Leadership
CUI 650 The Interaction of Classroom Management and Instruction (3)
CUI 680a Clinical Experience in Teaching (6)
CUI 680b Clinical Experience in Teaching Seminar (3)

Teacher Leadership Track (39 hours)

Pedagogical Expertise
CUI 622 Differentiated Instruction (3)
15 hours selected on basis of approved plan of study

Professional Development/Leadership
CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (6) (taken as two sequential separate offerings)

ENGLISH AS A SECOND LANGUAGE

Teacher Leadership Track (39 hours)

Core Courses
CUI 646 Introduction to Equity Education (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
ERM 605 Educational Measurement and Evaluation (3) or ERM 604 Methods of Educational Research (3)

Pedagogical Expertise

CUI 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
CUI 603 Literacy for English Language Learners (3)
CUI 604 Applied Linguistics for ESL Teachers (3)
CUI 618 Teaching English as a Second Language (3)

6 hours electives under advisement to include literacy courses such as CUI 614, 615, 616, or 640

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (6) (taken in final year)

Add-on Licensure in English as a Second Language (15 hours)

CUI 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
CUI 603 Literacy for English Language Learners (3)
CUI 604 Applied Linguistics for ESL Teachers (3)
CUI 614 Word Study
CUI 618 Teaching English as a Second Language (3)

Licensure Process

Before completing all coursework, students seeking NC licensure in English as a Second Language are required to pass the PRAXIS specialty area exam in English as a Second Language (20360).

Upon satisfactory completion of these courses, student may make application for licensure with The Teachers Academy Certification Officer in 319 Curry.

FRENCH EDUCATION

Classroom Practice Track (39 hours minimum)

Pedagogical Expertise

FRE 507 Teaching French Through French Literature (3) **or** FRE 511 The Practice of French Translation and Interpretation (3) **or** FRE 615, 616 Advanced Composition for Graduate Students (3) (3)
FRE 532, 533 French Civilization (3) (3) **or** FRE 557 Advanced Topics in French Literature (3) (if the topic is Paris)
Three courses from French literature and/or film (director/author and/or film genre) at the 500-level and above
CUI 527 Teaching Second Languages in the Elementary/Middle Schools (3)
CUI 552 Teaching Practices and Curriculum in Foreign Languages (3)

Professional Development/Leadership

CUI 638 Seminar in Secondary Education (3)
CUI 680a Clinical Experience in Teaching (6)
CUI 680b Clinical Experience in Teaching Seminar (3)

Teacher Leadership Track (39 hours)

Pedagogical Expertise

FRE 507 Teaching French Through French Literature (3) **or** FRE 511 The Practice of French Translation and Interpretation (3) **or** FRE 615, 616 Advanced Composition for Graduate Students (3) (3)
FRE 532, 533 French Civilization (3) (3) **or** FRE 557 Advanced Topics in French Literature (3) (if the topic is Paris)
Three courses from French literature and/or film (director/author and/or film genre) at the 500-level and above
CUI 622 Differentiated Instruction (3)
CUI 633 Trends in Teaching Practices and Curriculum in Foreign Languages (3)

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)

INSTRUCTIONAL TECHNOLOGY

Teacher Leadership Track (39 hours)

Pedagogical Expertise

CUI 610 Integrating Technology into Subject Matter Instruction (3)
CUI 644 Supervised Practicum in Curriculum and Instruction (3)
CUI/LIS 672 Instructional Design (3)
LIS 631 Emerging Technological Trends in Information Access (3)
LIS 632 Managing School/Library Computer Laboratories (3) **or** LIS 630 Computer-Related Technologies for Library Management (3)
LIS 635 Media Production Services for Library Programs (3)
SES 662 Assistive Technology for Inclusive Education (3)

Professional Development/Leadership

CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)
CUI/LIS 674 Seminar: Issues and The Virtual Community (3) **or** CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute

MATHEMATICS EDUCATION

Teacher Leadership Track (39 hours)

Pedagogical Expertise

Five courses selected from the following list and under advisement from the Departments of Mathematical Sciences and Curriculum and Instruction: MAT 513, 514, 516, 517, 518, 519, 531, 532, 540, 545, 546, 549, 591, 592, 595, 596, 631, 632, 647, and 648
CUI 622 Differentiated Instruction (3) **or** CUI 665 Diagnosis and Corrective Teaching in Mathematics (3)
CUI 630 Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3) **or** CUI 664 Teaching Problem Solving (3) **or** CUI 668 Seminar in Mathematics Pedagogy (3)

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)

MIDDLE GRADES EDUCATION

Classroom Practice Track (39 hours)

Pedagogical Expertise

CUI 535 Literacy in Content Areas (3)
CUI 626 Middle Grades Curriculum and Instruction (3)
CUI 634 Seminar in Middle Grades Education (3 - with internship)
6 hours content
3 hours methods

Professional Development/Leadership

CUI 650 The Interaction of Classroom Management and Instruction (3)
CUI 680a Clinical Experience in Teaching (6)
CUI 680b Clinical Experience in Teaching Seminar (3)

Teacher Leadership Track (39 hours)

Pedagogical Expertise

CUI 622 Differentiated Instruction (3)
CUI 626 Middle Grades Curriculum and Instruction (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
Content courses (12)

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 675 Teacher as Researcher (6) (taken as two separate offerings)

READING EDUCATION

Teacher Leadership Track (39 hours)

Pedagogical Expertise

CUI 615 Literacy in the Early Years (3)
CUI 616 Literacy Development and Instruction Across the Grades (3)
CUI 617a Diagnosis and Correction of Reading Problems (3)
CUI 617b Advanced Strategies in Diagnosis and Correction (3)
CUI 619 Research and Programs in Reading Education (3)
CUI 640 Writing Instruction in the Elementary and Middle Grades (3)
3 hour elective

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 675 Teacher as Researcher (6) (taken as two separate offerings)

Add-on Licensure in Reading

The add-on program in reading is designed for professionals who have already completed a master's program in education or who are currently enrolled in a master's program and would like additional licensure as a reading specialist. The program requires 18 hours of course work. Some of these hours may be completed as part of another master's program such as those offered by the Department of Curriculum and Instruction or the Department of Specialized Education Services.

Admission Process

Currently enrolled graduate students who wish to apply to the add-on licensure program before completion of their master's degree should consult with Dr. Francine Johnston in the Department of Curriculum and Instruction. They do not have to reapply to The Graduate School.

Licensed teachers seeking additional licensure as a reading specialist who are not currently enrolled in a master's program must have completed a master of education degree at UNCG or elsewhere. They must apply to The Graduate School and be accepted to the Reading Add-on Licensure Program.

Required Courses

CUI 615 Literacy in the Early Years (3)
CUI 616 Literacy Development and Instruction Across the Grades (3)
CUI 617a Diagnosis and Correction of Reading Problems (3)
CUI 640 Writing Instruction in the Elementary and Middle Grades (3)

Select two (2) courses from the following:

CUI 614 Word Study (3)
CUI 617b Advanced Strategies in Diagnosis and Correction (3)
CUI 619 Research and Programs in Reading Education (3)

SCIENCE EDUCATION

Classroom Practice Track (39 hours minimum)

Pedagogical Expertise

CUI 559 Teaching Practices and Curriculum in Science (3)
CUI 623 Environmental Education in the K-12 Classroom (3)
15 hours content courses

Professional Development/Leadership (9 hours)

CUI 638 Seminar in Secondary Education (3)
CUI 680a Clinical Experience in Teaching (6)
CUI 680b Clinical Experience in Teaching Seminar (3)

Teacher Leadership Track (39 hours)

Pedagogical Expertise

CUI 622 Differentiated Instruction (3)
CUI 632 Trends in Teaching Practices and Curriculum in Secondary School Science (3)
15 hours content courses, to include option in environmental education

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)

SOCIAL STUDIES EDUCATION

Classroom Practice Track
(39 hours minimum)

Pedagogical Expertise

CUI 553 Teaching Practices and Curriculum in Social Studies (3)

18 hours content courses (3-2-1 across 3 different social studies disciplines)

Professional Development/Leadership

CUI 638 Seminar in Secondary Education (3)
CUI 680a Clinical Experience in Teaching (6)
CUI 680b Clinical Experience in Teaching Seminar (3)

Teacher Leadership Track (39 hours)

Pedagogical Expertise

CUI 622 Differentiated Instruction (3)
CUI 631 Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3)

12 hours content courses, to include options in equity education and global education

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)

3 hours electives

SPANISH EDUCATION

Classroom Practice Track
(39 hours minimum)

Pedagogical Expertise

CUI 527 Teaching Second Languages in the Elementary/Middle Schools (3)
CUI 552 Teaching Practices and Curriculum in Foreign Languages (3)
SPA 532 Spanish Civilization (3) **or** SPA 534 Spanish-American Civilization (3)

Two 600-level Hispanic literature seminars

Two courses in Hispanic language and literature at the 500-level or above

(Coreq or prereq: SPA 416)

Professional Development/Leadership

CUI 638 Seminar in Secondary Education (3)
CUI 680a Clinical Experience in Teaching (6)
CUI 680b Clinical Experience in Teaching Seminar (3)

Teacher Leadership Track (39 hours)

Pedagogical Expertise

CUI 622 Differentiated Instruction (3)
CUI 633 Trends in Teaching Practices and Curriculum in Foreign Languages (3)
SPA 532 Spanish Civilization (3) **or** SPA 534 Spanish-American Civilization (3)

Two 600-level Hispanic literature seminars

Two courses in Hispanic language and literature at the 500-level or above

Professional Development/Leadership

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** ELC 697 Selected Critical Issues in American Education (3) **or** approved substitute
CUI 656 Teacher as Leader (3)
CUI 675 Teacher as Researcher (3)

MEd *Requirements for the Master of Education
in Educational Supervision

***For 2007-2008, no new degree candidates will be accepted.**

MEd Requirements for the Master of Education
in Educational Supervision with a Concentration in Instructional Design

This **36** hour program is designed for teachers and other candidates who wish a broad course of study related to curriculum and instruction. No licensure is attached to this concentration. The student's educational goals should be articulated with an advisor.

Foundation Courses (9 hours)

CUI 669 Educational Implications of Learning and Developmental Theory (3)
CUI 698 Human Development (3)
ELC 695 Comparative Education **or** ELC 696 Philosophies of Education (3) **or** ELC 697 Selected Critical Issues in American Education (3)

Research (6 hours)

ERM 604 Methods of Educational Research (3)
ERM 605 Educational Measurement and Evaluation (3)

Required Major Courses (12 hours)

CUI 622 Differentiated Instruction (3)
CUI 654 Teaching Models and the Analysis of Instruction (3)
ELC 615 Foundations of Curriculum (3)
LIS 672 Instructional Design (3)

Elective Major Courses (9 hours)

Electives must be selected with the prior approval of the advisor to address licensure needs or student interest.

MEd Requirements for the Master of Education
in Student Personnel Administration in Higher Education

The M.Ed. in student personnel administration in higher education prepares graduates to implement transformative and integrated learning experiences in college, university, and other postsecondary setting. In preparation for careers in college student personnel administration, graduate learners complete a minimum of **42** hours in foundation studies, professional studies, assessment and research, and a coherent sequence of supporting courses. The 42 hour requirement also includes an internship in college student personnel administration. Graduates may select supporting courses for an emphasis on adult learning.

Foundational Studies (9 hours minimum)

CUI 601 Foundations of College Student Personnel Administration (3)
CUI 661 Higher Education in the U.S. (3)
ELC 604 Moral Dimensions of Education (3) **or** ELC 661 Ethics in Education (3) **or** ELC 696 Philosophies in Education (3)

Professional Studies (18 hours minimum)

CUI 602 Theoretical Foundations of Higher Learning (3)
CUI 606 Administration of Higher Education (3)
CUI 627 Enrollment Management (3)
CUI 662 Curriculum in Higher Education (3) or CUI 600 The Community College (3)
CED 603 The American College Student (3)
One course in learning interventions, selected in consultation with advisor, such as CUI 663 Planning Programs in Postsecondary Education (3) **or** CUI 625 Academic Advising and Retention in Higher Education (3)

Assessment and Research (3 hours)

ERM 604 Methods of Educational Research (3)

Internship (3 hours)

CUI 690 Internship in Higher Education (3)

Supporting Courses (9 hours)

Students select a coherent sequence of supporting courses in consultation with the advisor.

Comprehensive Examination

Please consult with the Director of Graduate Study or departmental secretary for the dates of this examination.

EdS *Requirements for the Specialist in Education
in Higher Education

***For 2007-2008, no new degree candidates will be accepted.**

PMC Requirements for the Post-Master's Certificate
in College Teaching, Learning, and Leadership

The **15-hour** Post-Master's Certificate in college teaching, learning, and leadership is designed for current and future faculty and college student educators working in community colleges, baccalaureate-granting colleges, and universities. It is also intended for UNCG graduate students who have completed a minimum of 18 hours in their program and are in good standing with their department. Completion of the master's degree is required for the awarding of the certificate.

The program focuses on the planning, design, and implementation of collegiate learning experiences but also allows the pursuit of a broad range of interests related to learner differences, contexts for learning, transformative learning, academic leadership, and assessment and accountability.

Required Core Course (3 hours)

CUI 663 Planning Programs in Postsecondary Education (3)

Electives (12 hours)

Students select 12 hours from the following:

CUI 600 The Community College (3)
CUI 601 Foundations of College Student Personnel Administration (3)
CUI 602 Theoretical Foundations of Higher Learning (3)
CUI 606 Administration in Higher Education (3)
CUI 607 Adult Learning and College Teaching (3).
CUI 612 Current Issues in Higher Education (3)
CUI 662 Curriculum in Higher Education (3)

CUI 663 Higher Education in the U.S. (3)
CUI/LIS 672 Instructional Design (3)
CUI 745 Higher Education: Equity, Inclusion, and Learning (3)
CUI 748 Seminar in Student Cognition and Motivation (3)
CUI 750 Doctoral Proseminar in Higher Education (3)
CUI 752 The Law of Higher Education (3)
CUI 753 Accountability in Higher Education (3)
CUI 756 Public Policy in Higher Education (3)
CUI 759 College Teaching Practicum **or** discipline-based equivalent (3)
Other higher education courses selected under consultation with advisor.

PhD Requirements for the Doctor of Philosophy in Curriculum and Teaching

The Department of Curriculum and Instruction offers a graduate program of study leading to a Ph.D. in curriculum and teaching with a concentration in teacher education and development (**60** hours minimum) or higher education (**66** hours minimum). All students in the curriculum and instruction doctoral program are required to meet requirements in the areas of curriculum and instruction and research as described below. Additional course requirements are determined on an individual basis through planning by the student and his/her doctoral advisory/dissertation committee.

Required Core Courses (12 hours minimum)

All students must complete a required core of courses as denoted below (an asterisk denotes the required course which should be the first completed in the doctoral program):

Teacher Education and Development Concentration (12 hours)
CUI 654 Teaching Models and Analysis of Instruction (3)
CUI 748 Seminar in Cognition and Motivation (3)
CUI 750 Doctoral Proseminar in Curriculum and Instruction: Teacher Education (3)
One course from CUI, SES, LIS, or other area as approved by doctoral committee (3)

Higher Education Concentration (12 hours)
CUI 661 Higher Education in the U.S. (3)
CUI 662 Curriculum in Higher Education (3)
CUI 745 Higher Education: Equity, Inclusion and Learning (3) **or** CED 603 The American College Student (3)
CUI 750 Doctoral Proseminar in Curriculum and Instruction: Higher Education (3)

Research Requirements (21 hours minimum)

The research component must include both qualitative and quantitative research courses, plus an applied research component. Students are expected to acquire a deep understanding of the concepts of research and inquiry as they relate to curriculum and instruction. The knowledge base should include understanding of various research paradigms, criticisms of these paradigms, and the ability to conduct scholarly research.

The research component must include one doctoral-level statistics course and one doctoral-level qualitative methods course. ERM 680 can be counted in 21 hours.

The research component must include at least 6 hours of applied research courses. In the teacher education and development concentration, this requirement may be satisfied by taking CUI 775, Directed Doctoral Research, which may be repeated once for credit. In the higher education concentration students will complete CUI 790, Practicum: Applied Research in Higher Education, which may be repeated once for credit.

The remaining research courses will be selected with advice and approval of the doctoral committee.

Teacher Education and Development Concentration (15 hours minimum)

In the teacher education and development concentration, students will decide on courses in the curriculum and instruction concentration with the advice and approval of the doctoral committee. By carefully selecting courses, students may develop a focus in any of several areas including teacher education, elementary education, middle grades education, reading and literacy education, mathematics education, social studies education, science education, foreign language education, equity education, English as a second language/TESOL, or an interdisciplinary focus.

Higher Education Concentration (21 hours minimum)

In the higher education concentration, students take 21-27 hours, to be determined during consultation with the doctoral advisory/dissertation committee. Course work should be consistent with the concentration to include: higher education finance, higher education law, higher education policy, ethics, organizational development and management, higher education research and assessment, and college teaching.

Comprehensive Examination

Each candidate for the doctoral degree is required to successfully pass an oral and written comprehensive examination. Dates for this examination are determined by the student and the doctoral advisory/dissertation committee chair.

Dissertation (12 hours minimum)

Each candidate for a doctoral degree must prepare and present a dissertation that focuses on some aspect of teacher education or higher education, shows independent investigation, and is acceptable in form and content to the student's committee and The Graduate School.

CUI Curriculum and Instruction Courses

506 Institutes in Education (1-3)
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. (Graded on S-U basis)

516 Emergent Literacy and Literature (3:3)
Explores emergent literacy development in preschool/kindergarten setting and introduces the wide range of literature available for young children with emphasis on using books to stimulate language and cognitive development.

517 Literacy I: Reading and Writing in the Primary Elementary Grades (3:3)
Pr. admission to the M.Ed. in curriculum and instruction Classroom Practice Track, or permission of instructor
Course focuses on how children learn to read and what classroom teachers can do to facilitate their growth as readers in the primary grades.

518 Mathematics in the Elementary and Middle Schools (3:3)
Study of the current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching the fundamental operations.

519 Science in the Elementary School (3:3)
Course focuses on designing and developing science learning experiences for children in the biological, physical, earth, and space sciences. The nature of elementary school science and children's interests are considered. (Summer)

520 Social Studies in the Elementary School (3:3)
Course designed to help educators design and implement appropriate social studies instruction in the elementary school. Emphasis is given to program structure, instructional processes, and research developments. Specific attention is given to current emerging elements of the modern social studies program in the elementary school.

521 Literacy II: Reading and Writing in the Intermediate Elementary Grades (3:3:3)
Pr. admission to the M.Ed. in curriculum and instruction Classroom Practice Track and 517, or permission of instructor
Integrated reading and language arts course designed to prepare students to teach reading and writing in the elementary grades.

523 Legal, Historical, and Cultural Implications of English as a Second Language (3:3)
Pr. Standard Professional I licensure in another area or permission of instructor
Exploration of legal and historical bases of English as a Second Language. Analysis of differences among home and school cultures, especially related to language.

527 Teaching Second Languages in the Elementary/Middle Schools (3:3)
Pr. 545 and admission to teacher education program or permission of instructor
Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools.

530 Middle Grades Language Arts Education (3:3)
Pr. admission to middle grades education
Develops competencies in middle grades language arts instruction as related to adolescent learners. Emphases include practical and theoretical attention to best-practices, curriculum, assessment, and standards of practice.

535 Literacy in the Content Areas (3:3)
Pr. admission to teacher education or permission of instructor
Designed to prepare middle grades, secondary and special subject or content area teachers to work with students who exhibit a varitey of reading and writing levels.

545 Diverse Learners (3:3:2)
Pr. admission to advanced master's program in teacher education and/or admission to teacher education, or permission of instructor
Provides students with a broad base of knowledge and skills to increase their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies.

551 Teaching Practices and Curriculum in English (3:3:2)
Pr. 450 and admission to teacher education. Coreq. or pr. 470, or permission of instructor. Required of student teachers in English
Designed to acquaint prospective teachers with modern concepts and practices in English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening.

552 Teaching Practices and Curriculum in Foreign Languages (3:3:2)
Pr. 450, 545 and admission to teacher education. Coreq. or pr. 470, or permission of instructor
Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials.

553 Teaching Practices and Curriculum in Social Studies (3:3:2)
Pr. 450, 545 and admission to teacher education. Coreq. or pr. 470, or permission of instructor. Required of student teachers in social studies
Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation.

554 Middle Grades Social Studies Education (3:3)
Pr. admission to middle grades education concentration
Candidate competencies in middle grades social studies instruction. Emphases include practical and theoretical attention to curriculum development, planning, resources, standards, instructional strategies, and assessment.

555 Multicultural Education (3:3)
Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender.

557 Teaching Practices and Curriculum in Mathematics (3:3:2)
Pr. 450, 545 and admission to teacher education. Coreq. or pr. 470, or permission of instructor. Required of student teachers in mathematics
Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic.

559 Teaching Practices and Curriculum in Science (3:3:2)
Pr. 450, 545 and admission to teacher education. Coreq. or pr. 470, or permission of instructor. Required of student teachers in science
Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects.

560 Middle Grades Science Education (3:3:5)
Pr. admission to Middle Grades Education concentration (undergraduate or graduate classroom practice track) or lateral entry middle school science teachers who have not had a middle grades science methods course
Develops candidate competencies in middle grades science instruction as related to adolescent learners. Emphases include practical and theoretical attention to best practices, curriculum, assessment, and standards of practice.

561 Nature of Science/Science Education (3:3)
Study of nature of science, encompassing literature from history, philosophy, and sociology of science (science and technology studies). Includes discussion of this literature's influence on school science curriculum and instruction.

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

600 The Community College (3:3)
Development of the community college on the national and state levels, including objectives, organization, curricula, instruction, and services.

601 Foundations of College Student Personnel Administration (3:3)
Pr. admission to The Graduate School
Historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice. Learners articulate the inherent values of the profession as guided by key professional documents.

602 Theoretical Foundations of Higher Learning (3:3)
Pr. admission to The Graduate School
Learning as a comprehensive, holistic, and transformative experience integrating academic learning and student development. Overview of campus programs and services. Review of research on the impact of college on undergraduates.

603 Literacy Instruction for English Language Learners (3:3)
Pr. admission to M.Ed. in ESL or ESL add-on licensure program
Basic knowledge of theory and research in second language acquisition and literacy development and strategies and techniques for effective literacy instruction for English language learners.

604 Applied Linguistics for ESL Teachers (3:3)
Pr. admission to M.Ed. in ESL or ESL add-on licensure program
Linguistics theories on phonology, morphology, syntax, psycholinguistics and sociolinguistics; basic theories of second language acquisition; and application of the theories and models of applied linguistics in ESL classroom teaching.

605 Developmental Psycholinguistics (3:3)
Pr. one course in human development or child development, one course focusing on human learning, or permission of instructor. A course in linguistics is recommended.
Processes involved in the acquisition and development of a first language in the human species. Interrelations between psycholinguistics and cognition. Field work will include observations in a natural setting and in language testing situations.

606 Administration of Higher Education (3:3)
Pr. permission of instructor
Basic skills and theory of administrative behavior, organizational structure, governance and management of higher education; processes and factors influencing institutional decision making and higher education planning.

607 Adult Learning and College Teaching (3:3)
Alternative teaching models: their nature, curriculum foundations, relationship to the adult learner, analysis, and evaluation. Research on teaching and issues in faculty evaluation.

609 Methods of Teaching Computer Literacy and Computer Programming (3:3:3)
Content and method for teaching for computer literacy and computer programming and strategies for teaching these subjects. Designed for computer specialists, computer teachers, and regular classroom teachers. (Same as LIS 673)

610 Integrating Technology into Subject Matter Instruction (3:3:3)
Study of ways to integrate a variety of computer-based technologies for teaching and learning content in the K-12 curriculum. Designed for classroom teachers, computer teachers, and computer specialists.

611 Survey of Adult Education (3:3)
Survey of concepts and history of the professional field of adult education and affiliated fields. Examination of the role of the influencer or teacher of adults within today's context of accelerating cultural change.

612 Current Issues in Higher Education (3:3)
Identification and analysis of current issues with discussion of proposals for resolution.

613 Linguistics for ESL Teachers (3:3)
Designed for teachers pursuing advanced licensure in English as a Second Language. Focuses on understanding general linguistic concepts and their application to ESL pedagogy.

614 Word Study (3:3)
Designed to familiarize educators with underlying developmental theories and teaching strategies for word recognition, spelling, and vocabulary development. Special attention given to issues surrounding phonics.

615 Literacy in the Early Years (3:3)
Course gives experienced teachers an in-depth study of how children learn to read and how to facilitate growth as readers in primary grades. Emphasis on at-risk readers.

616 Literacy Development and Instruction Across the Grades (3:3)
Designed to give teachers a deeper understanding of the theories and research behind effective reading instruction for students beyond the primary grades.

617a Diagnosis and Correction of Reading Problems (3)
Pr. 615 and 616 and permission of instructor
Causes of reading disabilities, diagnostic instruments, standard and informal testing procedures, report writing, and materials and methods of instructing the atypical reader. Work with individual students or small groups identified as problem readers.

617b Advanced Strategies in Diagnosis and Correction (3)
Pr. 615 and 616 and permission of instructor
Further examination of atypical readers. Work with problem readers in a supervised, clinical context. Evaluation of formal and informal assessments, the generation of educational prescriptions, and the direction of assessment procedures.

618 Teaching English as a Second Language (3:3)
Pr. admission to M.Ed. in ESL or ESL add-on licensure program
Specific instructional methods and strategies to facilitate content area instruction and English language development for students who speak languages other than English.

619 Research and Programs in Reading Education (3:3)
Pr. minimum of 9 hours in reading education; 3 hours in research or statistics or permission of instructor
For students completing a master's program with a concentration in reading education or those entering into postmaster's work. Students encouraged to employ previously gained knowledge in seeking solutions to the problems facing the profession.

620 Theories of Reading and Writing Processes (3:3)
Current cognitive and social theories of reading processes and writing processes. Implications of applying those theories to the elementary and middle school curriculum.

621 Diagnosing Learning Difficulties in Elementary and Junior High School (3:3)
Procedures and techniques in diagnosing learning problems, especially in the language arts area. Emphasis placed on assessment and treatment procedures related to learning processes. Practical application stressed through contact with school-age children.

622 Differentiated Instruction (3:3)
Pr. admission to M.Ed. in curriculum and instruction; 545, 669, ERM 605, and a minimum of 15 hours in the pedagogical expertise area, or permission of instructor
Methods appropriate for assessing individual learning needs in a performance-based curriculum, and constructing, implementing, and evaluating a long-term instruction plan in specific content area(s).

623 Environmental Education in the K-12 Classroom (3:3)
Pr. 545, 669, ERM 605, or permission of the instructor
Teachers will design, conduct and evaluate environmental education activities in their K-12 classrooms. Course activities partially fulfill requirements for North Carolina environmental education licensure. Weekend field trip is required.

624 Elementary School Curriculum and Instruction (3:3)
Pr. 500-level course in elementary education
Curricular and instructional principles, processes, and designs applicable to children from early childhood to early adolescence. Current and emerging elements of the modern elementary school curriculum.

625 Academic Advising and Retention in Higher Education (3:3)
Addresses academic advising as a key element in the retention of college students; academic advising on the college campus.

626 Middle Grades Curriculum and Instruction (3:3)
Pr. permission of instructor
Curricular and instructional principles, processes, and designs applicable to students in the middle grades. Particular emphasis is given to exemplary middle school programs.

627 Enrollment Management (3:3)
Pr. CED 579 or permission of instructor
"Enrollment influences" including the institution's integrated efforts in marketing, recruitment, admission, and retention, etc.

628 Trends and Issues in Curriculum and Instruction (3:3)
Pr. admission to M.Ed. in curriculum and instruction, 545, 669, ERM 605; or permission of instructor
Examination of selected current trends and issues in curriculum and instruction, focusing on causes, intentions, and effects of policies at the local, state, and national levels. May be repeated for credit when topic varies.

630 Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3:3)
Pr. permission of instructor
Will familiarize teachers of grades 7-12 with the changes in content and methods of teaching secondary mathematics. May be repeated for credit when topic varies.

631 Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3:3)
Pr. permission of instructor
Historical development and objectives of social studies curriculum in schools; structure of individual disciplines in social studies, trends and new directions in curriculum, and implications of significant research in social studies curriculum and methodology. May be repeated once for credit when topic varies.

632 Trends in Teaching Practices and Curriculum in Secondary School Science (3:3)
Pr. permission of instructor
Curriculum developments in biology, chemistry, physics, and earth science at the secondary school level. New approaches to teaching-learning, problem solving, discovery methods of learning, concept learning, and learning by inquiry. May be repeated once for credit when topic varies.

633 Trends in Teaching Practices and Curriculum in Foreign Languages (3:3)
Pr. permission of instructor
Research in first and second language acquisition as it relates to second language teaching. Developments in foreign language curriculum and methodology. May be repeated once for credit when topic varies.

634 Seminar in Middle Grades Education (3:3)
Pr. completion of a course in middle grades curriculum and instruction
Will focus on the unique needs of students and teachers in middle level schools.

635 Reading in the Secondary School and Content Areas (3:3)
Pr. 664 or permission of instructor
Reading development; problems and procedures of teaching basic and mature reading skills to pupils in junior and senior high schools; explore implications of research for teaching, and identify problem areas.

637 Trends in Teaching Practices and Curriculum in Secondary School English (3:3)
Pr. permission of instructor
Developments in the teaching of English and analysis of current practices. Changes in curriculum and materials. May be repeated once for credit when topic varies.

638a, b Seminar in Secondary Education (3:3), (3:3)
Group analysis of selected problems. Individual student presentations of research done on topics related to that person's professional situation.

639 Global Education in the Curriculum (3:3)
Develop awareness of need for global education and skills and processes necessary for implementation in the curriculum.

640 Writing Instruction in the Elementary and Middle Grades (3:3)
Interrelates knowledge, research, and practice in teaching writing as a process in elementary and middle grades. Implementing the writing process across the curriculum.

644 Supervised Practicum in Curriculum and Teaching (3:3)
Pr. permission of instructor
Directed studies of curricular and instructional issues in a field setting. (Graded on S-U basis)

646 Introduction to Equity Education (3:3)
Designed to introduce concept of equity education (culture, race, ethnicity, socioeconomic status, language, gender, and exceptionality). Students acquire knowledge, skills, and dispositions necessary to create equitable environments in K-12 educational settings.

650 The Interaction of Classroom Management and Instruction (3:3)
Pr. permission of instructor
Competencies in motivating and increasing student learning through the development of positive interpersonal relationships in the classroom, effective classroom organization and instruction, and altering unproductive student behavior.

654 Teaching Models and the Analysis of Instruction (3:3)
Alternative models of instruction in elementary, secondary and non-school contexts: curriculum foundations, analysis and implications, observation systems, evaluation of teaching and teachers, and critical instructional issues.

655 Supervision of Instruction (3)
Supervision as curriculum and instructional leadership, focusing on the analysis and evaluation of instruction, generation of curriculum alternatives, interpersonal relationships between supervisor and supervisee, and strategies for the supervisory conference.

656 Teacher as Leader (3:3)
Pr. ERM 605 and 24 hours of M.Ed. course work, or permission of instructor
Study of leadership skills and best practices for teachers as leaders working with school, district, state and/or national initiatives and issues.

661 Higher Education in the U.S. (3:3)
Major problems and issues affecting contemporary higher education in the U.S. and their historical background.

662 Curriculum in Higher Education (3:3)
Pr. 600 or 601 or permission of instructor
Curricular patterns and processes in postsecondary educational institutions. Social, historical, and philosophical perspectives on current curricular trends and processes of change among various institutional types.

663 Program Planning in Postsecondary Education (3:3)
Review of classic, naturalistic, and critical programming models in adult and postsecondary education. Prepares faculty, trainers, and staff developers to translate felt needs into meaningful learning experiences.

664 Teaching Problem Solving (3:3)
Pr. admission to a graduate program, or permission of instructor
Survey of methods and materials for teaching problem solving and evaluating problem solving performance of students. Development of instructional programs on problem solving and assessment of their effects.

665 Diagnosis and Corrective Teaching in Mathematics (3:3)
Pr. successful completion in two mathematics courses (MAT 112 or higher) and one course in mathematics education, or permission of instructor
Techniques for diagnosing learning difficulties in mathematics in grades K-8. Design of instructional strategies to help students overcome difficulties. Attention to evaluation of remedial instruction.

667 Technology in Mathematics Education (3:3)
Pr. 664 or permission of instructor
Technologies used to learn mathematics and ways of incorporating those technologies into mathematics instruction.

668 Seminar in Mathematics Pedagogy (3:3)
Pr. 664 or equivalent, or permission of instructor
Analysis of alternative pedagogy for specific mathematics content, with design of instruction and assessment based on that analysis. May be repeated for credit; maximum of 6 hours applicable toward any degree.

669 Educational Implications of Learning and Developmental Theory (3:3)
How learning and developmental theories define the teacher's role as instructional leader, how curricular materials might be designed and used, and student learning and motivation.

670 Research in Mathematics Education (3:3)
Pr. successful completion of two courses in mathematics education, or permission of instructor
Research in mathematics instruction and learning; attention to synthesizing and identifying educational implications of research.

672 Instructional Design (3:3)
Components of the systems approach to instructional design. (Same as LIS 672)

674 Seminar: Issues and the Virtual Community (3:3)
Pr. permission of instructor
Major social and ethical issues emerging in the virtual community including those embraced by access, privacy, intellectual property, freedom of speech, institutional/social control, and evolving formats. (Same as LIS 674)

675 Teacher as Researcher (3:3:3)
Pr. ERM 605 and 24 hours of M.Ed. course work, or permission of instructor
Methods and skills for designing, conducting, interpreting, and applying action research, the systematic inquiry into curriculum, instruction, teaching, and learning. Course focuses on reflective inquiry and practical application of findings. May be repeated once for credit.

680a Clinical Experience in Teaching (6)
Pr. admission to M.Ed., Classroom Practice Track program, or permission of department
Supervised in-school clinical experience. Required full-time teaching.

680b Clinical Experience in Teaching Seminar (3)
Pr. admission to M.Ed., Classroom Practice Track program, or permission of department
Seminar focused on the ways students learn within the classroom and community context.

685 Supervision: Theory and Concepts (3:3)
Theories and practices in educational supervision; curriculum development and coordination, staff development and assessment, and organizational alternatives designed to improve both student and teaching functioning in schools.

688 Contemporary Problems Seminar (1-3)
Pr. advanced master's or doctoral standing, or permission of instructor
Specific course title identified each semester by subscript (e.g., Contemporary Problems Seminar; Issues in Professional Negotiations). May be repeated for credit when topic varies.

690 Internship in Higher Education (3)
Pr. must have completed 18 semester hours in the Plan of Study and permission of instructor
Provides experiential learning opportunities in six functional areas of higher education. Learners engage in professional work activities and explore career interests within business, student, and academic affairs, among others. (Graded on S-U basis)

692 Independent Study (1-4)
Pr. permission of instructor
Guided readings, research, and individual project work under direction of a staff member.

698 Human Development (3:3)
Selected works in social and biological sciences to determine basic psychological foundations of learning and human behavior and their application to the helping professions.

699 Thesis (1-6)
Individual guidance and direction in the development of a research problem in the master's degree thesis.

710 Human Development and Education (3:3)
Pr. 698 or permission of instructor
Major conceptual approaches to human development, current developmental research topics and their application to education.

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

726 Seminar in Curriculum Development in Middle Grades Education (3:3)
Pr. master's degree in middle grades education; 644, 654, 655 or permission of instructor
Current research in young adolescent development and curriculum development as it relates to improving middle grades education.

730 Qualitative Research Design in Curriculum and Instruction (3:3)
Pr. 750 or permission of instructor
Qualitative research design in curriculum and instruction, including its history, philosophy and nature. Includes discussion of types of qualitative research, assessment issues, and critical reading of qualitative research.

745 Higher Education: Equity, Inclusion, and Learning (3:3)
Review of theory and research on inclusion and equity in postsecondary education. Addresses skills, knowledge, and dispositions necessary for establishing culturally responsive learning environments.

748 Seminar in Student Cognition and Motivation (3:3)
Pr. 669 or permission of instructor
Current research findings in cognition and motivation as they apply to the development of various instructional approaches and activities.

750 Doctoral Proseminar in Curriculum and Instruction: Teacher Education or Higher Education (3:3)
Pr. admission to Ph.D. in curriculum and teaching
Overview of doctoral program in Teacher Education and Development or Higher Education. Introduction to inquiry and research design in curriculum, instruction, and higher education. First course in program.

751 Higher Education: Economics and Finance (3:3)
Pr. 606 and admission to Ph.D. in higher education, or permission of the instructor
Overview of economic context and implications for theory, policy, and practice. In-depth analysis of fiscal resources, expenditures, strategic planning, and resource allocation. Special emphasis on ethical decision-making and fiscal responsibility.

752 The Law of Higher Education (3:3)
Pr. 606 and admission to Ph.D. in higher education, or permission of instructor
Overview of law and implications for decision-making in higher education. Focus on constitutional, statutory, and case law. Prepares higher education leaders to proect individual rights of faculty, students, others.

753 Accountability in Higher Education (3:3)
Pr. 661 or permission of instructor
Overview of accountability issues related to assessment, accreditation, institutional effectiveness, and self-study processess for graduate students and faculty interested in teaching or administrative positions in postsecondary education.

754 Internship in Curriculum and Instructional Leadership (3:0:10)
Pr. minimum of 24 semester hours from courses included in the doctoral student's program of study including the following or their equivalent: 654, 655, 685; written verification by the student's doctoral committee that student is ready for internship
Directed internship in an appropriate curriculum and instructional leadership setting. Supervision provided by departmental faculty in collaboration with field-based mentors. May be repeated once for credit.

756 Public Policy in Higher Education (3:3)
Pr. 661 or permission of instructor
Overview of the roles of principal forces and actors in formulating federal and state policies related to access, affordability, and accountability in postsecondary education.

759 College Teaching Practicum (3:3)
Pr. advanced standing in the curriculum and teaching doctoral track and permission of instructor
Supervised experiences in teaching college level course(s).

765 Research in Equity Education (3:3)
Pr. 645 and 730 or other qualitative research methodology course or permission of instructor
Examines the research knowledgebase in equity education and facilitates the design of culturally sensitive studies. Particular emphasis on race/ethnicity, gender, and class issues related to the design of research studies that affirm equity and perpetuate social justice.

775 Directed Doctoral Research (3)
Pr. doctoral students in CUI and permission of instructor
Individual work on dissertation research problems: collection analysis, critical review, integration, and interpretation of research literature on a topic pertinent to the student's dissertation. May be repeated once for credit.

785 Research on Teaching and Teacher Education (3:3)
Pr. completion of ERM 604 or equivalent and one qualitative research methods course and admission to the doctoral program in curriculum and teaching; or permission of instructor
In-depth study of current trends and issues in research on teaching.

790 Practicum: Applied Research in Higher Education (3)
Pr. must have completed 36 semester hours in the Doctoral Plan of Study (including one methods course in qualitative research and one methods course in quantitative research) and permission of instructor
Complete an applied research project that addresses specific information needs of the cooperating institution. Learn to uphold the standards of the selected research methods. May be repeated once for credit. (Graded on S-U basis)

799 Dissertation (1-12)
Individual direction in the development and execution of a doctoral dissertation.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of *Dance*

323 Health and Human Performance Building
(336) 334-5570 • www.uncg.edu/dce

Professors

John Gamble
Choreography, lighting design and production, contact improvisation.

Larry E. Lavender, M.F.A., Ph.D.
Choreography, dance criticism, aesthetics, philosophy of dance.

Susan W. Stinson, Ed.D.
Curricular issues in dance/arts education, meaning-making, gender issues (Director of M.A. in Dance Education).

Jan E. VanDyke, Ed.D.
Choreography, social and economic issues in dance (Head of Department).

Associate Professors

Ann H. Dils, Ph.D.
Historical and cultural studies in dance (Director of Graduate Study).

Jill Green, Ph.D.
Dance education, somatics (body-mind practice), creativity, feminist and post-positivist research, socio-cultural issues of the body (Coordinator of Undergraduate Dance Education).

Eluza M. Santos, M.F.A., Ph.D.
Choreography, dance as cultural expression.

Assistant Professors

Duane Cyrus, M.F.A.
Dance technique, performance, and choreography. Interdisciplinary integration of theatre, technology, and dance. African-American dance and theatre history. Issues of representation in media and performance.

Robin M. Gee, M.F.A.
African and American dance, choreography, historical and cultural studies in dance.

Elizabeth J. Sullivan, M.F.A.
Choreography, somatic practices, application of alternative approaches to movement technique.

Academic Professional Associate Professor

R. Mitchell Fore, M.F.A.
Resident technical director and lighting designer.

Academic Professional Instructor

Frank Vulpi, M.F.A.
Music Coordinator.

Graduate Programs in Dance

- M.F.A.
  with concentrations in:
  Choreography
  Design
- M.A.
  Dance Education
  Dance with concentrations in:
  Choreography
  Design
  Dance Theories and Practices

The Department of Dance offers two graduate degrees, Master of Fine Arts and Master of Arts. Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and demonstrated proficiency and potential in dance.

The **60**-hour Master of Fine Arts program is normally completed over three years and culminates in a dance concert or project designed and carried out by the student with the support of faculty. Concentrations in choreography or design are available. Students develop and clarify their choreographic voices and deepen their understandings of dance making as a personal, aesthetic, cultural, and social process and product through guided investigations of choreographic methods, practices in coaching and performing movement, and theories and practices in dance research. The M.F.A. is a terminal degree commonly held by studio teaching faculty at the university level.

The Master of Arts in dance is a **36-39** hour degree. Options are available in choreography, design, dance education, or dance theories and practices. The M.A. in dance education, leading to North Carolina licensure for teaching K-12 dance, is available in a largely distance format.

MFA Requirements for the Master of Fine Arts
in Dance with Concentrations in Choreography or Design

The Department of Dance offers a graduate program leading to a **60** hour Master of Fine Arts degree with concentrations in choreography or design.

Requirements for all Concentrations
(6 hours)

DCE 610 Dance: The Phenomenon I (3)
DCE 611 Dance: The Phenomenon II (3)

Additional Requirements for Specific Concentrations

Choreography Concentration (54 hours)

DCE 505 Contemporary Dance: Aesthetic and Cultural Practice (3)
*DCE 560 The Dancer's Body (3)
DCE 624 Movement for Dance (three times - 3)
DCE 651 Studio Problems in Choreography (four times -12)
DCE 697 or 698 Master Production or Project (6)
Electives in Dance (DCE) (12)
**Additional electives (15), 9 hours of which must be outside of the department

Design Concentration (54 hours)

DCE 555 Technology in the Creation and Preservation of Dance Works (3)
DCE 624 Movement for Dance (3)
DCE 650 Dance Design Practicum (three times - 9)
DCE 697 Master Production (6)
Additional courses in the arts outside the Department (6)
**Additional electives (27), 9 hours of which must be outside of the department

*offered alternate years and every third summer
** As students select electives, note that DCE 661 and 662 are STRONGLY ADVISED; they are required for all TA's and all students who wish a teaching recommendation from the faculty.

First Year Review, Portfolio Review and Admission to Candidacy, Project Review

All M.F.A. students are reviewed by the dance faculty in the Spring semester of their first year. Faculty assess student progress and promise in their degree program and make recommendations for improvement. Students receive a letter from the Director of Graduate Study reporting faculty recommendations.

At the completion of at least 30 graduate credit hours, including three semesters of practica in the area of emphasis (DCE 650 or 651) and removal of all deficiences, M.F.A. students must undergo portfolio review and apply for admission to candidacy. Admission is based on a variety of criteria. A minimum overall 3.0 GPA is required to be admitted to candidacy. Students will submit a portfolio of work to the Director of Graduate Study, usually by December 1 of their third semester of study, for review by the Graduate Committee. See the Department's Graduate Handbook for portfolio contents and process.

Once the student has passed candidacy, completed two-thirds of the course work including DCE 610 and 611, and been in residence for at least two semesters, the student assembles a committee of at least three members of the Graduate Dance Faculty to review his or her culminating concert or project proposal. Proposal guidelines are included in the Graduate Handbook. When the Committee has approved the proposal and agreed to advise the concert or project, the student may register for DCE 697 or 698 and work towards culmination of study.

MA Requirements for the Master of Arts
in Dance Education* or in Dance with a Concentration in Choreography, Design, or Dance Theories and Practices

The Department of Dance offers a graduate program of study leading to a **36-39** hour Master of Arts degree in dance education with "M" licensure (available through primarily online courses), and a Master of Arts degree in dance with concentrations in choreography, design, or dance theories and practices.

*For 2007-2008, no new degree candidates will be accepted to the Master of Arts degree in dance education *without* "M" licensure.

Requirements for All Concentrations
(6 hours)

DCE 610 Dance: The Phenomenon I (3)
DCE 611 Dance: The Phenomenon II (3)

Additional Requirements for Specific Concentrations

Dance Education with M licensure- Teacher Leadership Track (30 hours)

*DCE 560 The Dancer's Body (3)
DCE 646 Reflective Practice in P-12 Dance Education (3)

DCE 657 Advanced Methods in P-12 Dance Education (3)
**DCE 660 Issues in Planning the Dance Curriculum (3)
DCE 693 Portfolio in K-12 Dance Education (6)
DCE Elective approved by committee (3)
CUI 545 Diverse Learners (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
CUI 675 Teacher as Researcher (3) or DCE 664 Action Research in Dance Education (3)
Undergraduate credits in dance technique (4) (or equivalent in approved professional study)

Dance Education with M Licensure - Classroom Practice Track (33 hours)
*DCE 560 The Dancer's Body (3)
DCE 646 Reflective Practice in P-12 Dance Education (3)
DCE 657 Advanced Methods in P-12 Dance Education (3)
**DCE 660 Issues in Planning the Dance Curriculum (3)
DCE 663 Dance Education Practicum (3)
DCE 693 Portfolio in K-12 Dance Education (6)
CUI 535 Literacy in the Content Area (3)
CUI 545 Diverse Learners (3)
CUI 675 Teacher as Researcher **or** DCE 664 Action Research in Dance Education (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
Undergraduate credits in dance technique (4) (or equivalent in approved professional study)

Choreography Concentration (non-thesis - 30 hours)
DCE 505 Contemporary Dance: Aesthetic and Cultural Practice (3)
*DCE 560 The Dancer's Body (3)
DCE 624 Movement for Dance (two times - 2)
DCE 651 Studio Problems in Choreography (three times - 9)
Electives (10) (at least 4 in DCE)
DCE 698 Project in Dance (3)

Design Concentration (non-thesis - 30 hours)
DCE 555 Technology in the Creation and Preservation of Dance Works (3)
DCE 624 Movement for Dance (two times - 2)
DCE 650 Dance Design Practicum (two times - 6)
Courses in visual arts and/or theatre (6)
Electives (10) (at least 4 in DCE)
DCE 698 Project in Dance (3)

Dance Theories and Practices Concentration (30 hours)
DCE 505 Contemporary Dance: Aesthetic and Cultural Practice (3)
*DCE 560 The Dancer's Body (3) or **DCE 660 Issues in Planning the Dance Curriculum (3)
DCE 695 Independent Study in major area of interest in dance **or** coursework towards completion of the Graduate Certificate in Women's and Gender Studies (6)
Electives (12) (Research course outside department recommended)
DCE 698 or 699 Project or Thesis (6)

*offered alternate years and every third summer
**offered alternate years

Student Review, Portfolio and Project Proposal Review, Culminating Project Review

All M.A. students are reviewed by the dance faculty in the Spring semester of their first year or, for part-time students, when twelve hours of graduate coursework are complete. Faculty assess student progress and promise in their degree program and make recommendations for improvement. Students receive a letter from the Director of Graduate Study reporting faculty recommendations.

Once students have completed at least two-thirds of the course work and DCE 610 and 611 and if they have achieved a minimum overall 3.0 GPA, a Portfolio and Project Proposal Review is scheduled. Students must pass this Review before they can begin their culminating projects. Guidelines are listed in the Graduate Handbook.

Students in the Dance Education - Classroom Practice Track must present evidence in DCE 663 that they have met all North Carolina standards required for the Standard Professional I license before beginning DCE 693.

DCE Dance Courses

505 Contemporary Dance: Aesthetic and Cultural Practice (3:3)
Pr. satisfactory completion of the dance history requirement for admission to a graduate dance program
Cultural issues and aesthetic priorities of dance in the late postmodern world, especially contemporary dance. Present ideas about and debate issues concerning contemporary dance. (Spring)

546 Perspectives on Dance Education (3:3)
Theoretical perspectives in dance education and their implications for curriculum and teaching. (Fall)

550 Creative Process: Dance Perspective (3:3)
Pr. advanced standing in an arts program or permission of instructor
Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter.

555 Technology in the Creation and Preservation of Dance Works (3:3)
Pr. 355 or admission to graduate study in dance or permission of instructor
A study of software applications useful in the creation and/or preservation of dance works. Areas of study include soundscore creation, video editing, and graphics manipulation. (Fall)

557 Dance Pedagogy for Ages 3-18
Pr. 446 or 546
Methodology for teaching dance in public school and community settings. (Spring)

560 The Dancer's Body (3:3)
Pr. two semesters of dance technique and the equivalent of 340, or permission of instructor
The study of body theories and practices in dance. Topics include somatic theory and practice, and body issues related to dance performance, choreography, and pedagogy. (Offered alternate years and every third summer.)

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

610 Dance: The Phenomenon I (3:3)
Pr. admission to graduate degree program in dance and completion of undergraduate dance history prerequisite
An exploration and confrontation with the nature and meaning of dance as an art form. (Fall)

611 Dance: The Phenomenon II (3:3)
Pr. grade of B or better in 610 or approval of instructor
In-depth personal inquiry into the nature and making of meaning for a selected area of concern in dance. Includes significant individual project. (Spring)

620 Music for Dancers (3:3)
The relationship of sound and movement, accompaniment and dance, accompanist/composer and teacher/choreographer, and bringing these understandings to practical application.

621 Administration of Dance (3:3)
Introduction to the business of dance including aspects of grant writing, company development and management, public relations, concert production and presentation, and touring.

622 Dance Criticism (3:3)
Current theories, materials, and techniques of dance criticism. Group study, choreographic evaluation, and individual projects related to critical writing in dance.

624 Movement for Dance (1:0:5)
Pr. graduate standing in dance
Opportunities for dancers to practice their craft, developing working knowledge of different styles of contemporary dance, ballet, improvisation, and other movement forms. Style and emphasis will vary each semester. May be repeated for a maximum of six credits. (Graded on S-U basis)

646 Reflective Practice in P-12 Dance Education (3:3)
Pr. admission to M.A. in dance education
Planning and implementation of projects related to master's standards for dance licensure, with ongoing reflection and dialogue. (Spring)

650 Dance Design Practicum (3:3)
Pr. 555 and graduate standing in dance
Advanced practicum in the technical, aesthetic and theoretical aspects of dance design.

651 Studio Problems in Choreography (3:3)
Exploration of form and content in choreography: process, period, style, genre. Individualized problems determined for progressive growth of student artist. May be repeated for credit.

657 Advanced Methods in P-12 Dance Education (3:3)
Pr. graduate standing in dance education
Exploration and application of theoretical principles for teaching dance as arts education.

660 Issues in Planning the Dance Curriculum (3:3)
Pr. graduate standing in dance
Curriculum planning for dance in educational settings. Involvement with issues in the field. (Offered alternate years.) Online only.

661 Dance Pedagogy in Higher Education (2:2)
Pr. graduate standing in dance or permission of instructor(s)
Consideration of pedagogical issues and strategies in teaching dance studio and theory courses at the undergraduate college/university level.

662 Practicum in Teaching Dance (1-3)
Pr. graduate standing in dance; or permission of instructor and previous teaching experience; or 18 graduate semester hours in dance
Observation of dance teaching and supervised practice. May be repeated for a maximum of three credits. (Graded on S-U basis)

663 Dance Education Practicum (3)
Pr. admission to graduate program in dance
Development, implementation, and evaluation of an individualized dance education project in a clinical setting. May be repeated for a maximum of 6 credits.

664 Action Research in Dance Education (3)
Pr. 611, ERM 604, or permission of instructor
Review of recent research relevant to dance education; planning, implementation, and evaluation of action research project. Online only.

676 Problems Seminar (3:3)
Pr. graduate standing in dance
Specific course title identified each semester by subscript, e.g., Problems Seminar: Dance as Therapy. May be repeated for credit when topic varies.

687 Performance Theory and Practice (2:3)
Pr. graduate standing in dance or permission of instructor
Rehearsal and performance of work designed to challenge graduate students at their level of performance. Choreography by graduate faculty. May be taken three times for credit.

688 Practicum in Dance Performance (1-3)
Pr. graduate standing in dance or permission of the instructor
Rehearsal and performance of choreography created or reconstructed by faculty or guest artist. One credit per 60 rehearsal hours. Only one credit per choreographer. May be repeated for three credits. (Graded on S-U basis)

693 Portfolio in K-12 Dance Education (1-6)
Pr. satisfactory completion of (a) all required courses for the M.A. in dance with a dance education (M license) concentration, (b) Portfolio Review, and (c) at least two years full-time (or equivalent) teaching K-12 dance.
Development of teaching portfolio to meet specific requirements for M licensure in dance. Students may substitute National Board Professional Teaching Standards portfolio with prior permission. May be repeated for a maximum of 6 semester hours. (Graded S-U basis)

695 Independent Study (1-3)
Pr. demonstrated competency for independent work and consent of departmental academic adviser and the instructor
Intensive study in an area of special interest in dance.

697 Master Production in Dance (1-6)
Pr. admission to candidacy, successful completion of proposal
Research, development, and execution of the choreography for a major concert or the lighting design for two concerts, or the equivalent. Credit may be divided over two or more semesters (Graded on S-U basis)

698 Field Project in Dance (1-6)
Pr. M.A. students and M.F.A. candidates with approved project proposals
Research, development, and completion of approved project which substantially contributes to mastery in M.F.A. or M.A. concentration and integrates knowledge gained through the degree program. (Graded on S-U basis)

699 Thesis (1-6)
Pr. satisfactory completion of portfolio review
(Graded on S-U basis)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Economics

462 Bryan Building • (336) 334-5463
www.uncg.edu/bae/econ

Graduate Programs in Economics

- M.A.
  Applied Economics

  Elective Concentration:

  Financial Economics
- M.A./Ph.D.
  Applied Economics / Economics
- Ph.D.
  Economics

Professors

Stuart D. Allen, Ph.D.
Macroeconomics, monetary economics (Head of Department).

Bruce J. Caldwell, Ph.D.
History of economic thought, economic methodology (Joe Rosenthal Excellence Professor).

Albert N. Link, Ph.D.
R&D, innovation and science policy, productivity analysis.

John L. Neufeld, Ph.D.
Energy economics, microeconomics, economic history.

David Ribar, Ph.D.
Labor economics, demographic economics, applied econometrics, microeconomics.

Christopher J. Ruhm, Ph.D.
Labor and health economics, applied microeconomics (Jefferson-Pilot Excellence Professor).

Associate Professors

Peter M. Bearse, Ph.D.
Econometrics, public economics.

Stephen Layson, Ph.D.
Microeconomic theory, economics of crime.

Dennis P. Leyden, Ph.D.
Public finance, economics of public education, public choice.

Donald L. McCrickard, Ph.D.
International trade and finance, macroeconomics.

Kenneth A. Snowden, Jr., Ph.D.
Economic history, financial economics, macroeconomics (Director of Graduate Study).

Assistant Professors

Stephen P. Holland, Ph.D.
Natural resources and environmental economics, industrial organization.

Dan T. Rosenbaum, Ph.D.
Labor economics, public economics, health economics, applied econometrics.

Beomsoo Kim, Ph.D.
Health economics, public finance, labor economics, applied microeconomics.

Christopher Swann, Ph.D.
Labor economics, applied economics.

Michelle S. Sylvester, Ph.D.
Labor economics, applied microeconomics.

Lecturer

Andrew Brod, Ph.D.
Industrial and regional economics (Director, Office of Business and Economics Research).

Mission Statement

The mission of the Department of Economics supports the teaching, research and service mission of the University and the Bryan School of Business and Economics. We strive to offer professional business and liberal arts education that prepares students to enter the competitive global job market, to enhance their careers, and to earn graduate and professional degrees; to provide quality teaching in our mutually supportive undergraduate and graduate programs; to gain national recognition for our scholarship and our graduate programs; and to use our expertise and service to encourage economic understanding among North Carolina citizens and to foster economic development within the Triad and the state.

The Department of Economics offers the Master of Arts in applied economics, the Doctor of Philosophy in economics and an innovative, combined program that leads to both a Master of Arts and a Doctor of Philosophy in economics. The M.A. and Ph.D. programs are distinct, professionally-oriented, terminal degree programs. The two curricula are closely integrated, however, and mutually support our innovative combined M.A./Ph.D. degree track. The department's faculty has an established national reputation for scholarship in applied microeconomic research; its graduate programs are specially focused on developing the theoretical and econometric tools required to formulate and interpret quality empirical research and the data handling and communication skills that are required to conduct and disseminate the outcomes of that research.

Students complete the M.A. program in applied economics through one of two tracks: (Option 1) **35** semester hours of course work that includes a research capstone course (with an optional concentration in financial economics), or (Option 2) **30** semester hours of course work that culminates in a major, independent research project. Both tracks are designed to be completed in three semesters of full-time course work. The M.A. program is designed for students who are seeking careers in business, finance, or government as economists, forecasters, policy analysts, economic researchers, or managers with strong quantitative skills. Students who expect to work in the financial sector may elect to complete the financial economics concentration that is offered within the M.A. program. Excellent training is also provided for students who wish to enter the Ph.D. program at UNCG or to pursue additional graduate education at other institutions.

The Ph.D. in economics is offered to superior applicants who seek careers in academic departments with a strong focus on public policy and applied microeconomics, in nonacademic research organizations, in business and financial institutions and in agencies of federal, state and local governments. The program is structured to develop the theoretical, quantitative and statistical skills that are required to perform and interpret economic analyses on a wide range of policy-oriented issues. The program's focus on applied microeconomics and its highly structured curriculum represents an innovative alternative to more traditional doctoral programs in economics that are generally broader in scope and more flexible in structure. Our doctoral program is specifically designed to train students in the fields of labor, health and public economics (including the economics of education, science and technology policy, and urban economics).

Students with a completed master's degree in Economics may enter the Ph.D. program directly. All other students enter the PhD. program by applying to the combined M.A./Ph.D. in Economics. Students with a baccalaureate degree may apply directly to the combined M.A./Ph.D. or at any time while enrolled in our M.A. degree program. The latter path provides students with the opportunity to begin earning a high-quality, innovative terminal M.A. degree before deciding whether to pursue doctoral training.

MA Requirements for the Master of Arts in Applied Economics

The Department of Economics offers a graduate program of study leading to a Master of Arts degree in applied economics. Students may choose the **35-hour** course-based track (Option 1) that requires a research writing experience (ECO 694, ECO 731, or ECO 732) and the capstone data analysis courses (ECO 725 and 726), or the **30-hour** research track (Option 2) that requires a literature review and a major research paper (ECO 694 and 695). The M.A. in applied economics with a concentration in financial economics is a variant of Option 1.

OPTION 1 (35 HOURS)

Core Knowledge Requirement (17 hours)

ECO 619 Mathematical Economics (3)
ECO 641 Microeconomics I (3)
ECO 642 Microeconomics II (2)
ECO 643 Econometric Methods (3)
ECO 644 Econometric Theory (3)
ECO 646 Macroeconomics I (3)

Research Specialization (4 hours)

Students must take one of the following:

ECO 721 Empirical Microeconomics (4)
ECO 722 Time Series and Forecasting (4)

Electives (6 hours)

Electives may be earned with 500-, 600-, or 700-level economics courses or with approved graduate courses taken outside the department. Students are encouraged to take both ECO 721 and 722, so one becomes an elective. Other electives in economics include:

ECO 510 Law and Economics (3)
ECO 518 American Economic History: 1865 to Present (3)
ECO 523 Topics in Public Policy (3
ECO 555 History of Economic Thought (3)
ECO 723 Predictive Data Mining (1-4)
ECO 731 Applied Policy Methods (2)
ECO 732 Appraising Economics (2)
ECO 733 Special Topics in Applied Public Policy
ECO 741 Advanced Mathematical Economics (3)
ECO 742 Advanced Microeconomics Theory (3)
ECO 745 Advanced Econometric Theory (3)

Students may also take approved courses in finance (MBA) or information systems (ISM).

Research Writing Requirement (2 hours)

Students must take one of the following:

ECO 694 Literature Review Seminar (2)
ECO 731 Applied Policy Methods (2)
ECO 732 Appraising Economics (2)

Research Seminars (6 hours)

ECO 725 Data Methods in Economics (3)
ECO 726 Data Project in Economics (3)

Qualifying Examinations

As a requirement for graduation each student must successfully complete two qualifying examinations—one in economic theory and one in econometrics. Both examinations are administered during the first two weeks of the spring semester, and students must pass each with a minimum grade of B- (2.7). Students who do not pass either or both examinations may retake the examination(s) one time.

Concentration in Financial Economics

To complete a concentration in financial economics, students within the 35 hour Option 1 program must take ECO 722 to satisfy the research specialization requirement and 6 elective hours chosen from approved MBA finance courses or ECO 723.

OPTION 2 (30 HOURS)

Core Knowledge Requirement (17 hours)

ECO 619 Mathematical Economics (3)
ECO 641 Microeconomics I (3)
ECO 642 Microeconomics II (2)
ECO 643 Econometric Methods (3)
ECO 644 Econometric Theory (3)
ECO 646 Macroeconomics I (3)

Research Specialization (4 hours)

ECO 721 Empirical Microeconomics (4) **or** ECO 722 Time Series and Forecasting (4)

Electives (3 hours)

Students choose electives from the same set specified above for the Option 1 track.

Research Seminars (6 hours)

ECO 694 Literature Review Seminar (2)
ECO 695 Seminar and Research in Economics II (4)

Qualifying Examinations

As a requirement for graduation each student must successfully complete two qualifying examinations—one in economic theory and one in econometrics. Both examinations are administered during the first two weeks of the spring semester, and students must pass each with a minimum grade of B- (2.7). Students who do not pass either or both examinations may retake the examination(s) one time.

MA/PhD Requirements for the Master of Arts/Doctor of Philosophy in Economics

The Department of Economics offers an integrated program of study that leads to both a Master of Arts in applied economics and a Doctor of Philosophy in economics for well-qualified applicants with a baccalaureate degree in economics. Students may apply directly to the combined M.A./Ph.D. program or at any time while enrolled in the M.A. program. Within this **81** credit hour program the student completes the requirements of Option 1 of the M.A. program (see above) and the requirements of the 63 credit hour Ph.D. program outlined below. Courses marked (*) below fulfill the requirements for the 35 hour M.A. degree program.

Required Courses

Economic Theory and Mathematical Economics (15 hours)

*ECO 619 Mathematical Economics (3)
*ECO 641 Microeconomics I (3)
*ECO 646 Macroeconomics (3)
*ECO 741 Advanced Mathematical Economics (3) (M.A. elective)
*ECO 742 Advanced Microeconomic Theory (3) (substitutes for M.A. requirement ECO 642)

Econometrics (17 hours)

*ECO 643 Econometric Methods (3)
*ECO 644 Econometric Theory (3)

*ECO 745 Advanced Econometric Theory (3) (M.A. elective)
ECO 761 Advanced Econometrics I (2)
ECO 762 Advanced Econometrics II (2)
ECO 763 Applied Econometrics (4)

Research Methods (12 hours)
*ECO 721 Empirical Microeconomics (4)
*ECO 725 Data Methods in Economics (3)
*ECO 726 Data Project in Economics (3)

Plus one of the following:

*ECO 731 Applied Policy Methods (2)
*ECO 732 Appraising Economics (2)

Applied Economic Theory (8 hours)
Students are required to take four courses from the following:

ECO 754 Applied Theory I: Game Theory (2)
ECO 755 Applied Theory II: Economics of Information (2)
ECO 756 Applied Theory III: Intertemporal Economics (2)
ECO 757 Applied Theory IV: Public Goods (2)
ECO 758 Applied Theory V: Directed Study (2)

Empirical Field Courses (8 hours)
Students must complete at least eight (8) hours chosen from:

ECO 771 Labor Economics (2-6)
ECO 772 Public Economics (2-6)
ECO 773 Health Economics (2-6)
ECO 775 Independent Field Course (2-4)

Supervised Independent Field Research (9 hours)
ECO 797 Seminar in Empirical Economics (3)
ECO 798 Seminar in Economic Research (6)

Comprehensive Examinations

As a requirement for the M.A. degree, students must successfully complete the comprehensive examination in economic theory and econometrics after their first semester of course work. That examination is described more fully in the description of the M.A. program.

For the Ph.D. degree, every student is required to successfully complete a qualifying examination in economic theory and econometrics after completion of the Ph.D. core. The qualifying examinations are administered in the summer after completion of the first year of course work, and students who do not pass this examination may retake it once the following December.

Ph.D. students must also pass a written and oral preliminary examination administered by their dissertation committee before being admitted to candidacy for the doctoral degree and before registering for dissertation credit. The preliminary examination is administered after the student has completed the required field courses.

Dissertation Research (12 hours)

Each candidate for a doctoral degree must prepare and present a dissertation that reflects an independent investigation of an economic topic that is acceptable in form and content to the student's advisory/dissertation committee and The Graduate School.

PhD Requirements for the Doctor of Philosophy in Economics

The Department of Economics offers a **63** credit hour graduate program of study leading to a Doctor of Philosophy in economics for students who have earned a master's degree in economics at UNCG or another institution. Up to 17 of the 63 hours may be accepted from UNCG's M.A. in economics program or transferred from a comparable master's program. Students who enter the program with a master's degree from another institution may be required to take additional courses if their prior degree does not adequately cover the required material in the core requirements of the UNCG M.A. program as stated above.

Required Courses

Microeconomic and Econometric Theory (9 hours)
ECO 741 Advanced Mathematical Economics (3)
ECO 742 Advanced Microeconomic Theory (3)
ECO 745 Advanced Econometric Theory (3)

Applied Economic Theory (8 hours)
Students are required to take four courses from the following:

ECO 754 Applied Theory I: Game Theory (2)
ECO 755 Applied Theory II: Economics of Information (2)
ECO 756 Applied Theory III: Intertemporal Economics (2)
ECO 757 Applied Theory IV: Public Goods (2)
ECO 758 Applied Theory V: Directed Study (2)

Advanced Econometrics (8 hours)
ECO 761 Advanced Econometrics I (2)
ECO 762 Advanced Econometrics II (2)
ECO 763 Applied Econometrics (4)

Research Methods (9 hours)
ECO 721 Empirical Microeconomics (4)
ECO 725 Data Methods in Economics (3)

Plus one of the following:

ECO 731 Applied Policy Methods (2)
ECO 732 Appraising Economics (2)

Empirical Field Courses (8 hours)

Students must complete at least eight (8) hours chosen from:

ECO 771 Labor Economics (2-6)
ECO 772 Public Economics (2-6)
ECO 773 Health Economics (2-6)
ECO 775 Independent Field Course (2-4)

Supervised Independent Field Research (9 hours)

ECO 797 Seminar in Empirical Economics (3)
ECO 798 Seminar in Economic Research (6)

Comprehensive Examinations

For the Ph.D. degree, every student is required to successfully complete a qualifying examination in economic theory and econometrics after completion of the Ph.D. core. The qualifying examinations are administered in the summer after completion of the first year of course work, and students who do not pass this examination may retake it once the following December.

Ph.D. students must also pass a written and oral preliminary examination administered by their dissertation committee before being admitted to candidacy for the doctoral degree and before registering for dissertation credit. The preliminary examination is adiministered after the student has completed the required field courses.

Dissertation Research (12 hours)

Each candidate for a doctoral degree must prepare and present a dissertation that reflects an independent investigation of an economic topic that is acceptable in form and content to the student's advisory/dissertation committee and The Graduate School.

ECO Economics Courses

510 Law and Economics (3:3)
Pr. 201
Applies economic theory to the analysis of law. Presents framework for analysis, examines property rights, studies public regulation, and examines anti-trust laws.

513 Directed Studies in Economics I (1-3)
Pr. 21 semester hours of economics and permission of instructor
Individual study of economic problems of special interest to the student. Regular conferences with instructor required.

517 American Economic History: Colonial Times to 1865 (3:3)
Pr. 201 or permission of instructor
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as HIS 517)

518 American Economic History: 1865 to Present (3:3)
Pr. 201 or permission of instructor
Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. (Same as HIS 518)

523 Topics in Public Policy (3:3)
Pr. 301
Examination of market failure, public goods, economic efficiency, income incidence, allocative effects, and public policy. (Fall)

530 Urban and Regional Economics (3:3)
Pr. 301 or permission of instructor
Application of the analytical tools of economics to explain the economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation.

553 Economic Forecasting (3:3)
Pr. 351 or permission of instructor
Forecasting economic trends and fluctuations. Applications of regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels.

555 History of Economic Thought (3:3)
Pr. 201 or equivalent
Main currents in the evolution of economic thought, with emphasis on the classical and neoclassical schools and developments in economic interrelations in a market system.

570 Topics in Labor Economics (3:3)
Pr. 301 or permission of instructor
Advanced theory and research related to labor supply and demand theory, investments in human capital, job search, migration, unemployment, theories of discrimination, income distribution theory, and public policy.

575 Industrial Organization and Public Policy (3:3)
Pr. 301 or permission of instructor
Theoretical and empirical study of firms relative to their rivals, suppliers, and customers. Use of theory and industry studies to understand the nature of competition and consequences of imperfect competition.

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

613 Directed Studies in Economics II (1-3)
Pr. graduate admission and permission of the Director of Graduate Study in economics and the professor who will supervise the study
Individual study of an advanced topic in economics. Regular conferences with the instructor are required.

619 Mathematical Economics (3:3)
Pr. 301, 319 or equivalent
Reviews statistics and probability, matrix algebra and optimization and introduces theory and applications in integral calculus and differential equations.

641 Microeconomics I (3:3)
Pr. 301, 619, or permission of instructor
Theory of consumer and firm behavior under certainty and uncertainty including exchange, production, income distribution, market structure and welfare economics.

642 Microeconomics II (2:2)
Pr. 641 or permission of instructor
An introduction to game theory, with an emphasis on real-world applications, empirical tests, and perfect information. Subjects covered include timing, equilibrium concepts, strategies, payoffs, and solution techniques.

643 Econometric Methods (3:3)
Pr. 351, 619, or permission of instructor
Introduction to advanced econometric applications. Topics include seemingly unrelated regressions, simultaneous equations, identification, two-stage least squares, probit, tobit, sample selection models; application to economic data using Stata or other software.

644 Econometric Theory (3:3)
Pr. 643 or permission of instructor
Theory of econometric models: topics include the standard linear model, classical assumptions, violations of assumptions, hypothesis testing, and corrective procedures; application to economic data using SAS or other statistical software.

646 Macroeconomics (3:3)
Pr. 619, 641, or permission of instructor
Advanced theory of aggregate economic activity. Economic models developed to explain economic growth, activity, and fluctuations based on classical, Keynesian, monetarist, and new classical schools of thought.

652 Advanced Economic and Business Statistics I (1.5-3)
Pr. MBA 600, MBA 610, or permission of instructor
Topics will include regression analysis, analysis of variance, and nonparametric tests. SAS is employed.

691 Economics Internship (1-3)
Pr. permission of the M.A. Program Director
Individual course of study consisting of an applied economics and/or data analysis component and written work that complements the program's academic work. Supervised by faculty and an appropriate manager. May be repeated. Maximum of 3 credit hours may apply toward M.A. degree.

694 Literature Review Seminar (2:2)
Pr. 644, 646, or permission of instructor
Students present their proposed research project, write a literature review, and present their on-going research.

695 Seminar and Research in Economics II (4:4)
Pr. permission of Director of Graduate Study
Supervised independent research culminating in the completion of an economic research paper or project. (Graded on S-U basis)

699 Thesis (1-6)

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

712 Directed Studies in Economics III (1-3)
Pr. permission of Director of Graduate Study
Individual study of an advanced topic in economics. Regular conferences with the instructor are required. May be repeated for credit.

721 Empirical Microeconomics (1-4)
Pr. 641, 643, 644, or permission of instructor
Examines empirical investigations of advanced microeconomic theory including experimental and nonexperimental designs and natural experiments. Applications vary by semester but are typically drawn from labor, health, public and financial economics. May be repeated for credit.

722 Time Series and Forecasting (1-4)
Pr. 643, 644, 646, or permission of instructor
Students learn to analyze and forecast time series data. Topics include stochastic linear difference equations, tests for trends and stationarity, and ARIMA modeling. Application to economic data emphasized. May be repeated for credit.

723 Predictive Data Mining (1-4)
Pr. 643 and 644 or permission of instructor
Provides a working knowledge of statistical tools important to the emerging and practically relevant field of predictive data mining and the discovery of patterns in big data sets. May be repeated for credit.

725 Data Methods in Economics (3:3)
Pr. 721 or permission of instructor
Advanced techniques in data preparation; topics include data formats, error checking, merging data, large data sets, and missing observations. Students work extensively with SAS and STATA in the UNIX environment.

726 Data Project in Economics (3:3)
Coreq. 725 or permission of instructor
A supervised empirical project. Students identify research questions, develop empirical models and assemble data, test models and their predictions, and present results and interpretations orally and in writing.

731 Applied Policy Methods (2:2)
Pr. 642 and 644 or permission of instructor
Provides applied foundation for policy study with emphasis on an economic efficiency perspective including history of policy analysis, market and government failure, and alternative methods for policy analysis.

732 Appraising Economics (2:2)
Pr. 642 and 644 or permission of instructor
Examines historical and methodological issues in applied economics research. Topics include the limitations of theoretical and empirical analysis, the question of progress in economics, and alternative approaches to economic analysis.

733 Special Topics in Applied Public Policy (2:2)
Pr. 731 or permission of instructor
Application of economic theory and policy evaluation tools to a specific public policy issue. May be repeated for credit when topic varies.

741 Advanced Mathematical Economics (3:3)
Pr. 619, 641, or permission of instructor
Mathematical concepts and techniques that are used in advanced economic theory. Material includes sets and functions, constrained and unconstrained programming, and difference and differential equations.

742 Advanced Microeconomic Theory (3:3)
Coreq. 741 or permission of instructor
Examines decision making by households and firms with an emphasis on the meaning and empirical interpretation of theoretical models. Topics include duality theory, general equilibrium, and welfare economics.

745 Advanced Econometric Theory (3:3)
Coreq. 741 or permission of instructor
Presents fundamental concepts in statistics and least squares estimation and inference within single-equation linear models, instrumental variable approaches, and multivariate regression contexts. Concludes with introduction to nonlinear regression. Includes lab.

754 Applied Theory I: Game Theory (2:2)
Pr. 742 or permission of instructor
Examines decision making under uncertainty and in strategic environments, covering probability and risk, expected utility, complete information games, and, more intensively, dynamic games and games of incomplete information.

755 Applied Theory II: Economics of Information (2:2)
Pr. 742 or permission of instructor
An examination of adverse selection and moral hazard in labor, insurance, and credit markets. Students learn the impact of information imperfections on individual choice, equilibrium, welfare, and regulation.

756 Applied Theory III: Intertemporal Economics (2:2)
Pr. 742 or permission of instructor
Examines concepts and tools required to build and understand dynamic economic models; theory is applied to topics including job search, human capital formation, savings decisions, and related policy issues.

757 Applied Theory IV: Public Goods (2:2)
Pr. 742 or permission of instructor
Analysis of public goods, non-market decision-making, and the implications for public policy. Emphasis on constraints imposed by such decision-making on policy and evaluation of policies under alternative normative criteria.

758 Applied Theory V: Directed Study (2:2)
Pr. 742 and permission of Director of Graduate Study
A faculty-directed, independent study of applied theory for a topic particularly related to a student's primary field of interest. May replace ECO 755, 756, or 757.

761 Advanced Econometrics I (2:2)
Pr. 745 or permission of instructor
Advanced methods in microeconometric analysis. Covers M-estimators, maximum likelihood, generalized methods of moments, and discrete response models.

762 Advanced Econometrics II (2:2)
Pr. 745 or permission of instructor
Advanced methods in microeconometric analysis. Covers linear models for panel data with unobserved heterogeneity, count data, and duration analysis.

763 Applied Econometrics (1-4)
Pr. 745 or permission of instructor
Advanced methods in microeconometric policy evaluation. Issues include sample attrition, stratified sampling, and weighting procedures. Applications include estimating treatment effects, dealing with self-selection, and using duration analysis. Includes lab. May be repeated for credit.

771 Labor Economics (1-4)
Pr. 742 and 745, or permission of instructor
Examines the operation of the labor market, its institutions, and labor market policies. Topics include labor supply and demand, returns to education, family and household economics, wage inequality, and unions. May be repeated for credit.

772 Public Economics (1-4)
Pr. 742 and 745, or permission of instructor
Examines governmental expenditures and taxes and the constraints imposed on them within a federal, multitiered governmental structure. Topics include education, public health, housing and community development, infrastructure, and environmental regulation. May be repeated for credit.

773 Health Economics (1-4)
Pr. 742 and 745, or permission of instructor
Examines the market for health services and the production of health. Topics include the demand and supply for health care professionals, health insurance and financing, and regulation of medical markets. May be repeated for credit.

775 Independent Field Course (1-4)
Pr. 742, 745, and approval of Director of Graduate Study
A faculty-directed, independent study of a research area that is particularly related to a student's primary field of interest. May be repeated for credit. May serve as one required major field course.

797 Seminar in Empirical Economics (3-6)
Pr. permission of Director of Graduate Study
A supervised seminar in which students formulate a major empirical research project and identify, collect, and assemble the data required to pursue that research. May be repeated for credit.

798 Seminar in Economic Research (3-6)
Pr. permission of Director of Graduate Study
A supervised research seminar in which students complete an extensive review of the literature in their chosen area of research specialization. May be repeated for credit.

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of *Educational Leadership and Cultural Foundations*

239A Curry Building • (336) 334-3490
www.uncg.edu/elc

Professors

Glenn M. Hudak, Ph.D.
Philosophy of education, critical pedagogy and the inner life, liberation theology and psychoanalytic thought in personal and social transformation, popular culture and education (Director of Graduate Study - Ph.D.).

Ulrich C. Reitzug, Ed.D.
Schools as centers of inquiry and change, school renewal, democratic schooling, principals' narratives and practices (Chair of Department).

Svi Shapiro, Ed.D
Social foundations of education, political change and educational policy, critical pedagogy and social theory, interpretive methods of research.

Associate Professors

Kathleen Casey, Ph.D.
Curriculum theory, poverty and education, political analysis of education, narrative research.

Carl Lashley, Ed.D.
The critical practice of administration, legal and ethical dimensions of education, special education administration, disability studies and policy.

Leila E. Villaverde, Ph.D.
Curriculum studies, cultural studies, feminist theory, aesthetics, social foundations of art, critical pedagogy.

Assistant Professors

Joanne R. Chesley, Ed.D.
Psychosocial dimensions of school alienation and dropouts, resilience theory and dropouts, leadership behaviors that reduce school failure (Director of Graduate Study - M.S.A.).

Camille Wilson Cooper, Ph.D.
Educational policy, race and equity in school change, parental choice and involvement, feminist theory and methodology.

Charles P. Gause, Ph.D.
Cultural and critical perspectives of school leadership, popular culture and schooling, youth identity, black masculinity, gender construction, media representation.

Clinical Assistant Professor

Misti W. Williams, Ed.D.
School law, ethical decision making, instructional leadership, the principalship with an emphasis on retention and support of school leadership, schools as centers of inquiry.

The Department of Educational Leadership and Cultural Foundations is concerned with issues of educational theory, practice, policy, leadership, curriculum, and administration. The department offers studies that are interdisciplinary in focus and that emphasize questions of moral concern and the cultural context of education. There is a strong interest in issues of educational change as this relates to matters of human and social vision. Graduate degrees offered include master's, educational specialist, and the Ed.D. in educational leadership, and a Ph.D. in curriculum and teaching with a specialization in cultural studies.

Graduate Programs in Educational Leadership and Cultural Foundations

- M.S.A.
- Ed.S.
  with concentrations in:
  - Advanced Principal and Superintendent
  - Entry-Level Principal and Superintendent
- Ed.D.
  with concentrations in:
  - Advanced Principal and Superintendent
  - Entry-Level Principal
  - Entry-Level Principal and Superintendent
  - Educational Leadership, Non-Administrative Licensure
- Ph.D.
  in Curriculum and Teaching with a concentration in Cultural Studies

MSA Requirements for the Master of School Administration

The Department of Educational Leadership and Cultural Foundations offers a graduate program of study leading to a **42**-hour M.S.A. degree. The program is designed to meet state standards for initial licensure as a P-12 administrator in North Carolina; it is also designed to provide a smooth transition to advanced graduate study in school leadership. Students should work closely with advisors in planning their programs of study.

Required Courses (18 hours)

ELC 615 Foundations of Curriculum (3)
ELC 660 The School Principalship (3)
ELC 687 The Legal and Ethical Foundations of Public Education (3)
ELC 691 School Organization and Leadership (3)
ELC 694 Educational Governance and Policy (3)
ELC 670 Leadership for Teaching and Learning (3)

Required Field Experiences (12 hours)

Students are required to complete an internship experience that is the equivalent of one year of full-time administrative field experience.

ELC 690 Supervised Practicum in Educational Administration (12)

Research (3 hours)

ELC 675 Schools as Centers of Inquiry (3) **or** another appropriate research course selected with prior approval from the student's advisor.

Electives (9 hours)

With prior approval, a student will select 9 additional hours of electives.

Capstone Experience

Prior to program completion, each student will prepare a portfolio and analytic paper that describes and reflects on his/her development during the degree program. The student will participate in a capstone presentation that features her/his portfolio. The student's advisor and one other faculty member will be responsible for reviewing and approving successful completion of the capstone experience.

EdS Requirements for the Specialist in Education in Educational Leadership, Advanced and Entry-Level Concentrations

The Department of Educational Leadership and Cultural Foundations offers a graduate program of study leading to a **33-60** hour Ed.S. in educational leadership.

ADVANCED PRINCIPAL AND SUPERINTENDENT CONCENTRATION (33 HOURS)

The **33**-hour advanced principal and superintendent concentration is intended for students with a previous Master of School Administration (M.S.A.) degree and/or P licensure who seek preparation for advanced building-level administrator, district-level administrator, and superintendent positions. The concentration leads to eligibility for specialist-level principal licensure and superintendent licensure (AP and AS licensure).

Administration and Leadership Courses (18-21 hours)

ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ELC 701 The Superintendency (3)
ELC 751 Cases and Concepts in Educational Leadership (3)

Students may select 9-12 hours from the following:

ELC 659 Educational Finance (3)
ELC 683 Engaging the Public in Education (3)
ELC 750 Advanced Seminar in School Law Research (3)
ELC 752 Theories in Educational Administration (3)
ELC 754 Personal Leadership Assessment and Enhancement (3)
Additional courses as approved by the student's advisor

Minimum 9 semester hours from the following two areas:

Curricular and Instructional Leadership (3-6 hours)

ELC 686 Curriculum Theory (3)
Additional courses as approved by the student's advisor

Social and Cultural Foundations (3-6 hours)

ELC 679 History of Education in the United States (3) **or** ELC 696 Philosophies in Education (3)

Students may select from the following:

ELC 697 Selected Critical Issues in American Education (3)
ELC 688 Contemporary Problems Seminar (3)
Additional courses as approved by the student's advisor

Research (6 hours)

ERM 617 Statistical Methods in Education (3) **or** another course in quanititative methods

Students may select 3 hours from the following courses:

ELC 664 Foundations of Interpretive Inquiry (3)
ELC 665 Approaches to Qualitative Inquiry (3)
Additional courses as approved by the student's advisor

Capstone Experience

The student will write a paper (no less than 10 pages in length) that responds to the following:

> Reflect on the ways in which your approach to leadership practice in schools (or other contexts) has changed as a result of your learning experiences in the Specialist in Education program. Reflecting on your coursework and the literature on education, leadership, and culture, describe the core values you want to promote in your professional practice, and discuss how they would be reflected in your response to several challenges you expect to face in your work. Finally, discuss some of the lingering questions you still have about education, leadership, and culture and society, questions that may frame your personal and professional learning in the future.

The student will participate in a public discussion of her/his reflective paper with other students and faculty members.

ENTRY-LEVEL PRINCIPAL AND SUPERINTENDENT CONCENTRATION (60 HOURS)

The **60**-hour entry-level principal and superintendent concentration is intended for students who have a master's degree in a field other than school administration and who do not already hold Principal licensure. The concentration offers preparation for leadership at the building level as a school principal and at the district level as a central office administrator or superintendent and leads to eligibility for specialist-level principal and superintendent licensure (AP and AS licensure).

Administration and Leadership (27 hours)

ELC 660 The School Principalship* (3)
ELC 687 The Legal and Ethical Foundations of Public Education (3)
ELC 691 School Organization and Leadership* (3)
ELC 694 Education Governance and Policy* (3)
ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ELC 701 The Superintendency (3)
ELC 751 Cases and Concepts in Educational Leadership (3)

Students may select 6 hours from the following:

ELC 659 Educational Finance (3)
ELC 683 Engaging the Public in Education (3)
ELC 750 Advanced Seminar in School Law Research (3)
ELC 752 Theories in Educational Administration (3)
ELC 754 Personal Leadership Assessment and Enhancement (3)
Additional courses as approved by the student's advisor

Internship (12 hours)

ERM 690 Practicum* (6)
ERM 790 Internship (6)

Minimum of 15 semester hours from the following two areas:

Curricular and Instructional Leadership (9-12 hours)

ELC 615 Foundations of Curriculum (3)
ELC 670 Leadership for Teaching and Learning (3)

Students may select 3-6 hours from the following:

ELC 686 Curriculum Theory (3)
Additional courses as approved by the student's advisor

Social and Cultural Foundations (3-6 hours)

ELC 679 History of Education in the United States (3) **or** ELC 696 Philosophies in Education (3)

Students may select from the following:

ELC 697 Selected Critical Issues in American Education
ELC 688 Contemporary Problems Seminar
Additional courses as approved by the student's advisor

Research (6 hours)

ERM 617 Statistical Methods in Education (3) **or** another course in quantitative methods
ELC 675 Schools as Centers of Inquiry (3)

Capstone Experience

The student will write a paper (no less than 10 pages in length) that responds to the following:

> Reflect on the ways in which your approach to leadership practice in schools (or other contexts) has changed as a result of your learning experiences in the Specialist in Education program. Reflecting on your coursework and the literature on education, leadership, and culture, describe the core values you want to promote in your professional practice, and discuss how they would be reflected in your response to several challenges you expect to face in your work. Finally, discuss some of the lingering questions you still have about education, leadership, and culture and society, questions that may frame your personal and professional learning in the future.

The student will participate in a public discussion of her/his reflective paper with other students and faculty members.

*Master and specialist/doctoral student requirements for this course will be differentiated.

EdD Requirements for the Doctor of Education
in Educational Leadership with Various Concentrations

The Department of Educational Leadership and Cultural Foundations offers a graduate program of study leading to a **66-93** hour Ed.D. degree in educational leadership. Students can choose from three different administrative licensure concentrations or select the non-licensure concentration.

ADVANCED PRINCIPAL AND SUPERINTENDENT CONCENTRATION (66 HOURS)

The **66**-hour advanced principal and superintendent concentration is intended for students with a previous Master of School Administration degree and/or P licensure who wish to seek preparation for advanced building-level administrator, district-level administrator, and superintendent positions. The concentration leads to eligibility for doctoral-level principal licensure and superintendent (DP and DS) licensure. Note: Upon the completion of all course requirements and internship, students are eligible for specialist-level principal and superintendent (AP and AS) licensure.

Administration and Leadership (18 hours)

ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ELC 701 The Superintendency (3)
ELC 751 Cases and Concepts in Educational Leadership (3)

Students may select 9 hours from the following:

ELC 659 Educational Finance (3)
ELC 683 Engaging the Public in Education (3)
ELC 750 Advanced Seminar in School Law Research (3)
ELC 752 Theories in Educational Administration (3)
ELC 754 Personal Leadership Assessment and Enhancement (3)
Additional courses as approved by the student's advisor

Internship (6 hours)

ELC 790 Internship (6)

Minimum of 15 semester hours from the following two areas:

Curricular and Instructional Leadership (6-9 hours)

Students may select 6-9 hours from the following:

ELC 686 Curriculum Theory (3)
Additional courses as approved by the student's advisor

Social and Cultural Foundations (6-9 hours)

ELC 679 History of Education in the United States (3) **or** ELC 696 Philosophies in Education (3)

Students may select 3-6 hours from the following:

ELC 697 Selected Critical Issues in American Education (3)
ELC 688 Contemporary Problems Seminar (3)
Additional courses as approved by the student's advisor

Research (15 hours)

ERM 617 Statistical Methods in Education (3) **or** another course in quantitative methods

Students may select 12 hours from the following:

ELC 664 Foundations of Interpretive Inquiry (3)
ELC 665 Approaches to Qualitative Inquiry (3)
Additional courses as approved by the student's advisor

Dissertation (12 hours)

ELC 799 Dissertation (12)

ENTRY-LEVEL PRINCIPAL CONCENTRATION (84 HOURS)

The **84**-hour entry-level principal concentration is intended for students who have a master's degree in a field other than school administration and do not already hold principal's licensure. The concentration offers intensive preparation for leadership at the building level as a school principal and leads to eligibility for doctoral-level principal (DP) licensure. Note: Upon completion of all course requirements and internship, students are eligible for specialist-level principal (AP) licensure.

Administration and Leadership (24 hours)

ELC 660 The School Principalship* (3)
ELC 687 The Legal and Ethical Foundations of Public Education* (3)
ELC 691 School Organization and Leadership* (3)
ELC 694 Educational Governance and Policy* (3)
ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ELC 751 Cases and Concepts in Educational Leadership (3)

Students may select 9 hours from the following:

ELC 659 Educational Finance (3)
ELC 683 Engaging the Public in Education (3)
ELC 701 The Superintendency (3)
ELC 750 Advanced Seminar in School Law Research (3)
ELC 752 Theories in Educational Administration (3)
ELC 754 Personal Leadership Assessment and Enhancement* (3)
Additional courses as approved by the student's advisor

Internship (12 hours)

ELC 690 Practicum* (12)

Curricular and Instructional Leadership (12 hours)

ELC 615 Foundations of Curriculum (3)
ELC 670 Leadership for Teaching and Learning* (3)

Students may select 6 hours from the following:

ELC 686 Curriculum Theory (3)
Additional courses as approved by the student's advisor

Social and Cultural Foundations (9 hours)

ELC 679 History of Education in the United States (3) **or** ELC 696 Philosophies in Education (3)

Students may select 6 hours from the following:

ELC 697 Selected Critical Issues in American Education (3)
ELC 688 Contemporary Problems Seminar (3)
Additional courses as approved by the student's advisor

Research (15 hours)

ERM 617 Statistical Methods in Education (3) **or** another course in quantitative methods
ELC 675 Schools as Centers of Inquiry* (3)

Students may select 9 hours from the following:

ELC 664 Foundations of Interpretive Inquiry (3)
ELC 665 Approaches to Qualitative Research (3)
Additional courses as approved by the student's advisor

Dissertation (12 hours)

ELC 799 Dissertation (12)

*Master and doctoral student requirements for this course will be differentiated.

ENTRY-LEVEL PRINCIPAL AND SUPERINTENDENT CONCENTRATION (93 HOURS)

The **93**-hour entry-level principal and superintendent concentration is intended for students who have a master's degree in a field other than school administration and do not already hold principal's (P) licensure. The concentration offers preparation for leadership at the building level as a school principal and at the district level as a central office administrator or superintendent and leads to eligibility for doctoral-level principal and superintendent (DP and DS) licensure. Note: Upon completion of all course requirements and internship, students are eligible for specialist-level principal and superintendent (AP and AS) licensure.

Administration and Leadership (33 hours)

ELC 660 The School Principalship* (3)
ELC 687 The Legal and Ethical Foundations of Public Education* (3)
ELC 691 School Organization and Leadership* (3)
ELC 694 Educational Governance and Policy* (3)
ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ELC 701 The School Superintendency* (3)
ELC 751 Cases and Concepts in Educational Leadership (3)

Students may select 12 hours from the following:

ELC 659 Educational Finance (3)
ELC 683 Engaging the Public in Education (3)
ELC 750 Advanced Seminar in School Law Research (3)
ELC 752 Theories in Educational Administration (3)
ELC 754 Personal Leadership Assessment and Enhancement (3)
Additional courses as approved by the student's advisor

Internship (12 hours)

ELC 690 Practicum* (6)
ELC 790 Internship (6)

Curricular and Instructional Leadership (12 hours)

ELC 615 Foundations of Curriculum (3)
ELC 670 Leadership for Teaching and Learning* (3)

Students may select 6 hours from the following:

ELC 686 Curriculum Theory (3)
Additional courses as approved by the student's advisor

Social and Cultural Foundations (9 hours)

ELC 679 History of Education in the United States **or** ELC 696 Philosophies in Education (3)

Students may select 6 hours from the following:

ELC 697 Selected Critical Issues in American Education (3)
ELC 688 Contemporary Problems Seminar (3)
Additional courses as approved by the student's advisor

Research (15 hours)

ERM 617 Statistical Methods in Education (3) **or** another course in quantitative methods
ELC 675 Schools as Centers of Inquiry* (3)

Students may select 9 hours from the following:

ELC 664 Foundations of Interpretive Inquiry (3)
ELC 665 Approaches to Qualitative Inquiry (3)
Additional courses as approved by the student's advisor

Dissertation (12 hours)

ELC 799 Dissertation (12)

*Master and doctoral student requirements for this course will be differentiated.

NON-ADMINISTRATIVE LICENSURE EDUCATIONAL LEADERSHIP EMPHASIS (66 HOURS)

The **66**-hours non-administrative licensure with educational leadership emphasis concentration is intended for persons who desire to enhance their

understanding of educational leadership but are not interested in administrative licensure.

Administration and Leadership (15-21 hours)

Internship (6 hours)
ELC 790 Internship (6)

The internship will not necessarily be in PK-12 schools or districts but may be in any setting, approved by the University internship supervisor, in which the student has an opportunity to observe and participate in experiences related to educational leadership.

Minimum of 18 semester hours from the following two areas

Curricular and Instructional Leadership (6-12 hours)

Social and Cultural Foundations (6-12 hours)
ELC 679 History of Education in the United States (3) **or**
ELC 696 Philosophies in Education (3)

Students may select 3-9 hours from the following:

ELC 697 Selected Critical Issues in American Education (3)
ELC 688 Contemporary Problems Seminar (3)
Additional courses as approved by the student's advisor

Research (15 hours)
ERM 617 Statistical Methods in Education (3) **or** another course in quantitative methods

Students may select 12 hours from the following:

ELC 664 Foundations of Interpretive Inquiry (3)
ELC 665 Approaches to Qualitative Inquiry (3)
Additional courses as approved by the student's advisor

Dissertation (12 hours)
ELC 799 Dissertation (12)

PhD Requirements for the Doctor of Philosophy in Curriculum and Teaching with a Concentration in Cultural Studies

The Department of Educational Leadership and Cultural Foundations offers a graduate program of study leading to a **60** hour Ph.D. degree in curriculum and teaching with a concentration in cultural studies.

The program in cultural studies has as its framework the program of study of the curriculum and teaching doctoral program. Within that framework, the concern is with the breadth and depth of what is fundamental to educational practice—its ideology, philosophical assumptions, and moral claims. The program is grounded in the study of education and culture with a particular interest in the integration of the arts, humanities, social analysis, and moral inquiry.

The responsibility for developing a coherent and meaningful program of study lies jointly with the candidates and their individual doctoral advisory/dissertation committee. Although the program involves "core and recommended courses", every effort is made to avoid rigidity and repetition. The program has both formal and informal dimensions—course work, comprehensive examinations, doctoral dissertation, as well as discussions with faculty and other students, reflections, attending lectures and performances, etc.

Educational Foundations (18 hours)

Normally students in this program take the basic core courses in the Department of Educational Leadership and Cultural Foundations.

ELC 696 Philosophies of Education (3)
ELC 697 Selected Critical Issues in American Education (3)

In addition, students are expected to take an additional 9-12 hours in educational foundations with the approval of the student's doctoral advisory/dissertation committee.

Research (15 hours)

Normally students take four (4) core courses:

ELC 609 Epistemology and Education (3)
ERM 617 Statistical Methods in Education (3) **or** ERM 680 Intermediate Statistical Methods in Education (3)
ELC 664 Foundations of Interpretive Inquiry (3)
ELC 749 Dissertation Seminar (3)

Students will take one additional course with the approval of the student's doctoral advisory/dissertation committee.

Curriculum and Teaching (15-24 hours)

Normally students take two (2) core courses:

ELC 615 Foundations of Curriculum (3)
ELC 686 Curriculum Theory (3)

Student's are expected to take an additional 9-18 hours with the approval of the student's doctoral advisory/dissertation committee.

Dissertation (12 hours)
ELC 799 Dissertation (12)

ELC Educational Leadership and Cultural Foundations Courses

506 Institutes in Education (1-3)
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession. Students may apply no more than 3 hours of this course to any degree program. (Graded on S-U basis)

581 Teaching in the Urban School (3:3)
Pr. admission to teacher education or permission of instructor
Course designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school.

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

604 Moral Dimensions of Education (3:3)
Pr. 696 or 697 or their equivalents
Values involved in educational decision making; application of various moral discourses to educational practices.

609 Epistemology and Education (3:3)
Pr. 696 or 697 or their equivalents
An overview of several systems of knowledge and the problems of knowing, knowing how, and belief. Deals with intellect, rationality, and positional knowledge.

615 Foundations of Curriculum (3:3)
Pr. graduate standing
Historical, cultural, and sociopolitical foundations of curriculum theory and practice. Emphasis on ideological shifts in transformative practice, curriculum development/analysis, and relations between curriculum, individual, and society.

625 Seminar in Teaching and Social Foundations of Education (3:3)
Critical consideration of the purpose and philosophy of undergraduate social foundations courses, perspectives and approaches to teaching, and reflection on issues and problematics of critical pedagogy.

641 Designing Educational Programs (3:3)
Aspects of systematic educational program planning. Each student will be required to design an educational program plan.

658 Planning of Educational Facilities (3:3)
School facilities planning for the purpose of promoting better surveys of needs and functional educational specifications through cooperative action. Relationships between design and educational program. Community involvement, funding, the role of the school architect, and the team approach to alternative solutions for building problems.

659 Educational Finance (3:3)
Pr. advanced graduate standing and permission of instructor
Financial management of education; basic economic theory. A business management appreciation of the complexity and magnitude of education as an important resource in the public sector. How the American economy provides funding for public education, how funds are administered, and trends toward more efficient utilization of resources. Equity in the provision of school services and support as crucial concerns of the public school administrator.

660 The School Principalship (3:3)
For the prospective principal of the lower, intermediate, and secondary levels. Functions in providing a system of communications, organizing people to meet educational goals, defining and formulating goals and objectives, leadership in instruction, supervision, curriculum design and development, personnel administration, and ethical and legal responsibilities.

661 Ethics and Education (3:3)
Pr. 696 or 697 or their equivalents
Appraisal of human aims and practices, attitudes towards character, and conceptions of desirable human life, as these are related to educational theory and practice.

662 Power, Politics, and Schools (3:3)
Pr. graduate standing
The politics of education as the set of interactions that influence and shape the authoritative allocation of values in this society and its educational organizations.

663 Educational Administration in Historical Perspective (3:3)
Pr. graduate standing
Evolution of administrative thought and practice in ancient, medieval, and modern times and their relevance to the functioning of educational organizations.

664 Foundations of Interpretive Inquiry (3:3)
Pr. 593, 696 or 697; ERM 617 or their equivalents
Theoretical and philosophical dimensions of interpretive inquiry in education; concepts that are the foundation for qualitative methodologies in educational research.

665 Approaches to Qualitative Inquiry (3:3)
Pr. 609, 664 recommended
Introduction to empirical qualitative research: philosophical foundations, research design strategies, methods for data collection and analysis (especially interviewing and field observation), options for reporting research. Emphasis on skill development.

670 Leadership for Teaching and Learning (3:3)
Pr. admission to M.S.A. program or permission of instructor
Examines conceptions of "good" schools and the nature of instruction, curriculum, assessment, and professional development. Explores leadership, change, and school renewal that works toward good schooling and pedagogy.

671 Principal Fellows Seminar (3:3)
Pr. enrollment as a Principal Fellow
Required for Principal Fellows each semester during their enrollment in the M.S.A. program. Provides enrichment activities for Principals Fellows as required by the Principal Fellows Program.

672 Technology and Administrative Leadership (3:3)
How school leaders can use technology to meet their management, instructional, inquiry, and problem solving responsibilities.

673 Principal Leadership for Special Education (3:3)
Strategies school principals can use to advocate for and implement programs for exceptional children that are effective for students and compliant with legal requirements.

675 Schools as Centers of Inquiry (3:3)
Pr. admission to M.S.A. program and ELC 670, or permission of instructor
Effective schools function as professional learning communities characterized by a culture of inquiry and collaboration. Builds the skills of students in facilitating individual and whole school inquiry.

678 Feminist Theories and Education (3:3)
Where feminism and education intersect, specifically how gender and other social categories impact lived experience. Political, economic, social inequities studied to transfer theory and practice in educational contexts.

679 History of Education in the United States (3:3)
Historical foundations of the educational system in the U.S. Contributions of selected educational leaders and the responses of the educational system to the dilemmas posed by major events and movements in the history of the country.

680 International Perspectives in Feminism (3:3)
Feminism in several world regions; global political developments and postcolonial contexts. Historical and contemporary grassroots efforts of women and men worldwide to educate.

683 Engaging the Public in Education (3:3)
Examination of parent involvement in schooling, school/family/community partnerships, civic deliberation about education, school's role in community transformation. Emphasis on equity/justice, school's accountability to the public, research evidence, effective practice.

686 Curriculum Theory (3:3)
Pr. 515 or its equivalent
The nature of theory and of theory building; application of theoretical criteria to the field of curriculum.

687 The Legal and Ethical Foundations of Public Education (3:3)
Pr. advanced graduate standing. Basic knowledge of history of American education, governance and organization of education and basic U.S. history and/or constitutional law
The constitutional and statutory precedents and principles underlying the roles of federal, state, and local governments in public education. Recent court decisions relating to public education; development of awareness of freedoms and constraints of law and ability to implement and apply the intention of law and court decisions to practical problems of school administration.

688 Contemporary Problems Seminar (1-3)
Pr. advanced master's or doctoral standing, or permission of instructor
Specific course title identified each semester by subscript, e.g., Contemporary Problems Seminar; Issues in Professional Negotiations. May be repeated for credit when topic varies.

689 Seminar in Leadership Development (6)
Pr. recommendation of adviser and permission of instructor
For students from all disciplines who intend to pursue a career in administrative positions. Development of creative leadership potential and maximization of personal growth. Students requested to make emotional as well as intellectual commitment to development of leadership qualities. (Same as MBA 689) (Graded on S-U basis)

690 Supervised Practicum in Educational Administration (3-12) (SVL)
Pr. for educational administration majors at either master's or sixth-year levels and permission of instructor
Planned administrative functions in appropriate school setting with objective of providing direct experience with processes and functions of educational administration. Supervision is shared responsibility of university and public school faculties. May be repeated for a maximum of 12 hours credit. (Graded on S-U basis)

691 School Organization and Leadership (3:3)
Examines organizational dimensions of schooling (structure, culture, human resources, politics, bureaucracy, community); explores practical organizational/leadership strategies for reforming schools to serve diverse students and promote learning, social justice, and democracy.

692 Independent Study (1-4)
Pr. approval of instructor
Guided readings, research, and individual project work under direction of a staff member.

693 Introduction to Critical Pedagogy (3:3)
Introduction to the theory and practice of critical pedagogy including its relationship to critical social theory. Emphasis on education as vehicle for social change, moral critique, and personal transformation.

694 Educational Governance and Policy (3:3)
Structures and processes of school governance, including the impacts of district, state and Federal policies, and influence of special interest groups. Attention to policy development, advocacy, implementation, analysis, and critique.

695 Comparative Education (3:3)
Definition, purpose, and scope of comparative education; the role of such factors in education as race, language, religion, geography, economics, nationalism, socialism, and democracy; a survey of education in England, France, Germany, U.S.S.R., China, Japan and India.

696 Philosophies in Education (3:3)
Major philosophic viewpoints (traditional and contemporary) as they apply to education; analysis of past and present changes in educational outlook and practices.

697 Selected Critical Issues in American Education (3:3)
Identification and analysis of selected major policy questions facing education; relationship between the social, political, and cultural milieus, and issues in education.

698 Gender, Art, Politics, and Pedagogy (3:3)
Artists whose art is political and pedagogical. How artists use art as public voice, identity formation, documentation of public memory/history, redefinition of aesthetics, and reconstruction of learning.

699 Thesis (1-6)
Individual guidance and direction in the development of a research problem in the master's degree thesis.

700 Critical Perspectives in Education, Leadership, and Culture (3:3)
Explores the challenges of educational transformation, including improved teaching and learning, equity/social justice, and democracy in institutions with complex cultural contexts. Introduction to habits of mind for advanced graduate study.

701 The School Superintendency (3:3)
Pr. admission to Ed.S. or Ed.D. program in educational leadership or permission of instructor
Designed for both aspiring superintendents and central office administrators. Focuses on basic knowledge and skill development around a broad range of issues critical to superintendent success.

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

721 Social and Cultural Change and Education (3:3)
Pr. 696 or 697 or their equivalents
Consideration of social, cultural, political, and moral challenges facing education in the 21st century. Critical social and educational perspectives on the crises of meaning, democracy, globalization, religion, and identity.

722 Aesthetics, Visual Studies, and Critical Pedagogy (3:3)
Aesthetics, visual literacy, visual culture, semiotics, and their influences in contemporary education. Development of critical visual literacy for the understanding and integration of the arts in pedagogy.

749 Doctoral Dissertation Seminar (1-3)
Pr. permission of instructor
Develop, discuss, and defend a dissertation prospectus. (Graded on S-U basis)

750 Advanced Seminar in School Law Research (3:3)
Pr. 687, PSC 528, PSC 529, and/or permission of instructor
Case studies in school law. For Ed.S. students or the doctoral student writing a legal dissertation.

751 Cases and Concepts in Educational Leadership (3:3)
Pr. advanced graduate standing, including students majoring in educational administration, and others by permission of instructor
Uses cases and problem-based learning as opportunities to explore key analytic/theoretical perspectives and research evidence relevant to leadership for meaningful and equitable educational reform.

752 Theories in Educational Administration (3:3)
Pr. advanced graduate standing, including students majoring in educational administration, and others by permission of instructor
The nature of theory, definition, utilization; contemporary theories applied to educational administration; system theory and its application possibilities to educational administration.

753 Problems and Dilemmas in Administering Education (1-3:6)
Pr. 604 or equivalent; six semester hours of research tools (604, 617) and/or experience in some extended practical research activity, and permission of instructor
Student/faculty teams will identify problems of administrative practice in education, identify methods or processes to study each problem, analyze problems/solutions *in situ*, explore alternative solutions (e.g. literature search) and develop conclusions.

754 Personal Leadership Assessment and Enhancement (3:3)
Pr. admission to Ed.S. or Ed.D. program in educational leadership or permission of instructor
For students who intend to pursue educational leadership roles and careers in administration. Emphasizes development of creative leadership potential and maximization of personal growth.

755 Law and Policy in Special Education
Pr. 673 or equivalent, or permission of instructor
Examination of legal, ethical, and policy perspectives in the leadership of special education programs in schools and school districts and their integration into diverse organizational settings.

775 Directed Doctoral Research (3)
Pr. doctoral students in ELC or CUI and permission of instructor
Individual work on dissertation research problems: collection analysis, critical review, integration, and interpretation of research literature on a topic pertinent to the student's dissertation. May be repeated once for credit.

790 Internship in Educational Leadership (3-18)
Pr. minimum of 24 semester hours beyond the master's, or a minimum of all prerequisite courses and 24 additional semester hours for those admitted to the program without a master's degree. All such work to be approved in writing by the student's Advisory/Dissertation Committee
Directed year-long internship in an appropriate educational administration field-based setting. Supervision shared by department faculty and field-based mentors. (Graded on S-U basis)

799 Dissertation (1-12)
Individual direction in the development and execution of a doctoral dissertation.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Educational Research Methodology

206 Curry Building • (336) 334-3471
www.uncg.edu/erm

Graduate Programs in Educational Research Methodology

- M.S.
- M.S./Ph.D.
- Ph.D.
- Doctoral Minor

Professors

Terry Ackerman, Ph.D.
Educational measurement and practical applications of item response theories, including computerized adaptive testing, test construction, equating, differential item/test functioning and ability estimation; theory and application of multidimensional item response theory; applied statistics (Chair of Department and Director of Graduate Study).

Micheline Chalhoub-Deville, Ph.D.
Second/foreign language testing and assessment, including proficiency, performance-based, computer-based/adaptive, and achievement testing; large-scale/standardized testing, especially in international contexts; the assessment of less commonly taught languages, and language policy and planning in educational testing.

Richard Luecht, Ph.D.
Educational measurement, employment and professional testing; performance assessments; standard setting; design of computerised testing systems; integration of cognitive science and measurement; automated test assembly; structural equation modeling; experimental design; multivariate statistics.

Assistant Professors

Robert Henson, Ph.D.
Educational measurement, latent variable modeling with an emphasis on skills diagnosis models, factor analysis, item response theory, classical test theory, test construction, and multivariate statistics.

John Willse, Psy.D.
Educational measurement, practical applications of classical and modern test theory, outcomes assessment in higher education, computer adaptive testing.

Adjunct Faculty

Deb Bartz, M.A.
Program evaluation, specifically in the areas of education and non-profit organizations, survey construction, classroom assessment, feminist research methodologies.

Craig Deville, Ph.D.
Education measurement, student achievement and classroom assessment, test accommodations and assessing special populations, performance assessments, testing for licensure and certification, computer-based testing, foreign and second language assessment.

Alex Epanchin, Ph.D.
Uses and abuses of standardized testing, high stakes testing, program evaluation, applied research in education, reporting assessment results, longitudinal data analyses.

Rick Morgan, Ph.D.
Educational measurement, performance assessment, assessment design, applied statistics, equating, validity, differential item functioning.

The Department of Educational Research Methodology offers programs of study leading to the M.S. and Ph.D. in educational research, measurement, and evaluation as well as a doctoral minor in educational research methodology. Graduates are prepared for careers in such settings as universities and colleges, school systems, state and federal departments of education, social service agencies, educational research and development centers, and the corporate sector. Coursework is supplemented with research experience on grants and funded projects that include measurement research and evaluation that are being conducted by individual faculty and the UNCG Center for Educational Research and Evaluation.

Non-ERM doctoral students who want to pursue an area of concentration in ERM coursework are strongly encouraged to obtain a Minor in educational research methodology.

MS Requirements for the Master of Science in Educational Research, Measurement, and Evaluation

The Department of Educational Research Methodology offers a graduate program of study leading to a **36** hour Master of Science degree in educational research, measurement, and evaluation. After completing at least 18 hours in the M.S. program, students may submit a request to faculty within the department to be considered for admission into the Ph.D. program. The departmental Director of Graduate Study will take leadership in reviewing the request with ERM faculty and advising the student and The Graduate School of the department's recommendation in writing. Students approved by this process will not be required to submit another formal application.

Required Core Courses (24 hours)

In cases where students have previously satisfied these requirements, course substitutions may be allowed with the approval of the major advisor.

ERM 604 Methods of Educational Research (3)
ERM 642 Evaluation of Educational Programs (3)
ERM 667 Foundations of Educational Measurement Theory (3)
ERM 668 Survey Research Methods in Education (3)
ERM 669 Item Response Theory (3)
ERM 675 Data Presentation and Reporting (3)
ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Educational Experiments (3)

Electives (12 hours)

Students must complete a combination of 12 hours in elective courses at the 600-749 level. At least 6 hours must be completed in a cognate discipline outside of educational research. Cognate disciplines may include educational foundations, curriculum and instruction, psychology, sociology, statistics (some 500-level courses are acceptable), public health, political science, or computer science. With the approval of the major advisor, 6 hours may be selected from among the following educational research courses:

ERM 643 Applied Educational Evaluation (3)
ERM 682 Multivariate Analysis (3)
ERM 688 Contemporary Problems Seminar: Educational Statistics and Measurement (1-3)
ERM 693 Seminar in Advanced Research Methods (3)
ERM 726 Advanced Topics in Educational Measurement (3)
ERM 727 Computer-based Testing: Methods and Applications (3)
ERM 728 Factor Analysis and Multidimensional Scaling (3)
ERM 729 Advanced Item Response Theory (3)
ERM 731 Structural Equation Modeling in Education (3)
ERM 732 Hierarchical Linear Modeling (3)
ERM 733 Language Assessment and Testing (3)
ERM 735 Multidimensional Item Response Theory (3)
ERM 742 Advanced Evaluation of Educational Programs (3)

Comprehensive Examination

The student will successfully complete a written comprehensive examination to be arranged by the major advisor.

MS/PhD Requirements for the Master of Science/Doctor of Philosophy in Educational Research, Measurement, and Evaluation

The Department of Educational Research Methodology offers a graduate program of study leading to a Ph.D. degree in educational research, measurement, and evaluation of **93** hours beyond the baccalaureate degree (for student's entering the program in the M.S./Ph.D. track).

Required Core Courses (42 hours)

In cases where students have previously satisfied these requirements, course substitutions may be allowed with the approval of the major advisor.

ERM 604 Methods of Educational Research (3)
ERM 642 Evaluation of Educational Programs (3)
ERM 643 Applied Educational Evaluation (3)
ERM 667 Foundations of Educational Measurement Theory (3)
ERM 668 Survey Research Methods in Education (3)
ERM 669 Item Response Theory (3)
ERM 675 Data Presentation and Reporting (3)
ERM 680 Intermediate Statistical Analysis (3)
ERM 681 Design and Analysis of Educational Experiments (3)
ERM 682 Multivariate Analysis (3)
ERM 727 Computer-based Testing: Methods and Applications (3)
ERM 728 Factor Analysis and Multidimensional Scaling (3)
ERM 729 Advanced Item Response Theory (3)
ERM 731 Structural Equation Modeling in Education (3)

Secondary Area of Concentration (12 hours)

Students are required to complete a Secondary Area of Concentration in a cognate area of their own choosing with the approval of their doctoral Advisory/Dissertation Committee. Cognate disciplines may include, but are not limited to, educational leadership and cultural foundations,

curriculum and instruction, psychology, sociology, human development and family studies, statistics (some 500-level courses are acceptable), public health, political science, specialized education services, or computer science.

Electives (27 hours)

Students must complete a minimum of 27 hours in elective courses from the suggested list below. If the student elects to take a course that is not on the list they must receive approval from their doctoral Advisory/Dissertation Committee.

ERM 688 Contemporary Problems Seminar (1-3)
ERM 692 Independent Study (1-4)
ERM 711 Experimental Course (3)
ERM 725 Applied Methods on Educational Research (3)
ERM 726 Advanced Topics in Educational Measurement (3)
ERM 730 Practicum in Educational Research and Evaluation (3)
ERM 732 Hierarchical Linear Modeling (3)
ERM 733 Language Assessment and Testing (3)
ERM 734 Equating (3)
ERM 735 Multidimensional Item Response Theory (3)
ERM 742 Advanced Topics in Evaluation of Educational Programs (3)
ERM 750 Case Study Methods in Educatonal Research (3)
CUI 730 Qualitative Analysis (3)
STA 551 Introduction to Probability (3)
STA 552 Introduction to Mathematical Statistics (3)

Comprehensive Examination

A student may elect, but is not required, to take the comprehensive exam following 24 hours of core courses and 12 hours of electives to receive the M.S. degree. Following the completion of 42 hours of core courses, 27 hours of electives, and 12 hours of a minor, the student must successfully complete a written comprehensive examination to be arranged by the doctoral Advisory/Dissertation Committee.

Dissertation (12 hours)

Research that culminates in the preparation of a required doctoral dissertation.

ERM 799 Dissertation (12)

PhD Requirements for the Doctor of Philosophy in Educational Research, Measurement, and Evaluation

The Department of Educational Research Methodology offers a graduate program of study leading to a **75** hour Ph.D. degree in educational research, measurement, and evaluation.

Required Core Courses (27 hours)

With the approval of the Advisory/Dissertation Committee, a maximum of 15 hours in the following courses may be transferred from UNCG's master's degree or from a comparable master's degree program. The 15 hour maximum also includes any transferred courses included to satisfy required core courses. In cases where students have previously satisfied these requirements, course substitutions may be allowed with the agreement of the major advisor.

ERM 642 Evaluation of Educational Programs (3)
ERM 643 Applied Educational Evaluation (3)
ERM 668 Survey Research in Education (3)
ERM 675 Data Presentation and Reporting (3)
ERM 682 Multivariate Analysis (3)
ERM 727 Computer-based Testing: Methods and Applications (3)
ERM 728 Factor Analysis and Multidimensional Scaling (3)
ERM 729 Advanced Item Response Theory (3)
ERM 731 Structural Equation Modeling in Education (3)

Secondary Area of Concentration (12 hours)

Students are required to complete a Secondary Area of Concentration in a cognate area of their own choosing with the approval of their doctoral Advisory/Dissertation Committee. Cognate disciplines may include, but are not limited to, educational leadership and cultural foundations, curriculum and instruction, psychology, sociology, human development and family studies, statistics (some 500-level courses are acceptable), public health, political science, specialized education services, or computer science.

Electives (24 hours)

Student must complete a minimum of 24 hours in elective courses from the suggested list below. If the student elects to take a course that is not on the list he or she must receive approval from their doctoral Advisory/Dissertation Committee.

ERM 688 Contemporary Problems Seminar (1-3)
ERM 692 Independent Study (1-4)
ERM 711 Experimental Course (3)
ERM 725 Applied Methods on Educational Research (3)
ERM 726 Advanced Topics in Educational Measurement (3)
ERM 730 Practicum in Educational Research and Evaluation (3)
ERM 732 Hierarchical Linear Modeling (3)
ERM 733 Language Assessment and Testing (3)

ERM 734 Equating (3)
ERM 735 Multidimensional Item Response Theory (3)
ERM 742 Advanced Topics in Evaluation of Educational Programs (3)
ERM 750 Case Study Methods in Educatonal Research (3)
CUI 730 Qualitative Analysis (3)
STA 551 Introduction to Probability (3)
STA 552 Introduction to Mathematical Statistics (3)

Comprehensive Examination

Following the completion of 24 hours of core courses, 27 hours of electives, and 12 hours of a minor, the student must successfully complete a written comprehensive examination to be arranged by the doctoral Advisory/Dissertation Committee.

Dissertation (12 hours)

Research that culminates in the preparation of a required doctoral dissertation.

ERM 799 Dissertation (12)

Minor Requirements for the Doctoral Minor in Educational Research Methodology

The Department of Educational Research Metholodgy offers a graduate program of study leading to a **15** hour doctoral minor in educational research methodology.

Core (12 hours)

ERM 667 Foundations of Educational Measurement Theory (3)
ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Educational Experiments (3)
ERM 682 Multivariate Analysis (3)

Electives (3 hours)

Select one of the following courses:

ERM 642 Evaluation of Educational Programs (3)
ERM 668 Survey Research in Education (3)
ERM 675 Data Presentation and Reporting (3)
ERM 693 Seminar in Advanced Research Methods (3)
ERM 726 Advanced Topics in Educational Measurement (3)
ERM 728 Factor Analysis and Multidimensional Scaling (3)
ERM 731 Structural Equation Modeling in Education (3)
ERM 732 Hierarchical Linear Modeling (3)
ERM 733 Language Assessment and Testing (3)

ERM Educational Research Methodology Courses

604 Methods of Educational Research (3:3)
Techniques and uses of research in education. Designed to provide the student with the ability to read, understand, and critically evaluate published empirical research. (Formerly EAR 593. Students who took this course as EAR 593 are **not** eligible to take ERM 604 and receive credit.)

605 Educational Measurement and Evaluation (3:3)
For teachers, counselors, and administrators. Principles of measurement and evaluation; methods of scoring and interpreting tests. Construction and use of teacher-made tests. Statistical concepts basic to understanding and interpreting test data. (Formerly EAR 670; students who took this course as EAR or ERM 670 are **not** eligible to take ERM 605 and receive credit.)

617 Statistical Methods in Education (3:3)
Pr. elementary algebra
Introductory course in applied descriptive statistics, correlational methods, and linear regression that provides a conceptual and theoretical foundation for more advanced work and a thorough grounding in the use of computers for descriptive statistical analysis, and interpretation of results. (Formerly EAR 501. Students who took this course as EAR 501 are **not** eligible to take ERM 617 and receive credit.)

642 Evaluation of Educational Programs (3:3)
Pr. permission of instructor and 617 or equivalent
Existing and emerging formulations of educational evaluation. Developing operational guidelines for conducting evaluations in educational settings.

643 Applied Educational Evaluation (3:3)
Pr. 642
An application course that uses modern evaluation models, data collection, statistical analyses, and interpretation of findings to establish the effectiveness and utility of an educational program.

667 Foundations of Educational Measurement Theory (3:3)
Pr. 680 or equivalent course
Statistical foundations, classical test theory, reliability, validity, item analysis, and norms; selected topics in modern test theory. Designed for those who will develop, evaluate, and select measurement instruments in their professional roles. (Credit may not be obtained for PSY 437)

668 Survey Research Methods in Education (3:3)
Pr. 617 and 680 or equivalent
Theory, methods, and procedures of survey research as this methodology is applied to problems in education. Sampling from finite populations.

669 Item Response Theory (3:3)
Pr. 667, and either 681 or STA 662, or equivalent courses and permission of instructor.
Conceptual and mathematical foundations, parameter estimation, tests of model assumptions and goodness of fit, and practical applications of IRT.

675 Data Presentation and Reporting (3:3)
Pr. 680
Modern techniques for summarizing and visualizing univariate and multivariate data using various statistical and graphical software packages. Covers theories and research on graphics and the perception of visual data.

680 Intermediate Statistical Methods in Education (3:3)
Pr. elementary algebra
Applied descriptive and inferential statistics. Topics include applied probability, power analysis, chi-square distributions, hypothesis testing for a variety of applications, and correlation and regression. Concept learning, applications, and computer analyses are stressed. (Formerly ERM 618. Students who took this course as ERM 618 are not eligible to take ERM 680 and receive credit)

681 Design and Analysis of Educational Experiments (3:3)
Pr. 618, 680 or equivalent, or permission of instructor
Advanced inferential statistics including factorial ANOVA, repeated measures design, multiple regression, ANCOVA, log-linear analysis. Applications in education and the social sciences.

682 Multivariate Analysis (3:3)
Pr. 680 and 681, or STA 573, or STA 662, or permission of instructor
Multivariate normal distribution. Cluster analysis, discriminant analysis, canonical correlation, principal component analysis, factor analysis, multivariate analysis of variance. Use and interpretation of relevant statistical software. (Same as STA 671)

688 Contemporary Problems Seminar (1-3)
Pr. advanced master's or doctoral standing, or permission of instructor
Specific course title identified each semester by subscript, e.g., Contemporary Problems Seminar; Issues in Professional Negotiations. May be repeated for credit when topic varies.

692 Independent Study (1-4)
Pr. permission of instructor
Guided readings, research, and individual project work under direction of a staff member.

693 Seminar in Advanced Research Methods (3:3)
Pr. 604, 605, 680, 681, or equivalent
Advanced techniques of research or measurement applied to educational or social and behavioral science problems.

699 Thesis (1-6)
Individual guidance and direction in the development of a research problem in the master's degree thesis.

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

725 Applied Methods of Educational Research (3:3)
Investigates procedures and methodologies necessary to pursue research problems in measurement, evaluation, and applied statistics. Student work must demonstrate the ability to organize and conduct a research project.

726 Advanced Topics in Educational Measurement (3:3)
Pr. 680, 667 or permission of instructor
Technical developments and applications in classical test theory, item response theory, generalizability theory, models of selection bias, differential item functioning, and test score equating.

727 Computer-Based Testing: Methods and Applications (3:3)
Pr. 667
Computer-based testing applications including automated test assembly, item banking, computer-adaptive and multistage testing, web-based testing, large scale assessment development and support systems, and computer-based performance assessments. Covers state-of-the-art research and developments. (formerly ERM 670)

728 Factor Analysis and Multidimensional Scaling (3:3)
Pr. 682 or permission of instructor
Exploratory and confirmatory factor analysis and multidimensional scaling. Methods of estimation and rotation including the common factor model. Weighted and unweighted MDS. Uses of SPSS, SAS statistical packages.

729 Advanced Item Response Theory (3:3)
Pr. 669 or equivalent
Estimation techniques for various unidimensional dichotomous and polytomus IRT models using various software packages. IRT applications such as computerized testing, equating, test construction, and differential item/test functioning are also covered.

730 Practicum in Educational Research and Evaluation (3)
Pr. permission of instructor
Field-based and mentored practicum. (Graded on S-U basis)

731 Structural Equation Modeling in Education (3:3)
Pr. 682 or permission of instructor
Formulation of structural models, estimation of structural coefficients using LISREL, estimation of model fit, confirmatory factor analysis models, practical applications.

732 Hierarchical Linear Modeling (3:3)
Pr. 682, STA 671, or permission of instructor
Structure of hierarchical data, random intercepts, individual change/growth models, applications in meta-analysis, assessing hierarchical models, hierarchical generalized linear models, hierarchical models for latent variables, cross-classified random effects, estimation.

733 Language Assessment and Testing (3:3)
Theoretical and practical issues related to second language testing with special attention paid to the assessment of English as a second language, world Englishes, and foreign languages.

734 Equating (3:3)
Pr. 681, 667, or permission of instructor
Equating designs, equating and scaling assumptions, design of anchor sets, observed score equating methods, true-score equating methods, standard error of equating, use and interpretation of relevant statistical software.

735 Multidimensional Item Response Theory (3:3)
Pr. 669 and 729 or permission of instructor
Multidimensional item response theory models including their estimation, representation, and application. Use of relevant estimation and graphing software discussed.

736 Advanced Studies in Second Language Testing (3:3)
Pr. 733
Language testing for English and foreign language learners as well as the World Englishes domain. Policies, theories, research, and tools employed to measure different language modalities.

742 Advanced Topics in the Evaluation of Educational Programs (3:3)
Pr. 642 and permission of instructor
Theoretical understanding of evaluation design and strengthening of practical program evaluation skills.

750 Case Study Methods in Educational Research (3:3)
Pr. 604, 642, or equivalent
Overview of the methodology of case study research; enhancement of students' skills in using case study methods.

775 Directed Doctoral Research (1-6)
Pr. doctoral students in ERM and permission of instructor
Individual work on dissertation research problems: collection and analysis of data; critical review, integration, and interpretation of research literature on a topic pertinent to the student's dissertation.

799 Dissertation (1-12)
Individual direction in the development and execution of a doctoral dissertation.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of English

3143 Moore Humanities and Research Administration Building
(336) 334-5311 • www.uncg.edu/eng

Graduate Programs in English

- Post-Baccalaureate Certificate
  Technical Writing
- M.A.
- M.Ed.
- M.F.A.
  Creative Writing
- Ph.D.

Professors

Denise N. Baker, Ph.D.
Middle English literature, Langland, Chaucer, Julian of Norwich, medieval women writers.

Walter H. Beale, Ph.D.
Rhetorical theory and criticism, history of rhetoric, theory of discourse.

Keith Cushman, Ph.D.
Modern British literature, D. H. Lawrence, contemporary literature, modern American literature.

Stuart L. Dischell, M.F.A.
Poetry writing, poetry and poetics, modern literature, world literature.

James E. Evans, Ph.D.
18th century British literature, especially fiction, drama and periodicals; theory of comedy.

Mary Ellis Gibson, Ph.D.
19th century British literature, critical theory, Women's Studies, modernism, imperialism, Southern women writers.

Christopher Hodgkins, Ph.D.
Renaissance literature, 17th century lyric poetry, George Herbert, British imperial imagination, Sir Francis Drake, religion and literature, Shakespeare.

Karen L. Kilcup, Ph.D.
19th and early 20th century American literature, women's and Native American literature, romanticism and regionalism, American Studies and Women's Studies, poetry, humor, critical theory.

Robert Langenfeld, Ph.D.
Late 19th - early 20th century British literature. Editor/Publisher *ELT* and ELT Press.

Craig Nova, M.F.A.
Fiction writing (Class of '49 Excellence Professor).

Michael F. Parker, M.F.A.
Fiction writing, contemporary fiction, short story, forms in fiction, novella, personal/familiar essay.

Hephzibah Roskelly, Ph.D.
Rhetoric and composition, reading theory, pedagogy, American literature.

Anne Wallace, Ph.D.
19th-century British literature and culture, poetry and the novel from the Restoration to the Great War, gender studies, aesthetics, historiography (Head of Department).

Stephen R. Yarbrough, Ph.D.
Literacy; critical and rhetorical theory; history of American literature and discourse, especially 18th and 19th centuries.

Lee Zacharias, M.F.A.
Fiction writing, contemporary literature, American literature.

Associate Professors

Elizabeth Chiseri-Strater, Ph.D.
Composition theory and pedagogy, language and literacy, portfolio evaluation, ethnography, collaborative learning.

SallyAnn H. Ferguson, Ph.D.
African-American literature and language, Charles W. Chesnutt, African-American women novelists, American literature.

Jennifer M. Keith, Ph.D.
18th century and Romantic British literature, poetry, satire, gender studies, William Blake.

Christian Moraru, Ph.D.
Literary and cultural theory, 20th century American literature with emphasis on contemporary narrative, postmodernism, comparative literature.

Nancy Myers, Ph.D.
Rhetoric and composition theory and pedagogy; history of rhetoric, composition, and English Studies; sociolinguistics; structuralism (Director of Graduate Study).

Scott B. Romine, Ph.D.
Southern literature, modern American literature, narrative theory, autobiography, Irish literature.

Karen A. Weyler, Ph.D.
Early and 19th century American literature, women writers, the history and theory of the novel, personal narratives, and the history of the book.

Assistant Professors

Michelle M. Dowd, Ph.D.
Renaissance literature, Shakespeare and early modern drama, early modern women's writing, feminist theory and gender studies.

Jennifer Grotz, M.F.A., Ph.D.
Poetry writing, contemporary poetry and poetics.

Alexandra W. Schultheis, Ph.D.
Postcolonial literatures and theory, gender studies, 20th century British and American literature, critical theory.

Stephen B. Stallcup, Ph.D.
Middle English literature, Chaucer, Langland, Malory, Arthurian literature, medieval manuscript studies, Shakespeare.

Annette Van, Ph.D.
Victorian literature, history and theory of the novel, critical theory, gender studies.

Eve Wiederhold, Ph.D.
Rhetoric and compostion, gender studies, literary and cultural theory, film studies.

Adrian J. Wurr, Ph.D.
Second language acquisition and teaching, sociolinguistics, service-learning, literacy development and instruction, and composition pedagogy.

The Department of English offers degree programs leading to the Master of Arts, the Master of Education, the Master of Fine Arts, and the Doctor of Philosophy. The department has long published *The Greensboro Review*, a magazine of poetry and fiction, and in 1986 became the location of *English Literature in Transition (1880–1920)*, a scholarly journal. In 1988, ELT Press began to publish the 1880–1920 British Authors Series. *Studies in American Humor* is also edited at UNCG.

The M.A. in English—designed for those planning work toward the doctorate and for those preparing to teach in community colleges, technical institutes, or some undergraduate colleges or to work in a nonacademic setting—offers four plans of study beyond the core requirements for the degree: (1) thesis plan, (2) teaching composition plan, (3) writing and editing plan, and (4) minor field plan.

The M.Ed. is offered in conjunction with the School of Education. Successful completion of the degree meets requirements for the North Carolina advanced competencies licensure.

The M.F.A. in creative writing, one of the oldest and most prestigious programs of its kind in the nation, is offered to a limited number of students with superior ability in writing original works of poetry or fiction. The program permits students to develop particular talents in small classes and in conferences with writers in residence and distinguished visiting writers. The best student work may be published in *The Greensboro Review*. The most talented students are considered for fellowships as well as research and teaching assistantships.

The Ph.D. in English is offered to superior applicants who are preparing for careers in teaching and research in colleges and universities. The program permits specialization in literary studies or rhetoric and composition in small classes and a format conducive to individualized instruction. Full-time doctoral students may be appointed as teaching assistants in the department. The most talented students are recommended for fellowships.

Scheduling of classes for the M.A. and, in some cases, for the Ph.D. is intended to meet the needs of students already employed in teaching or other professions.

Students should consult either the Director of Graduate Study in English or the Director of the M.F.A. Writing Program for information about the details of these requirements.

PBC *Requirements for the Post-Baccalaureate Certificate in Technical Writing

***For 2007-2008, no new certificate candidates will be accepted.**

MA Requirements for the Master of Arts in English

The Department of English offers a graduate program of study leading to a **30-36** hour Master of Arts degree. All students select from the alternative plans of study outlined below. No more than three courses at the 500-level may be submitted for the degree. All other work must be at the 600-level and above.

Required Core Courses (24 hours)

ENG 701 English Studies: Content, Methods, and Bibliography (3)
3 literature courses, including one before 1800 and one after.
3 electives, normally in English or American literature.
1 critical theory course selected from the following or from special topics courses approved in advance by the Director of Graduate Study:
ENG 531 Feminist Theory and Women Writers (3)
ENG 549 The Critical Canon and Contemporary Issues (3)
ENG 650 Modern LiteraryTheory (3)
ENG 663 Postcolonial Literary and Cultural Theory (3)
ENG 704 Studies in Contemporary Literary and Cultural Theory (3)
ENG 705 Cultural Studies (3)

Alternative Plans of Study (6-12 hours)

In the remaining semester hours beyond the core courses, students should elect one of the following alternative plans of study:

Thesis plan
ENG 699 Thesis (6)

M.A. students in the thesis plan must demonstrate reading knowledge of a foreign language. A level of proficiency in one foreign language, equivalent to completion of the first semester of an intermediate course (such as 203 at UNCG), must be documented either by previous course work completed during the last five years and approved by the Director of Graduate Study, or by course work while enrolled in the M.A. program, or by an appropriate score on a written examination. Because of the language requirement, a minimum of 30 hours is required for the degree: 24 core hours and 6 thesis hours. Native speakers of other languages can demonstrate foreign language proficiency through their graduate course work in English. Students in the M.A./Ph.D. track will ultimately have to fulfill the foreign language requirement for the Ph.D.

Students who have been admitted into the Ph.D. program and/or who have the permission of their thesis committee and the Director of Graduate Study, may elect to write a two-paper thesis instead of the traditional single-topic thesis. Recommended for those students for whom the M.A. will not be the terminal degree, the two-paper thesis will consist of two graduate papers expanded and revised to publishable quality.

Teaching composition plan

A total of **36** hours is required for the degree, the 24 hour core plus 12 hours distributed as follows:

ENG 680 Teaching Internship in English (3)

3 electives in rhetoric and composition or language and linguistics. Electives may be chosen from ENG 510, 513, 660, special topics courses approved in advance by the Director of Graduate Study, or from the following:
ENG 522 Teaching Composition: Theories and Applications (3)
ENG 590 Literacy, Learning and Fieldwork (3)
ENG 661 Second Language Writing (3)
ENG 688 Women's Rhetoric and Feminist Pedagogy (3)
ENG 689 Institutional History of Composition Studies (3)
ENG 690 History of Rhetoric: Classical Through Renaissance (3)
ENG 691 History of Rhetoric: Enlightenment through Contemporary (3)
ENG 693 Classical Rhetoric (3)
ENG 697 Composing Theories in Reading and Writing (3)
ENG 742 Studies in Rhetorical Theory and Practice (3)
ENG 744 Seminar in Composition Studies (3)
ENG 746 Studies in Contemporary Rhetorical Theory (3)

Writing and editing plan

A total of **36** hours is required for the degree, the 24 hour core plus 12 hours distributed as follows:

ENG 620 Contemporary Publishing (3)
ENG 621 Seminar on Publishing (3)
ENG 622 Writing and Editing Internship (3)
1 elective in writing and editing to be selected from special topics courses approved in advance by the Director of Graduate Study or ENG 524 Writing - Advanced: Analytical and Technical (3)

Plan of study with minor field

A total of **36** hours is required for the degree, the 24 hour core plus 12 hours distributed as follows:

ENG 680 Teaching Internship in English (3)
3 courses in a minor or collateral field (9)

MEd Requirements for the Master of Education in English

The Master of Education degree with a concentration in English is offered to those students teaching or preparing to teach in public secondary schools. The program is approved by the National Council for Accreditation of Teacher Education and by the North Carolina Department of Public Instruction. The degree is available in two tracks leading to the advanced competencies license.

The Teacher Leadership Track is designed for students already holding North Carolina Standard Professional I licensure for secondary teaching in English. It requires **39** hours of course work including a directed research project. There is no thesis or foreign language requirement. Prerequisite is undergraduate course equivalents for the B.A. in English with Standard Professional I licensure.

The Classroom Practice Track is designed for students who do not have North Carolina licensure for secondary teaching in English. It requires **39** hours of course work including a directed research project. There is no thesis or foreign language requirement. Prerequisite is a B.A. degree in English from a certified college or equivalent course work. Students may also have to fulfill additional prerequisites normally completed during a Standard Professional I licensure program.

Core Courses for Both Tracks (9 hours)

CUI 545 Diverse Learners (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
ENG 670 Directed Master's Research (3)

Teacher Leadership Track

Pedagogical Expertise (21 hours)

ENG 513 History of the English Language (3) **or** ENG 660 Modern Language Theory (3)
ENG 522 Teaching Composition: Theory and Applications (3)
3 courses in literature (9)
2 courses as electives (6)
Students who are preparing materials for National Board certification are advised to take CUI 675.

Professional Development/Leadership (9 hours)

CUI 628 Trends and Issues in Curriculum and Instruction (3) **or** CUI 637 Trends in Teaching Practices in Curriculum in Secondary School English (3)
CUI 656 Teacher as Leader (3)
ENG 602 Electronic Research, Writing, and Editing (3)

Classroom Practice Track

Pedagogical Expertise (21 hours)

CUI 551 Teaching Practices and Curriculum in English (3)
ENG 513 History of the English Language (3) **or** ENG 660 Modern Language Theory (3)
ENG 522 Teaching Composition:Theory and Applications (3)
3 courses in literature (9)
1 course as an elective (3)
Students who have not taken a course in literary theory are strongly advised to take ENG 701.

Professional Development/Leadership (9 hours)

CUI 638 Seminar in Secondary Education (3)
CUI 680 Clinical Experience in Teaching (6)

MFA Requirements for the Master of Fine Arts in Creative Writing

The Department of English offers a graduate program of study leading to a **36**-hour Master of Fine Arts degree in creative writing. The M.F.A. is a residency program for full-time students.

Required Core Courses (12-18 hours)

ENG 625, 626 M.F.A. Fiction Workshop (3)
ENG 627, 628 M.F.A. Poetry Workshop (3)
ENG 671, 672 Graduate Tutorial in Writing: Fiction (3)
ENG 673, 674 Graduate Tutorial in Writing: Poetry (3)
ENG 677, 678 Special Problems in Writing (3)

Elective Academic Courses (12-18 hours)

M.F.A. students are required to take a minimum of four courses in a related academic field, usually in English or American literature, at the 500-, 600-, or 700-level. Students may, with permission of the Director of the M.F.A. Writing Program, take 500- and 600-level courses offered by other departments in the College of Arts and Sciences, most often in the departments of Romance Languages, Broadcasting and Cinema, and Art.

Students who plan a career in college teaching should take as many courses as possible in literature, criticism, and composition and rhetoric, including ENG 680, Teaching Internship in English.

Students who plan careers in publishing and editing should select courses focusing on contemporary publishing:

ENG 620 Contemporary Publishing (3)
ENG 621 Seminar on Publishing (3)
ENG 622 Writing and Editing Internship (3)

Comprehensive Examination

Please consult with the Director of the M.F.A. Writing Program about dates for this examination.

PhD Requirements for the Doctor of Philosophy in English

The Department of English offers a graduate program of study leading to the Ph.D. degree.

M.A./Ph.D. track: Students who enter the doctoral program with a B.A. are required to complete the M.A. with a two-paper thesis within five academic years of their initial enrollment. (For the requirements, see M.A. Alternative Plans of Study above). These students do not need to reapply for doctoral study after finishing the master's program.

Ph.D. track: Students who enter with an M.A. in English are required to earn a minimum of **36** hours of course credit, to pass the preliminary comprehensive examination, and to defend successfully their dissertations. Students entering with other advanced degrees will have their transcripts individually evaluated by the Director of Graduate Study to establish the minimum course work required.

No more than three courses at the 500-level may be submitted for the degree. All other work must be at the 600-level and above.

Required Core Courses (33 hours)

These requirements must be met in work offered for the degree beyond the B.A. With approval of the Director of Graduate Study the requirements, but not minimum semester hours, may be met in work taken for the M.A. degree prior to matriculation in the Ph.D. program.

ENG 701 Content, Methods, and Bibliography (3) or equivalent as approved by the Director of Graduate Study. Normally taken in the first semester.

Rhetoric, Critical Theory, and Language (12 hours)

Four courses from at least two different areas from the list below or from special topics courses as approved by the Director of Graduate Study.

Rhetoric

ENG 522 Teaching Composition: Theories and Applications (3)
ENG 590 Literacy, Learning and Fieldwork (3)
ENG 661 Second Language Writing (3)
ENG 688 Women's Rhetoric and Feminist Pedagogy (3)
ENG 689 Institutional History of Composition Studies (3)
ENG 690 History of Rhetoric: Classical - Renaissance (3)
ENG 691 History of Rhetoric: Enlightenment through Contemporary (3)
ENG 693 Classical Rhetoric (3)
ENG 697 Composing Theories in Reading and Writing (3)
ENG 742 Studies in Rhetorical Theory and Practice (3)
ENG 744 Seminar in Composition Studies (3)
ENG 746 Studies in Contemporary Rhetorical Theory (3)

Critical Theory

ENG 531 Feminist Theory and Women Writers (3)
ENG 549 The Critical Canon and Contemporary Issues (3)
ENG 650 Modern Literary Theory (3)
ENG 663 Postcolonial Literary and Cultural Theory (3)
ENG 704 Studies in Contemporary Literary and Cultural Theory (3)
ENG 705 Cultural Studies (3)

Language

ENG 510 Old English (3)
ENG 513 History of the English Language (3)
ENG 660 Modern Language Theory (3)

Literary Studies (18 hours)

Students should take one course in each of the following areas from special topics courses approved by the Director of Graduate Study or from the list below. Genre courses, in the novel or poetry, for example, may satisfy these requirements depending upon the texts taught, subject to approval by the Director of Graduate Study.

Old and Middle English Literature

ENG 510 Old English (3)
ENG 537 Middle English Literature (3)
ENG 608 Chaucer (3)
ENG 708 Studies in Middle English Literature (3)

Renaissance Literature

ENG 540 Shakespeare (3)
ENG 541 Milton (3)
ENG 641 Elizabethan and Jacobean Drama (3)
ENG 710 Studies in English Renaissance Literature (3)
ENG 712 Studies in Sixteenth-Century British Literature (3)
ENG 713 Studies in Seventeenth-Century British Literature (3)
ENG 714 Studies in Shakespeare (3)

Restoration and Eighteenth-Century Literature

ENG 561 Eighteenth-Century British Writers (3)
ENG 616 Restoration and Eighteenth-Century Drama (3)
ENG 617 The Eighteenth-Century British Novel (3)
ENG 717 Studies in Eighteenth-Century British Literature (3)

Thesis (6 hours)

ENG 699 Thesis (6)
May be a novel, a collection of short stories, or a volume of poetry.

Nineteenth-Century British Literature
ENG 545 Nineteenth-Century British Writers (3)
ENG 646 The Nineteenth-Century British Novel (3)
ENG 719 Studies in British Romanticism (3)
ENG 721 Studies in Victorian Literature and Culture (3)

American Literature Before the Twentieth-Century
ENG 563 American Poetry Before 1900 (3)
ENG 564 American Prose Before 1900 (3)
ENG 630 Early American Literature (3)
ENG 638 Southern American Writers (3)
ENG 730 Studies in American Literature (3)
ENG 731 Studies in American Literature before 1900 (3)
ENG 734 Studies in American Women Writers (3)
ENG 735 Studies in African American Literature (3)

Twentieth-Century British or American Literature
ENG 550 Modern British Writers (3)
ENG 558 American Poetry after 1900 (3)
ENG 559 Twentieth-Century British Poetry (3)
ENG 565 American Prose after 1900 (3)
ENG 582 Modern Drama (3)
ENG 638 Southern American Writers (3)
ENG 639 American Literary Criticism (3)
ENG 653 Modern Irish Literature (3)
ENG 654 Contemporary American and British Poetry (3)
ENG 657 James Joyce (3)
ENG 658 D.H. Lawrence and Virginia Woolf (3)
ENG 724 Twentieth-Century British Literature (3)
ENG 725 Studies in Modernism (3)
ENG 729 Postcolonial Literatures (3)
ENG 730 Studies in American Literature (3)
ENG 733 Studies in American Literature after 1900 (3)
ENG 734 Studies in American Women Writers (3)
ENG 735 Studies in African-American Literature (3)
ENG 737 Studies in Multi-Ethnic American Literature (3)
ENG 740 Studies in Contemporary and Postmodern American Literature (3)

Electives (3 hours minimum)

For the remaining hours of electives, students should choose from the graduate offerings in English or the supporting fields. These courses, selected in consultation with the student's advisory committee, should form a coherent plan to prepare the student in the areas of specialization.

Minor in a Supporting Field

With the approval of the students' advisory/dissertation committee and the Director of Graduate Study, students may use their electives and additional courses toward achieving a minor in certain supporting fields outside of English. A minor consists of at least 12 hours of advanced work in a single cognate subject. All course work applied toward the minor must be approved by the Director of Graduate Study.

Foreign Language Requirement

Ph.D. students fulfill the foreign language requirement before taking the preliminary examination. A level of proficiency in one foreign language, equivalent to completion of the second semester of an intermediate course (such as 204 at UNCG), must be documented either by previous course work completed during the last five years and approved by the Director of Graduate Study, or by course work while enrolled in the Ph.D. program, or by an appropriate score on a written examination. Native speakers of other languages can demonstrate foreign language proficiency through their graduate course work in English.

Preliminary Comprehensive Examination

At the end of the course work and after satisfying the foreign language requirement and other conditions or research skill requirements, students must pass the preliminary comprehensive examination. In preparation for the examination, the student prepares reading lists for one primary field and two secondary fields in consultation with the advisory committee.

The written examination is taken on three days within one week and consists of the following:

1. A five-hour examination on the primary field, the specialization chosen from among the following areas: Renaissance/Early Modern English, Post-1900 British and Anglophone Literature, Postcolonial Literatures and Theory, American Literature before 1900, American Literature after 1900, African American Literature, Rhetoric and Composition, Literary Theory.
2. Two three-hour examinations in secondary fields. One of these fields could be either a different area selected from the list of primary fields or a cross-period/critical problem. The oral examination (two to three hours) is on the primary and secondary fields and is taken within a month after the written examination.

Further guidelines for the preliminary examination and reading lists may be found at www.uncg.edu/eng/graduate.

Dissertation (15-21 hours)

ENG 799 Dissertation (15-21)

A dissertation demonstrates ability to do original research and to present this investigation in an orderly, exact, and complete manner.

Final Oral Examination

The examination administered by the advisory committee is largely related to the dissertation but may cover topics from the entire field of the candidate's study, including courses taken here and elsewhere.

ENG English Courses

Literature, Language, and Criticism (500-Level)

The prerequisite for credit in all literature courses on the 500 level is the successful completion of at least six hours of English or American literature at the junior level or above OR admission to a program in the Department of English.

510 Old English (3:3)
Language and literature of the Anglo-Saxon period (600-1100 A.D.). The language is studied primarily in conjunction with literary texts in the context of their history and culture.

513 History of the English Language (3:3)
The origins and development of English, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English.

522 Teaching Composition: Theories and Applications (3:3)
Pr. 321 or 660 desirable
Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness.

524 Writing—Advanced: Analytical and Technical (3:3)
Problems of organization and expression in books, articles, and reports. For those writing for publication, or whose work in business or government requires a great deal of writing.

531 Feminist Theory and Women Writers (3:3)
Examines gender and creativity, women's place in literary tradition, and connections between art, gender, race, and class. Focuses on contemporary theory and on literary works from one historical period.

537 Middle English Literature (3:3)
The language and literature of 13th, 14th, and 15th century England.

540 Shakespeare (3:3)
Major comedies, histories, tragedies selected for topical study. Related background readings and criticism.

541 Milton (3:3)
Milton's major poems and his most important prose works in their 17th century setting.

545 Nineteenth-Century British Writers (3:3)
Major Romantic and/or Victorian writers. Attention to poetry and prose.

549 The Critical Canon and Contemporary Issues (3:3)
Important critical writings from ancient Greece through the 19th century, emphasizing their influence upon modern theory and practice.

550 Modern British Writers (3:3)
Major novelists, poets, and playwrights of the modernist period.

553 Topics in English Studies (3:3)
Studies in selected topics in English or American literature or language. May be repeated once for credit when topic varies.

558 American Poetry after 1900 (3:3)
Critical and historical study of major 20th century American poets to World War II.

559 Twentieth-Century British Poetry (3:3)
Critical and historical study of 20th century British poetry to World War II.

561 Eighteenth-Century British Writers (3:3)
Selected major writers, 1660-1800, from among Dryden, Swift, Pope, Johnson, and others.

563 American Poetry before 1900 (3:3)
American poetry and related critical theory with special emphasis on Taylor, Freneau, Bryant, Poe, Emerson, Longfellow, Whitman, and Dickinson.

564 American Prose before 1900 (3:3)
Genres, themes, and movements of American prose, fiction and non-fiction, written before 1900.

565 American Prose after 1900 (3:3)
American prose written after 1900 with an emphasis on historical content, prose traditions in America, and the development of form, style, and genre.

582 Modern Drama (3:3)
Drama of the late 19th and 20th century: continental, English, and American.

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

590 Literacy, Learning and Fieldwork (4:3:3)
Historical, pedagogical, ideological and theoretical threads of literacy studies, debates and programs; training/tutoring fieldwork in local literacy programs, primarily in the public libraries.

Literature, Language, and Criticism (600-Level and Above)

The prerequisite for credit in all courses on the 600-level or above is either admission to a graduate program in the Department of English OR twelve hours of English or American literature on the junior level or above. It is strongly recommended that a student enrolling in a graduate seminar have previous work in an appropriate period course.

602 Electronic Research, Writing, and Editing (3:3)
Theory and application of computer technology in the study of language, rhetoric and composition, and literature, including related ethical, social, and philosophical issues.

604 Electronic Discourse and User Documentation (3:2:1)
The study of such user documentation as reference manuals, tutorials, and operating procedures in its traditional, paper-based form and its transformation into electronic form.

608 Chaucer (3:3)
Chaucer's major works, including *The Canterbury Tales* and *Troilus and Criseyde*.

616 Restoration and Eighteenth-Century Drama (3:3)
Critical and historical study of comic and serious plays from the period 1660-1800.

617 The Eighteenth-Century British Novel (3:3)
Historical and critical study of such novelists as Defoe, Richardson, Fielding or Burney.

620 Contemporary Publishing (3:3)
An introduction to current practices in the publishing industry from manuscript preparation to the printed book or magazine.

621 Seminar on Publishing (3:3)
Pr. 620
Intensive study of a major area of the publishing industry from manuscript or proposal to final form as magazine or book. Topics to vary.

622 Writing and Editing Internship (3:3)
Pr. 620 or permission of instructor
Practical experience in writing and editing. Students work under supervision of professionals.

623 Writing—Advanced: Nonfiction (3:3)
Workshop in writing and publishing essays and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting).

630 Early American Literature (3:3)
Literature in the New World to 1820. Topics include exploration and contact, Puritanism, the Great Awakening, the Revolution, and the rise of captivity and travel narratives and the novel.

638 Southern American Writers (3:3)
Principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature.

639 American Literary and Cultural Criticism (3:3)
Survey of major movements of the criticism of American literature, including the first definers of "American" literature, the New Criticism, American Studies, Gender Criticism, New Historicism, and Ethno-Criticism.

641 Elizabethean and Jacobean Drama (3:3).
Representative plays of the early modern theatre, especially various comedies and tragedies staged between 1585 and 1625, from Marlowe to Ford. Textural and cultural analysis.

646 The Nineteenth-Century British Novel (3:3).
Historical and critical study of such novelists as Austen, Dickens, Eliot, and Hardy.

650 Modern Literary and Cultural Theory (3:3)
Survey of literary theory from the linguistics of Saussure through recent developments such as poststructuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature.

653 Modern Irish Literature (3:3)
Irish literature from the Literary Revival to the present, usually emphasizing Yeats, Synge, Joyce, and O'Casey.

654 Contemporary American and British Poetry (3:3)
Critical and historical study of American and British poetry from World War II to the present.

657 James Joyce (3:3)
Study of the writings of James Joyce, with emphasis on Ulysses.

658 D.H. Lawrence and Virginia Woolf (3:3)
Study of the writings of D.H. Lawrence and Virginia Woolf, with emphasis on the evolution of their careers.

660 Modern Language Theory (3:3)
Linguistic approaches, such as traditional, structural, and transformational-generative, to the study of English structure, American English dialects, and discourse.

661 Second Language Writing (3:3) (SVL)
Survey of first and second language writing theories and research methods; pedagogical approaches to working with linguistically and culturally diverse writers.

663 Postcolonial Literary and Cultural Theory (3:3)
Pr. 701 or 650 or permission of instructor
Literary and cultural theory that pertains to European colonialism and its aftermath. Topics include orientalism, colonial discourse analysis, critiques of colonialism, resistance theories, nationalism, postcolonial gender studies, globalization.

670 Directed Master's Research (3:3)
Pr. limited to M.Ed. candidates
Directed research project for students in the M.Ed. program. To be taken at the end of the student's plan of study.

680 Teaching Internship in English (3)
Pr. admission to graduate degree program
Practice in planning and conducting college-level classes under guidance of senior faculty member. Research project in conjunction with internship, under guidance of supervisor and assigned faculty. (Graded on S-U basis)

682 The Structure of Verse (3:3)
Verse forms and sound patterns in English and American poetry.

683 The Structure of Fiction (3:3)
Pr. admission to M.F.A. program or permission of instructor
Elements of prose fiction, with an emphasis on the theory and art of narrative structure.

688 Women's Rhetoric and Feminist Pedagogy (3:3)
ENG 522, 531, or 747 recommended
Seminar in history and theory of women's rhetoric and feminist approaches to teaching. Examines women's writing and teaching in their cultural, social, ethnic, racial contexts.

689 Institutional History of Composition Studies (3:3)
History and politics of composition studies as a discipline both within the Department of English and universities as a whole.

690 History of Rhetoric: Classical through Renaissance (3:3)
Origins, developments, and competing views of rhetoric from classical antiquity into the 17th century; intersections of rhetoric and public discourse, poetics, education, and gender.

691 History of Rhetoric: Enlightenment through Contemporary (3:3)
Developments and competing views of rhetoric from the Enlightenment to the present; intersections of rhetoric and public discourse, poetics, education, and gender.

693 Classical Rhetoric (3:3)
Theories of persuasion of the philosophers and teachers of Greece and Rome with an emphasis on the writings of Plato, Aristotle, Cicero, and Quintillian.

697 Composing Theories in Reading and Writing (3:3)
Theories of composition and reading and implications for research and teaching; process of theories of writing, psycholinguistic, transactional and feminist theories of reading and the connections between them.

699 Thesis (1-6)

701 English Studies: Content, Methods, and Bibliography (3:3)
A general consideration of the discipline of English, the most useful materials and approaches, and the objectives, problems, and issues in the study of language and literature.

704 Studies in Contemporary Literary and Cultural Theory (3:3)
Pr. 701 or 650
Problems and topics in literary and critical theory studied in conjunction with specific cultural contexts and phenomena. May be repeated once for credit when topic varies.

705 Cultural Studies (3:3)
Pr. 701 or 650
Problems and topics in contemporary cultural studies; recent trends, issues, methods in the study of literature as a site of cultural, social, and political reflection. May be repeated once when topic varies.

708 Studies in Middle English Literature (3:3)
Historical and cultural approach to a major work, author, genre, or topic of Middle English literature. Methodology of medieval scholarship. May be repeated once for credit when topic varies.

710 Studies in English Renaissance Literature (3:3)
Investigation of selected authors or topics. May be repeated once for credit when topic varies.

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

712 Studies in Sixteenth-Century British Literature (3:3)
Works of early Renaissance literature and culture, encompassing significant literary modes, major authors, and European and English intellectual concerns. May be repeated once for credit when topic varies.

713 Studies in Seventeenth-Century British Literature (3:3)
Selected writers, topics, and genres characteristic of the Stuart era in English literature. Topics include 17th century English lyrics and 17th century prose. May be repeated once for credit when topic varies.

714 Studies in Shakespeare (3:3)
Problems of text, interpretation, and structural, stylistic, and character analysis of selected plays or poems. May be repeated once for credit when topic varies.

717 Studies in Eighteenth-Century British Literature (3:3)
Study of a major author, movement, or genre, 1660–1800. May be repeated once for credit when topic varies.

719 Studies in British Romanticism (3:3)
Study of one or more British Romantic writers, and of Romanticism as a movement. May be repeated once for credit when topic varies.

721 Studies in Victorian Literature and Culture (3:3)
Topics in Victorian literature, with emphasis on such broad cultural issues as empire, gender, industrialization, or aestheticism. May be repeated once for credit when topic varies.

724 Twentieth-Century British Literature (3:3)
Selected modern and contemporary writers, such as Conrad, Shaw, Forster, Larkin, Stoppard, and Byatt.

725 Studies in Modernism (3:3)
Study of literary modernism in the period 1890-1940, with particular emphasis on the range of textual and ideological experiment characteristic of the era. May be repeated once for credit when topic varies.

729 Postcolonial Literatures (3:3)
Postcolonial literature from South Asia, Africa, the Caribbean, Australia and Canada in critical and historical context. May be repeated once for credit when topic varies.

730 Studies in American Literature (3:3)
Exploration of topics in American literature to connect works from different periods, genres, and communities, uncovering broad patterns and trends. May be repeated once for credit when topic varies.

731 Studies in American Literature before 1900 (3:3)
Selected major literary figures and movements. May be repeated once for credit when topic varies.

733 Studies in American Literature after 1900 (3:3)
Selected major literary figures and movements. May be repeated once for credit when topic varies.

734 Studies in American Women Writers (3:3)
Intensive study of a particular area of American women's writing and affiliated critical work. May be repeated once for credit when topic varies.

735 Studies in African-American Literature (3:3)
Topics, theories, movements, and authors that comprise the African-American literary tradition. May be repeated once for credit when topic varies.

737 Studies in Multi-Ethnic American Literature (3:3)
Literatures of American ethnic groups, especially less-taught texts written by Chicano/Latino/Latina-, Asian-, African-, Native-, and Euro-Americans (Jewish, Italian, Irish, German, etc.). May be repeated once for credit when topic varies.

740 Studies in Contemporary and Postmodern American Literature (3:3)
Topics in contemporary and postmodern American literature, culture, and theory. May be repeated once for credit when topic varies.

742 Studies in Rhetorical Theory and Practice (3:3)
Themes, eras, and/or theorists in the history of rhetorical theory and practice. May be repeated once for credit when topic varies.

744 Seminar in Composition Studies (3:3)
Pr. 522, 747, or permission of instructor
Studies in special topics related to literacy, the process of composing, composition pedagogy, and composition research. May be repeated once for credit when topic varies.

746 Studies in Contemporary Rhetorical Theory (3:3)
Problems and topics in contemporary rhetorical theory; recent trends, issues, methods of rhetorical theory and related disciplines. May be repeated once for credit when topic varies.

747 Theories and Practices in the Teaching of College English (3:3)
Pr. teaching assistant appointment in English
The teaching of English to undergraduates, including theories of literacy and learning.

778 Directed Reading (3-6)
Pr. admission to Ph.D. program, 24 hours of course work beyond the M.A., and permission of the Director of Graduate Study
Individual conferences. Program of reading formulated to meet the varying needs of each student.

780 Independent Doctoral Study (1-6)
Pr. 36 hours of Ph.D. course work and permission of Director of Graduate Study
Intensive review of literature and criticism in a given field in preparation for preliminary examination or dissertation. May be repeated for up to six hours credit. (Graded on S-U basis)

799 Dissertation (1-21)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Writing

The courses below are reserved for full-time M.F.A. candidates.

625, 626 M.F.A. Fiction Workshop (3:3)

627, 628 M.F.A. Poetry Workshop (3:3)

671, 672 Graduate Tutorial in Writing: Fiction (3:3)

673, 674 Graduate Tutorial in Writing: Poetry (3:3)

677, 678 Special Problems in Writing (3:3)

699 Thesis (6)

801 Thesis Extension (1-3)

Department of *Exercise and Sport Science*

250 Health and Human Performance Building
(336) 334-5573 • www.uncg.edu/ess

Graduate Programs in Exercise and Sport Science

- M.S.

  Elective Concentrations: School and Community Youth Sport Studies

  Athletic Training

- M.Ed.

  Elective Concentration: School and Community Youth Sport Studies

- Ed.D.
- M.S./Ph.D
- Ph.D.

Professors

Diane L. Gill, Ph.D.
Sport and exercise psychology, social psychological aspects of physical activity and well-being across the lifespan.

Allan H. Goldfarb, Ph.D.
Exercise physiology, hormonal/oxidative stress, muscle damage, glycogen metabolism.

Thomas J. Martinek, Ed.D.
Psycho-social dynamics of teaching and coaching, teacher education, research design and statistics.

David H. Perrin, Ph.D.
Athletic training/sports medicine, ACL injury risk factors.

Kathleen Williams, Ph.D.
Coordination and control of movement in aging adults, evaluation and validation of movement sequences (Head of Department).

Adjunct Professor

Harvey William Gruchow, Ph.D.
Heart disease, hypertension, nutrition, school and community health programs, survey research.

Associate Professors

Paul G. Davis, Ph.D.
Cardiovascular risk factors, lipoprotein metabolism and factors related to vascular endothelium control with exercise.

Jennifer L. Etnier, Ph.D.
Mental health benefits of physical activity, exercise and cognitive performance in older adults.

Katherine M. Jamieson, Ph.D.
Social inequities in exercise and sport specifically dealing with women of color and gender and class issues in sport.

William B. Karper, Ed.D.
Exercise effects on ill/disabled children and adults, older adults and immunity.

Randy J. Schmitz, Ph.D.
Athletic training/sports medicine, muscle training, performance, and fatigue, therapeutic modalities in orthopedic rehabilitation.

Sandra J. Shultz, Ph.D.
Athletic training/sports medicine, ACL injury risk factors, sex differences on knee stability (Director of Graduate Study).

Assistant Professors

Jolene M. Henning, Ed.D.
Athletic training/sports medicine, evidence-based educational practices, clinical education, learning theories.

Kurt Kornatz, Ph.D.
Neuromuscular processes involved in human movements with an emphasis on changes due to aging, exercise, and fatigue.

R. Renee Newcomer, Ed.D.
Sport and exercise psychology, psychological aspects of sport injury and rehabilitation, performance psychology, professional issues.

Tammy Schilling, Ph.D.
Teaching in diverse settings, development and evaluation of values-based physical activity programs for underserved youth.

Laurie Wideman, Ph.D.
Exercise endocrinology, body composition and obesity and gender differences in growth hormone in response to exercise.

Academic Professional Associate Professor

John Richards, Ed.D.
Activity instruction program.

Academic Professional Assistant Professors

Susan W. Stevens, Ed.D.
Sports medicine/athletic training

Nancy Stoudemire, M.S.
Sports medicine/Helping Older People Exercise (HOPE).

The Department of Exercise and Sport Science offers master's degree programs in several areas of study including: exercise physiology, sport and exercise psychology, school and community youth sport studies, sports medicine, motor behavior, and athletic training. Students may pursue the Master of Science degree in the areas of exercise physiology, sport and exercise psychology, sports medicine, motor behavior, and school and community youth sport studies. The Master of Education degree may be obtained by students in the school and community youth sport studies areas. Each degree can be completed through either the thesis/project option (**30** hour minimum) or the course work only option (**36** hour minimum). In the area of athletic training, students may pursue a course work only Master of Science degree (**46** hour minimum).

The Master of Science in exercise and sport science with a concentration in athletic training is linked to the Bachelor of Science in exercise and sport science with a concentration in sports medicine so that a student may earn both degrees in approximately five years. Undergraduates must be formally admitted to both of these programs. Please see the appropriate departmental listing in the *Undergraduate Bulletin* for the details of these accelerated programs.

Admission Requirements to the M.S. Athletic Training Concentration

Admission to the CAATE accredited entry-level M.S. athletic training concentration is competitive, limited, and not guaranteed to those who meet the minimum requirements. In addition to the admission requirements set forth by The Graduate School, applicants must also submit supplemental materials to the Department of Exercise and Sport Science and the Director of the Athletic Training Education Program as described at www.uncg.edu/ess/atep. The following prerequisites are required for admission eligibility and consideration and must be verifiable during the application process:

1. Satisfactory completion (C or better) of prerequisite coursework in human anatomy (lecture and lab), human physiology (lecture and lab) , exercise physiology, biomechanics/kinesiology, nutrition, and personal health. (Course syllabi must be submitted to the Program Director with the application.)
2. A minimum of 200 hours of clinical observation/experience under a Certified Athletic Trainer within 2 years prior to program application.

The application deadline is January 15 of each calendar year after which qualified applicants will be invited by the Program Director to an on-campus visit for a personal interview at the applicant's expense. Students must also verify that they can comply with the program's technical standards. Detailed information regarding the application process, technical standards, expenses, prerequisites, and post-admission requirements are available at www.uncg.edu/ess/atep.

MS and MEd Requirements for the Master of Science and Master of Education
in Exercise and Sport Science

At least one-half of the minimum hours required must be completed in 600- or 700-level courses. A minimum of 24 hours must be completed in the Department of Exercise and Sport Science.

Core Requirements (6 hours)

One course in each of the two discipline-focused areas, sociohistorical/behavioral and biophysical, is required. Students will select a course from each area in consultation with their advisor. The list below may guide the selection of appropriate courses. Other courses may be acceptable with instructor and advisor approval.

Sociohistorical/Behavioral Studies

Sociohistorical/Behavioral Studies include courses that focus on the historical/sociological and psychological/behavioral aspects of exercise, sport, and physical activity. Acceptable courses include:

ESS 630	Sport and Society: Social Inequalities (3)
ESS 632	Sport and Society: Global and Ethnic Relations (3)
ESS 644	Psychology of Sport and Exercise (3)

ESS 647 Motor Development and Human Movement (3)
ESS 648 Learning and Performance of Physical Skills (3)
ESS 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)

Biophysical Studies

Biophysical studies include courses that deal with physiological, nutritional, and biomechanical aspects of exercise, sport, and physical activity. Acceptable courses include:

ESS 576 Nutrition and Physical Fitness (3)
ESS 579 Exercise and Older Adults (3)
ESS 643 Mechanical Analysis of Motor Skills (3)
ESS 670 Physiology of Exercise (3)
ESS 718 Cardiovascular Aspects of Exercise Physiology (3)
ESS 719 Muscular Aspects of Exercise Physiology (3)

Research Techniques (3 hours)

ESS 611 Research Methods for Exercise and Sport Science (3)

M.S. - THESIS/PROJECT OPTION

Electives (15 hours)

With the approval of the advisor, the student selects 15 hours of 500- to 700-level course work that constitute a specialized knowledge base relevant to the student's academic interests and goals.

Research and Thesis (6 hours)

One of the following:

ESS 698 Field Project in Exercise and Sport Science (6)
ESS 699 Thesis (6)

M.S. - COURSE WORK ONLY OPTION

Electives (27 hours)

With the approval of the advisor, the student selects 27 hours of 500- to 700-level course work that constitute a specialized knowledge base relevant to the student's academic interests and goals.

Integrative Experience

The student's advisor and two other graduate faculty members (selected by the student with approval of the advisor) give guidance to the integrative experience and evaluate the outcome. In some cases, face-to-face meetings of the faculty may be needed; in other cases they may be unnecessary. With the approval of the advisor, the student selects one of the following (if a course option is selected, the hours are included in electives):

1. Comprehensive Examination. The student's advisor and two other Graduate Faculty members (see above), in consultation with the student, develop one comprehensive examination question that requires integration of various bodies of knowledge related to the student's course of study. The question should also be related to the student's particular professional focus. The student may use the full range of available scholarly resources including discussion with faculty in developing the answer. The completed answer must be submitted within six weeks after receiving the question. All three faculty members evaluate the questions using "pass" and "not pass" standards.
2. ESS 595 Exercise Science Internship (3) or (6)
3. ESS 694 Internship in Sport and Exercise Science (3-6)
4. ESS 695 Independent Study (1-3)
5. ESS 697 Field Practicum in Exercise and Sport Science (3-6)

M.ED. - THESIS/PROJECT OPTION

Physical Education

ESS 655 Analysis of Teaching Behavior (3)

Electives (12 hours)

With the approval of the advisor, the student selects 12 hours of 500- to 700-level course work in the School of Education. Beyond this, the following course is strongly recommended:

ESS 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)

Research and Thesis (6 hours)

One of the following:

ESS 698 Field Project in Exercise and Sport Science (6)
ESS 699 Thesis (6)

M.ED. - COURSE WORK ONLY OPTION

Physical Education

ESS 655 Analysis of Teaching Behavior (3)

Electives (24 hours)

With the approval of the advisor, the student selects 24 hours of 500- to 700-level course work that constitute a specialized knowledge base relevant to the student's academic interests and goals. A minimum of 6 hours must be completed in the School of Education. Beyond this, the following course is strongly recommended:

ESS 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)

Integrative Experience

See details of Integrative Experience under M.S. - Course Work Only Option.

SCHOOL AND COMMUNITY YOUTH SPORT STUDIES CONCENTRATION (M.S. -12 HOURS) (M.ED. - 18 HOURS)

ESS 520 Physical Activity Programs for the Underserved Youth (3) **or** ESS 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)
ESS 655 Analysis of Teaching Behavior (3) **or** ESS 663 Supervision of Physical Education (3)

Minimum of 6 hours for M.S. or minimum of 12 hours for M.Ed. from the following:

ESS 519 Mentoring in Community Youth Development Programs (3)
ESS 521 Evaluation of Physical Activity Programs in Youth Development (3)
ESS 652 Curriculum Development in Physical Education (3)
CUI 545 Diverse Learners (3)
CUI 555 Multicultural Education (3)
CUI 610 Integrating Technology into Subject Matter Instruction (3)
CUI 650 The Interaction of Classroom Management and Instruction (3)
CUI 654 Teaching Models and Analysis of Instruction (3)
CUI 669 Educational Implications of Learning and Developmental Theory (3)
ELC 581 Teaching in the Urban School (3)
ELC 604 Moral Dimensions of Education (3)
ELC 615 Foundations of Curriculum (3)
ELC 662 Power, Politics and Schools (3)
ELC 679 History of Education in the United States (3)
CED 610 Helping Relationships (3)
HEA 617 Conflict Resolution and Coalition Building (3)
RPT 613 Recreation, Parks and Tourism Management (3)

Integrative Experience for M.S. (6 hours)

ESS 698 Field Project in Exercise and Sport Science (6) **or** ESS 699 Thesis (6)

Integrative Experience for M.Ed. (3 hours minimum)

ESS 694 Internship in Sport and Exercise Science (3-6) **or** ESS 695 Independent Study (1-3) **or** ESS 697 Field Practicum in Exercise and Sport Science (3-6)

Elective for M.Ed. (3 hours)

Three credit hours chosen from required courses or integrative experiences listed above.

M.S. ATHLETIC TRAINING CONCENTRATION (46 HOURS)

The Department of Exercise and Sport Science offers a graduate program leading to a **46** credit hour Master of Science degree with a concentration in athletic training. The entry-level Master's Athletic Training Education Program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE), provides academic and clinical instruction sufficient for eligibility to sit for the National Athletic Trainers' Association Board of Certification (BOC) examination.

Core Requirements (6 hours)

Sociohistorical/Behavioral Studies
ESS 743 Psychological Aspects of Sport Injury (3)

Biophysical Studies
ESS 638 Therapeutic Modalities (3)

Research Techniques (3 hours)

ESS 611 Research Methods for Exercise and Sport Science (3)

Athletic Training Course Requirements (31 hours)

ESS 536 Anatomical Basis of Athletic Injury (2)
ESS 634 Athletic Training Foundations (2)
ESS 636 Athletic Injury Evaluation (3)
ESS 637 Athletic Training Clinical Education III (3)
ESS 639 Athletic Training Clinical Education V (3)
ESS 640 Rehabilitation Techniques for Athletic Injuries (3)
ESS 641 Athletic Training Clinical Education IV (3)
ESS 720 Pathophysiology and Pharmacology (3)
ESS 721 Athletic Training Clinical Education VI (3)
ESS 725 Management and Professional Issues in Athletic Training (3)

Integrative Experience (6 hours)

ESS 697 Field Practicum in Exercise and Sport Science (3-6)

Must be taken for 3 hours in each of the last two semesters of the student's program of study. The course will incorporate the academic course work of the previous semesters as students apply their knowledge base in an actual athletic training setting.

Elective (3 hours)

With the approval of the advisor, the student selects 3 hours of 500- to 700-level course work in the Department of Exercise and Sport Science.

Non-credit Professional Development Requirements

In addition to the 46 credit hours of coursework, students are required to gain approximately two weeks of clinical experience during assigned preseason athletic practices during August of each year in the program. Students are also required to attend weekly in-services and journal club sessions during each of the fall and spring semesters in the program.

EdD Requirements for the Doctor of Education
in Exercise and Sport Science

The Department of Exercise and Sport Science offers a program of study leading to the Doctor of Education (Ed.D.) degree with a minimum of **63** hours of course work. The Ed.D. is for experienced exercise and sport science professionals with a minimum of 3 years of practical experience in their respective field who desire to obtain a professional doctorate that focuses on professional practice and multidisciplinary issues.

Program Mission

To engage accomplished exercise and sport science professionals in the scholarship of teaching and learning. Our philosophy is to utilize a cross disciplinary community of scholars to develop action oriented leaders in the exercise and sport sciences. Our approach is to use a combination of experiential, self-directed and collaborative learning experiences to meet the unique needs of adult learners. The strength of this program is the ability to tailor the doctoral plan of study relative to students' professional goals. This program is unique in its focus on the practicing professional and its broad multi-disciplinary approach to translating scholarship into practice. For a complete list of the program goals and objectives, please visit the departmental web site at www.uncg.edu/ess/eed.html.

Of the 63 hours of required coursework, a minimum of 24 hours must be completed in ESS (excluding dissertation hours). At least 75% of all coursework, excluding dissertation hours, must be at the 600- or 700- level.

Teaching and Learning (6 hours minimum)

The purpose of this requirement is to explore a variety of principles of teaching and learning within the context of exercise and sport science. The list below may guide the selection of appropriate courses. Other courses may be acceptable with advisor and committee approval.

ESS 652	Curriculum Development in Physical Education (3)
ESS 655	Analysis of Teaching Behavior (3)
ESS 656	Psycho-Social Aspects of Teaching Physical Education and Sport (3)
ESS 663	Supervision of Physical Education (3)
ESS 708	College Teaching in Exercise and Sport Science (3)
CUI 607	Adult Learning and College Teaching (3)
CUI 611	Survey of Adult Education (3)
CUI 662	Curriculum in Higher Education (3)
CUI 664	Teaching Problem Solving (3)
ELC 609	Epistemology and Education (3)

Leadership in Exercise and Sport Science (6 hours minimum)

The purpose of this requirement is to explore leadership concepts within the context of exercise and sport science. The list below may guide the selection of appropriate courses. Other courses may be acceptable with advisor and committee approval.

ESS 725	Management and Professional Issues in Athletic Training (3)
CUI 606	Administration of Higher Education (3)
CUI 612	Current Issues in Higher Education (3)
CUI 661	Higher Education in the U.S. (3)
CUI 663	Program Planning in Postsecondary Education (3)

Interdisciplinary Concepts (6 hours minimum; must include 2 different subdisciplinary areas)

The purpose of this requirement is to provide students with a breadth of knowledge on interdisciplinary topics that span the broader field of exercise and sport science. The list below may guide the selection of appropriate courses. Other courses may be acceptable with advisor and committee approval.

ESS 630	Sport and Society: Social Inequalities (3)
ESS 632	Sport and Society: Global and Ethnic Relations (3)
ESS 635	Gender Issues in Exercise and Sport (3)
ESS 643	Mechanical Analysis of Motor Skills (3)
ESS 644	Psychology of Sport and Exercise (3)
ESS 647	Motor Development and Human Movement (3)
ESS 648	Learning and Performance of Physical Skills (3)
ESS 665	Physical Activity and Health (3)
ESS 670	Physiology of Exercise (3)
ESS 710	Sport and Feminisms (3)
ESS 743	Psychological Aspects of Sport Injury (3)
CUI 745	Higher Education: Equity, Inclusion, and Learning (3)

Research/Inquiry/Problem-Solving (9 hours)

The purpose of this requirement is to prepare students to answer professionally based problems within their associated discipline. Coursework should be appropriate to the type of problem/issue the student will explore in the dissertation. With the approval of the advisory committee, the student selects at least 9 hours of course work focused on research, inquiry, and problem-solving techniques. The list below may guide selection of appropriate courses. Other courses may be acceptable with advisor and committee approval.

ESS 611	Research Methods for Exercise and Sport Science (3)
ESS 614	Qualitative Inquiry in Health and Human Performance (3)

CUI 675 Teacher as Researcher (3)
CUI 730 Qualitative Research Design in Curriculum and Instruction (3)
ERM 604 Methods of Educational Research (3)
ERM 617 Statistical Methods in Education (3)
ERM 642 Evaluation of Educational Programs (3)
ERM 643 Applied Educational Evaluation (3)
ERM 668 Survey Research Methods in Education (3)

Background Coursework in Support of Dissertation (12 hours)

With the approval of the advisory committee, the student selects at least 12 hours of course work relevant to the dissertation and ultimate professional goals. This may be a combination of traditional coursework and independent study (no more than 6 hours of independent study). This course work may be taken in exercise and sport science and/or other departments at UNCG.

Seminar (3 hours)

This integrative seminar, taken early in the program of study, focuses on major issues confronting the broader field of exercise and sport science and provides experiences applying concepts to professional practice and inquiry.

ESS 750 Seminar in Exercise and Sport Science (3)

Advanced Research Seminar (3 hours)

This integrative seminar, taken after the student has completed the majority of their coursework, including research/inquiry/problem solving, and ESS 750, focuses on the development, refinement, and defense of a dissertation prospectus.

ESS 751 Advanced Research Seminar in Exercise and Sport Science (3)

Internship (6 hours)

The purpose of the internship is to provide students with an opportunity to explore professional issues or apply concepts and principles of teaching, learning, or leadership within a professional context that is different than their normal working environment. Internships must have clearly defined objectives, student learning outcomes, and timelines. Internships should be designed to have an outcome that fosters the student's area of professional development.

ESS 694 Internship in Sport and Exercise Science (3-6)

Dissertation (12 hours)

The dissertation may involve the applications of a method of scholarly, scientific, or professional analysis, research, or experimentation; it may be the creation or preparation of materials of educational or other professional significance, or the design, implementation, and application of a policy or program in an educational or professional practice setting.

ESS 799 Dissertation (12)

MS/PhD Requirements for the Master of Science/Doctor of Philosophy in Exercise and Sport Science

The Department of Exercise and Sport Science offers a combined M.S./Ph.D. Track that consists of a minimum of **78** hours beyond the baccalaurete degree. Exceptional students who have an appropriate baccalaureate degree and who demonstrate superior ability and a high level of motivation and dedication to research and learning are eligible to apply directly into the M.S./Ph.D. Track. Current master's degree students in exercise and sport science who wish to pursue the Ph.D. may apply once they have completed at least 18 credits of foundational coursework in their discipline, have demonstrated dedication to research, and have not yet formally proposed their thesis.

It is anticipated that the Plan of Study for the M.S./Ph.D. Track will reasonably span 5 years. By the end of Year 2, students will enroll in a minimum of 6 hours of integrative/research related activity to meet the requirements of the M.S. degree if they choose not to continue on to completion of the Ph.D. degree. For those students already enrolled in the M.S. degree, it is expected their M.S. coursework will already include many of the foundational courses for their discipline. In this case, additional coursework in Years 3 and 4 will primarily consist of intensive research and dissertation credit hours. Specific coursework will be determined by the student's advisor and advisory committee, consistent with each sub-discipline. A general outline of requirements follows:

Requirements (78 Hours Minimum)

1. Core courses (6 hours) – One course each in discipline-focused areas of sociohistorical/behavioral and biophysical studies
2. Integrated experience (6 hours)
3. Research methods (3 hours)

4. Research tools and statistics (12 hours)
5. Independent doctoral research (ESS 795) or equivalent (minimum of 6 hours)
6. Electives in major concentration area (33 hours)
7. Dissertation (12 hours)

Items 1-3 and 15-21 hours of electives are required to complete requirements for the M.S. degree. (For details, please see the requirements for the Thesis and Non-Thesis options for the M.S. degree program). Items 1-7 are required to complete the M.S./Ph.D. degree requirements. In addition, 75% of all coursework must be at the 600- and 700-level, and a minimum of 9 credits must be in courses numbered 750 and above.

Program Progression

Year 1: 18 hours of coursework, to include courses related to the research process
Benchmark: Preliminary screening (early/mid semester 2)

Year 2: 18 hours of coursework, to include courses related to the research process
Benchmark: Oral and written demonstration of research competence (end of semester 2)

Years 3-4: Completion of remaining coursework
Benchmark: Comprehensive examination (oral and written)

Year 5: 12 hours dissertation
Benchmark: Completion of and oral defense of dissertation

Required Benchmarks

Continued progression in the M.S./Ph.D. track is contingent on satisfactory progress through each year of study. Progress will be formally assessed each Spring as follows:

Year 1: Preliminary Screening (Early/Mid Spring)

The preliminary screening will consist of a formal evaluation of the scholarly work completed from the time of admission through the completion of 18 hours of coursework (counting work in progress in a current term). This screening must occur during the second semester of study, so that a decision can be made prior to admission and graduate assistantship decisions for the upcoming Fall. An advisory committee consisting of a minimum of 3 members (the student's advisor, Director of Graduate Study, and at least one other) will conduct the first year preliminary screening review. The intent is to determine relatively early in students academic careers whether or not they display the high quality of academic achievement necessary to pursue and successfully complete the doctoral degree. Excellent students will be encouraged to continue in the program. Students who do not meet the requirements will be strongly urged through counseling by their advisory/dissertation committee to complete the M.S. degree level and pursue other intellectual/career avenues.

Procedures for Preliminary Screening Review are available on the ESS web site www.uncg.edu/ess/prel-phd.html.

In order to progress to Year 2, all members of the student's preliminary screening committee must review all criteria and confirm satisfactory progress in the preliminary evaluation.

Year 2: Research Competence (End of Spring Semester)

Students will be expected to be actively engaged in research from the beginning of their studies in Year 1. In Year 2, students will be expected to complete a comprehensive research project by the end of their second year of study. This project should encompass all aspects of the research process, including the following:

- Conception and design of the project
- Acquisition and reduction of the data
- Analysis and interpretation of the data
- Written summary of the work (e.g. Submission ready manuscript)
- Oral presentation of the work

To progress to Year 3, the student's M.S./Ph.D. advisory committee must approve the work.

Year 4: Comprehensive Examination

When the student has completed a minimum of ¾ of the course work (60 hours) contained in the program of study and completed the research skill requirements, they are then eligible to take the comprehensive examinations. Each doctoral student is required to pass the doctoral preliminary examinations which consist of both a written and oral examination, per the guidelines of The Graduate School and the Department of Exercise and Sport Science.

For more information and a sample program of study, please visit www.uncg.edu/ess/grad.html.

PhD Requirements for the Doctor of Philosophy in Exercise and Sport Science

The Department of Exercise and Sport Science offers a graduate program of study leading to a Ph.D. degree with a minimum of **60** semester hours. Some students are required to take additional hours beyond the minimum. At least 75% of all course work, excluding the dissertation, must be at the 600- or 700-level. Students will complete a minimum of 24 hours in ESS, excluding the dissertation, with no more than 9 of these hours taken as independent study (ESS 695).

Research Techniques (12 hours)

With the approval of the Advisory Committee, the student selects at least 12 hours of course work focused on research techniques.

Electives (36 hours)

With the approval of the Advisory Committee, the student selects at least 36 hours of 500- to 700-level course work tailored to meet his/her particular academic goals. This should include: (a) course work in a specialized knowledge base and (b) course work in other areas of exercise and sport science and/or other departments. Students are encouraged to develop at least one secondary area of academic expertise in order to be qualified for a broader array of jobs upon graduation.

Collateral Expertise

The student is expected to work on research projects beyond those required in courses and to demonstrate to the faculty of the Department that progress in these endeavors is satisfactory.

The Department does not recognize summer session as part of the residency requirement for Ph.D. students. Two consecutive 16-week semesters of study in which a student is enrolled for a minimum of 9 hours of course work each term is needed to satisfy the residency requirement. Course work taken in summer sessions may, of course, be included in a student's program.

Formal Reviews and Examinations

The student must pass each of the reviews and examinations listed below. See this catalog and the ESS Graduate Handbook for details.

1. Approval of Plan of Study
2. Preliminary examination
3. Dissertation proposal approval
4. Advancement to candidacy
5. Final oral examination

Dissertation (12 hours)

ESS 799 Dissertation (12)

ESS Exercise and Sport Science Courses

A minimum GPA of 2.3 at UNCG is required for an undergraduate to enroll in 500-level ESS courses.

519 Mentoring in Community Youth Development Programs (2)
Service learning experience mentoring an elementary or middle school youth in a community sport program. On campus seminars required. May be repeated for credit.

520 Physical Activity Programs for Underserved Youth (3:3)
Overview of community-based programs designed to meet the needs of underserved youth; roles of universities and community agencies in such programs; development of leadership skills.

521 Evaluation of Physical Activity Programs in Youth Development (3:3)
Pr. 520
Examination of traditional and nontraditional strategies for effective youth program evaluation; attention to analysis and interpretation of data used in conducting such evaluations.

522 Internship in Community Youth Sport Development Programs (12:1:36)
Pr. 520 and 521 or permission of instructor
Variety of field experiences in a community setting.

530 Play, Games, and Sport (3:3)
Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

531 Issues in Competitive Sports for Children and Youth (3:3)
Pr. permission of instructor
In-depth examination of significant issues related to competitive sports in the lives of today's children and youth. Special attention given to studying the roles and responsibilities of the adults involved.

532 Women in Sport and Physical Activity (3:3)
Pr. junior standing or higher in exercise and sport science or women's studies, or permission of instructor
Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological and socio-cultural perspectives.

535 Exercise Science/Fitness Internship (3:0:8)
Pr. 575 and 568 and permission of instructor
Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

536 Anatomical Basis of Athletic Injury (2:1:3)
Pr. undergraduate anatomy and physiology
The link between anatomical structure, function, and athletic injury evaluation; the functional consequence of injury and rehabilitation on anatomical structures.

545 Psychology of Coaching (3:3)
Pr. PSY 121 or permission of instructor
Overview of sport psychology principles applied to the teaching and coaching of sport activities. Primarily for students who do not take the graduate sports psychology sequence.

550 Sports Clinic (1)
Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

559 Water Exercise for Therapy and Rehabilitation (3:2:2)
Pr. 375 or 376 (may be taken concurrently)
Design and implement aquatic therapy exercise programs for persons with injuries or disabilities. Aquatic exercise/stretching protocols will be based on an understanding of anatomical structure and movement.

560 Aquatic Therapeutic Modalities (3:2:2)
Pr. 459 or 559 recommended or permission of instructor
Topics include mobility assessment and identification of contraindications for movement therapies used in therapeutic aquatics: development of techniques and protocols to increase mobility/decrease pain in persons with disability/injury.

563 Development of Physical Education in the Western World (3:3)
Historical overview of the development of physical education in Western civilization from classical times to the present age.

565 History of the Olympic Games (3:3)
Development of the Olympic Games movement in both the ancient world and the modern era. Consideration of cultural, philosophical, political, economic, and performance perspectives.

567 Measurement and Evaluation in Physical Education (3:3)
Survey of tests and application of measurement in physical education. Elementary testing procedures.

570 Development and Implementation of Fitness Programs (3:3)
Pr. 468 and 469, GPA of 2.5, and admission to the fitness leadership concentration, or permission of instructor; grades of C (2.0) or better in all required ESS courses
Preparation in planning, designing, developing, organizing, programming, implementing, directing and evaluating fitness programs.

571 Physical Education for Individuals with Special Needs (3:3)
Pr. 381 or permission of instructor
Advanced study of physical education for mentally and physically disabled persons. Clinical experience is provided.

576 Nutrition and Physical Fitness (3:3)
Pr. BIO 277 and NTR 213 or equivalent required; ESS 375 or 575 recommended
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as NTR 576)

578 Needs Assessment of Persons with Disabling Conditions (3:3)
Pr. permission of instructor
Determination of gross motor and perceptual/gross motor performance needs of handicapped persons. Analysis of published and teacher-made instruments. Construction of new tests for physical education for persons with special needs in physical activity.

579 Exercise and Older Adults (3:3)
Pr. junior admission only by permission of instructor
Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.

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

595 Exercise Science Internship (3:1:10) or (6:1:20)
Pr. permission of instructor; cumulative GPA of 2.50 or better; admission to the fitness leadership concentration; completion of all ESS core courses and additional concentration courses except 570; grades of "C" or better in all required ESS courses. Coreq. 570 must be taken prior to or concurrent with 595. Application process must be completed prior to registration.
Supervised field experience in qualified agencies. Application process required for permission to register. Course involves specific assignments, supervision, seminars on campus, and evaluation of student's performance. May be repeated for credit if taken for 3 hours; total credits may not exceed 6 hours.

606 Workshops in Physical Education (1-3)
Practices, problems, and new approaches in physical education. Individual study and writing. May be repeated for credit.

609 Critical Analysis of Professional Literature in Physical Education (3:3)
Understanding and practicing of written and oral skills involving critical reasoning and analysis, applied to current sources in physical education.

610 Statistical Methods for Exercise and Sport Science (3:3)
Basic statistics with applications for exercise and sport science.

611 Research Methods for Exercise and Sport Science (3:3)
Concepts and methods of research for exercise and sport science; formulation of problems, design and methodologies, evaluation of research, development of research proposals.

612 Research in Exercise and Sport Science II: Advanced Topics (3:3)
Pr. 611 or permission of instructor
Examination of selected strategies, methods, statistical or interpretative analytic processes used in exercise and sport science research. May be repeated for credit when topic varies.

613 The Meaning and Significance of Physical Education (3:3)
Integration and application of principles related to the art and science of human movement as a foundation for a practical philosophy of contemporary physical education.

614 Qualitative Inquiry in Health and Human Performance (3:3)
Concepts and methods of qualitative research in health and human performance. Philosophical and practical approaches to collection, management, analysis, and presentation of qualitative data.

617 Current Theories and Practice of Teaching Sports (3:3)
Contemporary approaches to sports analysis and sports teaching in instructional physical education.

630 Sport and Society: Social Inequalities (3:3)
Pr. 330, introductory sociology, or permission of instructor
Survey of current theories and research in the sociological study of sport, physical activity, and exercise; focus on sport and major social institutions, social inequalities, and social change.

632 Sport and Society: Global and Ethnic Relations (3:3)
Pr. 630 or permission of instructor
Structural and ideological dimensions of international, national, and local sport. Analysis of the political economy of sport, including colonialism, neo-colonialism, national identities, and social movements.

634 Athletic Training Foundations (2:1:3)
Pr. formal acceptance in the M.S. in athletic training program or permission of instructor
Introduction to athletic training emphasizing concepts and skills of prevention of athletic injuries, and management of life-threatening and catastrophic injuries.

635 Gender Issues in Exercise and Sport (3:3)
Interdisciplinary seminar emphasizing psycho-social issues and feminist perspectives on gender relations in sport and physical activity. Topics include historical, biological, psychological and socio-cultural influences and interrelations.

636 Athletic Injury Evaluation (3:3)
Pr. 390, 376, or permission of instructor
Recognizing and evaluating orthopedic injuries commonly sustained in the athletic environment. Additional topics include the body's pathological response to injury and methods of documentation.

637 Athletic Training Clinical Education III (3:2:4)
Pr. formal acceptance in the M.S. in athletic training program or permission of instructor
Laboratory sessions and supervised field experience to develop clinical skills in the evaluation of athletic injuries. Lab fee for supplies required.

638 Therapeutic Modalities (3:3)
Pr. BIO 271, 277, or permission of instructor
Theoretical foundation of therapeutic modalities as a component of athletic injury reconditioning programs. Theory and clinical aspects of delivery of therapeutic modalities are examined.

639 Athletic Training Clinical Education V (3:2:4)
Pr. formal acceptance in the M.S. in athletic training program or permission of instructor, Coreq. 638
Laboratory sessions and supervised field experience to develop clinical skills in assessing posture and applying therapeutic modalities. Lab fee for supplies required.

640 Rehabilitation Techniques for Athletic Injuries (3:3)
Pr. BIO 271, 277, or permission of instructor
Awareness, understanding, and application of principles and skills pertaining to rehabilitation of injuries in physically active populations.

641 Athletic Training Clinical Education IV (3:2:4)
Pr. formal acceptance in the M.S. in athletic training program or permission of instructor
Laboratory sessions and supervised field experience to develop clinical skills in instruction of therapeutic exercise. Lab fee for supplies required.

643 Mechanical Analysis of Motor Skills (3:3)
Mechanical principles applied to the teaching and analysis of selected sports activities; evaluation of modern bio-mechanical techniques.

644 Psychology of Sport and Exercise (3:3)
Pr. introductory psychology or permission of instructor
Theories and research related to sport psychology; individual differences, motivation and social influence processes related to sport and exercise behavior.

645 Exercise Psychology (3:3)
Pr. 644, 575 or permission of instructor
Examination of the effects of exercise on various factors (e.g., stress, mood) and the effects of psychological variables (e.g., biofeedback, motivation) on exercise.

646 Theoretical Considerations of Physical Education for Children (3:3)
Theories upon which the current physical education program for children ages 4-12 are based. Relationship between theory and practice and implications for teacher education.

647 Motor Development and Human Movement (3:3)
Changes of motor behavior over time and factors that affect these changes. Ability to observe movement and interpret it developmentally. Laboratory experiences.

648 Learning and Performance of Physical Skills (3:3)
Pr. general and developmental psychology (9 hrs.), or permission of the instructor
Application of principles of learning to the learning and performance of physical skills, including the social, emotional, and personality factors affecting skill acquisition.

650 Scientific Factors Affecting Human Performance (3:3)
Assessment and analysis of human performance through the application of basic principles and current research in biomechanics and exercise physiology.

651 Motor Behavior and Aging (3:3)
Changes in motor behavior at the upper end of the life span, focuses on improvement/maintenance of quality of life and activities of daily living.

652 Curriculum Development in Physical Education (3:3)
Modern principles and practices in curriculum construction and current theories of physical education.

653 History of American Sport and Exercise Science (3:3)
Study of development of sport and exercise science in the U. S. with special emphasis on the evolving institutional involvement of schools and colleges.

654 Seminar in Curriculum Development in Physical Education (3:3)
Pr. 652, ELC 615, or permission of instructor
Current theories and research in curriculum and instruction in the field of physical education.

655 Analysis of Teaching Behavior (3:3)
Pr. previous teaching experience at elementary, secondary, or college level, or by permission of instructor
Techniques of observation instruments for identifying and evaluating teacher behaviors. Extends the research competencies of those interested in the dynamics of student-teacher relationships.

656 Psycho-Social Aspects of Teaching Physical Education and Sport (3:3)
Pr. previous teaching experiences or permission of instructor
Social and psychological factors that influence instructional interactions and the perceptions of teachers, coaches and students.

657 Teacher Education in Physical Education (3:3)
Theoretical and practical dimensions of teacher education programs in physical education as reflected in current texts, accreditation standards, and research in teaching and teacher education. Limited field work included.

661 Movement Theory (3:3)
The theoretical structure of human movement; opportunity for developing an individual theory of movement.

663 Supervision of Physical Education (3:3)
Current theoretical approaches to supervision. Practice in using tools for observing teacher behavior in physical education setting.

665 Physical Activity and Health (3:3)
Pr. 375 or equivalent or permission of instructor
Health benefits and risks of physical activity/exercise. Course content parallels the 1996 U.S. Surgeon General's report *Physical Activity and Health* with updated referencing.

667 Exercise Electrocardiography and Cardiopulmonary Medications (3:3)
Pr. 375 or equivalent or permission of instructor. Coreq. 670 or permission of instructor
Electrocardiography and mechanisms/side effects of cardiopulmonary medications most likely encountered in clinical exercise settings. Particularly appropriate for students interested in cardiopulmonary rehabilitation and clinical exercise testing.

668 Advanced Exercise Assessment (3:2:2)
Pr. 468 or equivalent, 670, or permission of instructor
Exercise testing for cardiorespiratory fitness and disease diagnosis. Knowledge of ECG interpretation and cardiorespiratory pharmacology applied to clinical exercise testing. Also covers body composition and musculoskeletal fitness testing.

669 Advanced Exercise Prescription (3:3)
Pr. 670 or permission of instructor
Prescription of exercise for healthy, at-risk, and diseased individuals. Covers exercise prescription objectives for *American College of Sport's Medicine*'s Exercise Specialist and Health Fitness certifications.

670 Physiology of Exercise (3:3)
Pr. 375 or permission of instructor
In-depth study of the physiological basis of human physical performance with emphasis on the acute response and chronic adaptations of the body to exercise.

672 Measurement Theory Applied to Physical Education (3:3)
Pr. 610 or equivalent or permission of instructor
Measurement theory necessary to the planning, construction, and use of tests in physical education and athletics.

675 Applied Human Work Physiology (3:3)
Pr. 375 or equivalent, or by permission of instructor
Physiological factors which influence the exercise and performance capabilities of humans.

676 Problems Seminar (3:3)
Pr. previous course work in appropriate content areas
Specific course title identified each semester by subscript, e.g., Problems Seminar: Tension and Relaxation Theories Applied to Sports. May be repeated for credit when topic varies.

679 Exercise and Older Adults: Advanced (3:3)
Pr. previous course work in motor development, motor learning and exercise physiology
Scientific and theoretical bases of exercise/aging and guidelines regarding leadership and planning of exercise programs.

694 Internship in Sport and Exercise Science (3-6)
Pr. permission of instructor
Supervised field experience appropriate to the student's interests and background in selected settings during the final phases of the student's curricular plan. May be repeated once for credit. (Graded on S-U basis)

695 Independent Study (1-3)
Pr. demonstrated competency for independent work and permission of departmental academic adviser and the instructor
Intensive study in an area of special interest in physical education.

696 Laboratory Technology in Exercise Science (1:0:3 or 2:0:6)
Pr. 670 or 718 and 643
Cost, function, and operation of laboratory equipment used in the area of exercise science (e.g., oxygen consumption, cinematography, body composition, kinetic analysis, specific computer applications, and timing techniques).

697 Field Practicum in Exercise and Sport Science (3-6)
Developing, implementing, and/or evaluating a focused set of professional activities in a field setting. Requires guidance, approval, and evaluation by one faculty member. (Graded on S-U basis)

698 Field Project in Exercise and Sport Science (6)
Pr. approved candidates for the master's degree in exercise and sport science only
Developing, implementing, and/or evaluating a focused set of professional activities in a field setting. Three-member faculty guidance committee required, along with successful completion of formal project proposal, formal documentation of project, and final oral examination. (Graded on S-U basis)

699 Thesis (1-6)

700 Special Topics in Exercise and Sport Science (3)
Pr. prerequisites and defined research competencies will vary according to topic
Advanced study in special topics from the various subspecialities within the field of exercise and sport science. May be repeated for credit when topic varies.

701 Research Topics in Exercise and Sport (3:3)
Pr. prerequisites and defined research competencies will vary according to topic
Intensive examination of specific topics; critical review of current literature. May be repeated for credit when topic varies.

702 Research Seminar in Applied Neuromechanics (1:1)
Pr. graduate student in ESS with an applied neuromechanical focus or permission of instructor
Exploration of the assessment of neuromechanical function of the extremities and its relationship to performance, joint instability, and injury risk. May be repeated for a total of 3 hours credit when topic varies. (Graded on S-U basis)

708 College Teaching in Exercise and Sport Science (1:1)
Pr. permission of instructor
Introduction to issues and methods for teaching exercise and sport science in higher education. Seminar and online discussion format. (Graded on S-U basis)

709 Mentored Teaching in Exercise and Sport Science (1-3)
Pr. permission of instructor
Mentored teaching experience in exercise and sport science developed by student and faculty mentor, beyond graduate assistantship. May be repeated for a maximum of 6 credits. (Graded on S-U basis)

710 Sport and Feminisms (3:3)
Pr. undergraduate/graduate feminist theory course or permission of instructor
Emergence of U.S. feminist theories, including U.S. Third World feminisms. Application of feminisms to sport as cultural practice.

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

718 Cardiovascular Aspects of Exercise Physiology (3:3)
Pr. 670 or permission of instructor
Effects of acute and chronic exercise on heart function and size, peripheral vasculature, hemodynamics and cardiac output. (formerly ESS 678)

719 Muscular Aspects of Exercise Physiology (3:3)
Pr. 670 or permission of instructor
Effects of acute and chronic exercise on muscular mechanics, blood supply, size of muscle, fiber types, fatigue and physical performance. (formerly ESS 677)

720 Pathophysiology and Pharmacology (3:3)
Pr. 375 and BIO 111 or equivalent or permission of instructor
In-depth study of the pathophysiology and pharmacologic treatment of major illnesses, injuries, and diseases observed in clinical settings.

721 Athletic Training Clinical Education VI (3:2:4)
Pr. formal acceptance in the M.S. in athletic training program or permission of instructor, Coreq. 720
Laboratory sessions and supervised field experiences to develop clinical skills in assessment and management of general medical situations common to athletic training. Lab fee for supplies required.

725 Management and Professional Issues in Athletic Training (3:3)
Pr. formal acceptance in the M.S. in athletic training program or permission of instructor
The administration and organization of athletic training health care programs and facilities. Current issues in athletic training professional conduct and practice will also be discussed.

730 Neural Aspects of Motor Control (3:3)
Pr. undergraduate survey course in motor learning/control or permission of instructor
Multi-disciplinary seminar exploring theories and mechanisms of neuromuscular control of human movement.

733 Practicum in Supervision of Physical Education (1-3)
Pr. 663 or permission of instructor
Individually directed experiences in the organization and evaluation of field experiences in teacher education.

743 Psychological Aspects of Sport Injury (3:3)
Pr. 644 or permission of instructor
Psychological factors and intervention strategies as they relate to the risk, experience, and treatment of athletic injuries from a biopsychosocial perspective.

744 Applied Sport Psychology (3:2:2)
Pr. 644
Current research in applied sport psychology; sport-specific individual differences, motivational approaches, and interventions.

745 Seminar: Social Psychology and Physical Activity (3:3)
Pr. 644
Current theories, research methodologies and findings related to the social psychological aspects of sport and exercise behavior.

746 Practicum in Applied Sport and Exercise Psychology (1-3)
Pr. 744 or equivalent and permission of instructor
Skill development and application of theory to practice in applied sport psychology through supervised work in a laboratory and/or field setting. May be repeated for up to 6 credit hours. (Graded on S-U basis)

750 Seminar in Exercise and Sport Science (3:3)
Integrative seminar focusing on major issues confronting the field of exercise and sport science, and applying concepts to professional practice and higher education. (formerly ESS 649)

751 Advanced Research Seminar in Exercise and Sport Science (3:3)
Pr. 611 or permission of instructor
Integrative seminar focusing on development, refinement, and presentation of research. (Graded on S-U basis) (formerly ESS 713)

754 Applied Sport Psychology Issues and Practice (3:3)
Pr. 644, 744
Theories and research underlying applied sport psychology. Consideration of issues in educational sport psychology practice.

795 Independent Doctoral Research (1-6)
Pr. prior approval of graduate faculty member who will supervise and evaluate the project
In-depth study of a problem in exercise and sport science. May include a synthesis/review of literature, scientific investigation, or design, implementation, or evaluation of project. (Graded on S-U basis)

798 Doctoral Seminar in Grant Writing (3:3)
Pr. minimal second year doctoral candidate in ESS or permission of instructor. Coreq. registration in 695 with faculty advisor or course instructor for individualized mentoring of the grant writing project
The grant writing process, including the procedures and technical strategies for developing and submitting a grant proposal for funding. (Graded on S-U basis)

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Master of Science in Genetic Counseling

119 McIver Street
(336) 256-0175
www.uncg.edu/gen

Graduate Programs in Genetic Counseling

- M.S.

Interdisciplinary Faculty and Advisors:

Professors

L. DiAnne Borders, Ph.D.
Counseling supervision, counseling theory and process, ethics, school counseling, adoptive families (Department of Counseling and Educational Development).

Terrance McConnell, Ph.D.
Ethical theory, medical ethics, political philosophy (Department of Philosophy).

Clinical Professor

Nancy P. Callanan, M.S., C.G.C.
Counseling and educational needs in genetic screening programs (Program Director).

Adjunct Professor

Pamela J. Reitnauer, Ph.D., M.D.
Dysmorphology syndromes, primary care of individuals with genetic disorders, epidemiology of birth defects (Program Medical Director).

Adjunct Associate Professor

Tamision Jewett, M.D.
Clinical evaluation and management of individuals with multiple malformations, connective tissue disorders, services to Spanish speaking individuals, professional and community education (Department of Biology).

Assistant Professors

Thomas R. Kwapil, Ph.D.
Schizophrenia and related illnesses studied from experimental and developmental psychopathology perspectives (Department of Psychology).

Dennis R. LaJeunesse, Ph.D.
Developmental genetics and cell biology (Department of Biology).

Clinical Assistant Professor

Sonja R. Eubanks, M.S., C.G.C.
Clinical supervision, prenatal and pediatric genetic counseling (Assistant Program Director).

An interdisciplinary Master of Science in genetic counseling is offered through The Graduate School. The program is accredited by the American Board of Genetic Counseling (ABGC). Applicants admitted to the program are expected to enroll as full-time students, registering for the required courses for each of the four semesters of the program and the intervening summer sessions.

The Curriculum

The Master of Science in genetic counseling program was designed in accordance with guidelines provided by the American Board of Genetic Counseling (ABGC) to prepare students with the knowledge and proficiencies necessary to practice as genetic counselors in a variety of settings including prenatal, pediatric, adult, and cancer genetics. Upon completion of the program, students are eligible to apply for certification by the ABGC. A total of **55** semester hours are required for the degree. This program includes required and elective course work, laboratory experience and clinical internships. Students are also required to complete a research project as the culminating experience for the degree.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a personal essay and evidence of successful completion of at least one upper level undergraduate course in general genetics and biochemistry and at least one undergraduate course in statistics. Applicants who are evaluated as meeting the standards for admission will be invited for a required personal interview with the admissions committee.

It is recommended that applicants have previous experience in a volunteer or paid position working in social service agencies or with crisis counseling organizations.

MS Requirements for the Master of Science in Genetic Counseling

Required Courses

Year One: Fall Semester (13 hours)

BIO 614 Prenatal Development: Embryology and Teratology (3)
BIO 616 Human Molecular Genetics (3)
GEN 601 Principles of Genetic Counseling I (3)
GEN 610 Genetic Counseling and the Community (2)
GEN 658 Molecular Diagnostics (1)
GEN 688 Genetics Journal Club (1)

Year One: Spring Semester (13 hours)

GEN 602 Principles of Genetic Counseling II (3)
GEN 630 Medical/Clinical Genetics I (3)
GEN 688 Genetics Journal Club (1)
PSY 624 Research Methods in Clinical Psychology (3)
Approved elective (3)

Year One: Summer Session I (2 hours)

GEN 669 Clinical Skills Seminar (1)
GEN 671 Quantitative Risks in Practice: Understanding Risk Assessment (1)

Year One: Summer Session II (1 hour)

GEN 698 Summer Clinical Rotations (1)

Year Two: Fall Semester (13 hours)

GEN 701 Principles of Genetic Counseling III (3)
GEN 718 Clinical Rotations I (4)
GEN 730 Medical/Clinical Genetics II (3)
GEN 748 Research Project (3)

Year Two: Spring Semester (13-16 hours)

CED 645 Mental Health Issues in Genetic Counseling (3)
GEN 719 Clinical Rotations II (4)
GEN 749 Research Project (3)
PHI 602 Ethics and Genetics (3)
Optional elective (3)

Elective (3-6 hours)

An elective relevant to the student's professional goals will be selected during the second semester of the program. Electives must be approved by the program director. With approval of the program director, students may select an additional (optional) elective in the fourth semester of the program.

Clinical Internships (9 hours)

The clinical rotations will be an integral part of the program and will serve to provide students with opportunities to increase their general clinical knowledge, gain experience with genetic counseling for a variety of indications, and develop the necessary skills and competencies required for the practice of genetic counseling. Under the supervision of on-site, board certified genetic counselors, students will progress from observation to participation in various aspects of clinical genetic services. Evaluation/feedback of the student's activities and progress will be an ongoing component of the clinical rotations. At the end of each rotation, a formal written evaluation will be conducted by the Clinical Supervisor and reviewed with the student. Students will be required to keep an accurate logbook of clinical cases according to guidelines provided by the American Board of Genetic Counseling.

Students will complete a summer clinical rotation (GEN 698) during Summer Session II of the program. Summer clinical rotations will be available at the following sites: Duke University Medical Center, Fullerton Genetics Clinic, Moses Cone Health System, University of North Carolina at Chapel Hill, Wake Forest School of Medicine, and Women's Health Specialties in Wilmington.

Students may also make arrangements for a summer clinical rotation at another site with permission of the program director and provided that the site is approved by the American Board of Genetic Counseling (ABGC) as an *ad hoc* clinical training site.

During the second year of the program, students will be assigned to four clinical rotations (GEN 718/719). Second year clinical rotations will be available at the following sites: Duke University Medical Center, Moses Cone Health System, University of North Carolina at Chapel Hill, and Wake Forest School of Medicine, and Fullerton Genetics Clinic.

Research Project (6 hours)

The culminating experience for students in the genetic counseling program will be a formal research project (GEN 748/749). The research project may consist of a detailed case study and library synthesis, a clinical application, or an original clinical or laboratory research project. Students must select a project early in the third semester of the program. All projects must be approved by the program director. Projects will be completed under the guidance of a research project committee, which will consist of a chair and two other members. Adjunct clinical faculty may serve on research project committees. Students will be required to submit a detailed written report of their project and to make an oral presentation about their project to their classmates and the faculty.

GEN Genetic Counseling Courses

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

601 Principles of Genetic Counseling I (3:3)
Pr. enrollment in M.S. genetic counseling program
Introduction to techniques used in genetic evaluation and counseling. Issues in preconception and prenatal genetic counseling. Skill development including basic interviewing techniques, psychosocial assessment, pedigree construction, searching on-line resources.

602 Principles of Genetic Counseling II (3:3)
Pr. matriculation to second semester of M.S. genetic counseling program
Issues in genetic counseling for pediatric and adult-onset genetic disorders including cancer genetics. Skill development, including working with special populations, decision-making, elements of informed consent.

605 Research Design in Genetic Counseling (3:3)
Pr. matriculation to second semester of M.S. genetic counseling program
Knowledge and skills basic to critical analysis, interpretation of research findings. Use of the scientific method and research process to address issues in the practice of genetic counseling.

610 Genetic Counseling and the Community (2:1.5:3)
Pr. enrollment in M.S. genetic counseling program
Impact of genetic disorders on patients and families, structure and function of support groups, and role of allied health professionals in evaluation, treatment and referral of patients with genetic disorders.

614 Prenatal Development: Embryology and Teratology (3:3)
Pr. enrollment in M.S. genetic counseling program or permission of instructor
Human embryological development with emphasis on normal and abnormal development. Issues in teratology and birth defects, clinical problems associated with birth defects and their means of prevention. (Same as BIO 614)

616 Human Molecular Genetics (3:3)
Pr. enrollment in M.S. genetic counseling program or permission of instructor
Review and extension of basic principles of molecular genetics and their application for the characterization, understanding, and treatment of genetically based disorders and susceptibilities. (Same as BIO 616)

630 Medical/Clinical Genetics I (3:3)
Pr. enrollment in M.S. genetic counseling program, BIO 516, BIO 614
Introduction to clinical/medical genetics for genetic counseling students. Topics include clinical cytogenetics and molecular genetics, Mendelian and non-traditional inheritance, dysmorphology, genetics of common cancers.

658 Molecular Diagnostics (1:0:3)
Pr. enrollment in M.S. genetic counseling program or permission of instructor
Survey of current clinical methods used for the diagnosis of human genetic disorders. Special emphasis given to the molecular principles, interpretations, and limitations of these tests. (Same as BIO 658)

669 Clinical Skills Seminar (1:1)
Pr. matriculation to Summer Session I of M.S. genetic counseling program
Skill development, eliciting histories, pedigree construction, case preparation and presentation, written documentation of clinical contacts. Introduction to components of clinical and dysmorphology examination and physical measurements.

671 Quantitative Risks in Practice: Understanding Risk Assessment (1:3)
Pr. matriculation to Summer Session I of M.S. genetic counseling program
Analytical and mathematical techniques utilized in genetic risk assessment. Topics include pedigree analysis, probability and segregation analysis. Bayes theorem, Hardy Weinberg, empiric risk counseling.

688 Genetics Journal Club (1:1)
Pr. enrollment in M.S. genetic counseling program or permission of instructor.
Students will select or be assigned articles from the genetics literature for presentation/class discussion. Topics will reflect current trends in research, clinical practice, public policy and social issues. May be repeated for a maximum of two semester hours credit.

698 Summer Clinical Rotations (1)
Pr. matriculation to Summer Session II of M.S. genetic counseling program
Introduction to clinical genetic counseling. Supervised observational and participatory activities, skill development. (Graded on S-U basis)

701 Principles of Genetic Counseling III (3:3)
Pr. matriculation to third semester of M.S. genetic counseling program
Issues in professional development, public policy and health care systems. Introduction to legal issues in genetic counseling. Skill development including advanced genetic counseling skills, case management and preparing educational programs.

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

718/719 Clinical Rotations I, II (4:0:15)
Pr. matriculation to second year of M.S. genetic counseling program
Supervised clinical experiences in genetic counseling: case preparation, risk assessment and intervention, psychosocial assessment and support, identification of testing and support resources for patients, skill development. (Graded on S-U basis)

730 Medical/Clinical Genetics II (3:3)
Pr. matriculation to third semester of M.S. genetic counseling program or permission of instructor
Common diseases of childhood and adulthood, genetic screening programs, population genetics and genetic epidemiology, special topics in selected Mendelian disorders, models of molecular disease, and current applications of gene therapy.

748/749 Research Project (3)
Pr. matriculation to third semester (748) and fourth semester (749) of M.S. genetic counseling program and successful completion of PSY 624
Research project in genetic counseling. (Graded on S-U basis)

803 Research Extension (1-3)

Department of Geography

129 Graham Building • (336) 334-5489
www.uncg.edu/geo

Graduate Programs in Geography

- Post-Baccalaureate Certificates
  Geographic Information Science

  Urban and Economic Development
- M.A.
  Applied Geography

  Elective Concentration: Urban Planning and Economic Development
- Ph.D.
  Geography

Professors

D. Gordon Bennett, Ph.D.
Demographic analysis, world population problems.

Keith G. Debbage, Ph.D.
Urban planning, regional development, tourism.

Paul Knapp, Ph.D.
Biogeography, climatology, dendroecology.

Jeffrey C. Patton, Ph.D.
Cartographic theory, history of cartography, earth science (Head of Department).

John Rees, Ph.D.
Economic development, public policy.

Associate Professors

Michael E. Lewis, Ph.D.
Natural resources, environmental management, applied physical geography.

Elisabeth S. Nelson, Ph.D.
Cartographic perception and cognition (Director of Graduate Study).

Phillip Royall, Ph.D.
Geomorphology, drainage basin dynamics, soil science, water resources.

Roy S. Stine, Ph.D.
Geographic information systems (GIS), remote sensing (Director of Post-Baccalaureate Certificate Program).

Susan M. Walcott, Ph.D.
Urban, economic, East Asia.

Assistant Professors

Ricky L. Bunch, Ph.D.
Geographic information systems (GIS), spatial cognition, cartography.

Gerald J. Lennartson, Ph.D.
Environmental planning, hazards, meteorology.

Zhi-Jun Liu, Ph.D.
Environmental geography, GIS, spatial statistics, hydrologic/ecological modeling.

Selima Sultana, Ph.D.
Urban/transport geography and GIS applications, quantitative methods, geography of race/ethnicity.

The Department of Geography offers the Master of Arts in applied geography, the Doctor of Philosophy in geography, and Post-Baccalaureate Certificates in Geographic Information Science (GIS) and in Urban and Economic Development. The programs focus on the application of theory and methods in geography toward the understanding of problems related to economic development, environmental quality, population change, and social well-being in urban, rural, regional and international contexts.

The master's degree in applied geography prepares and educates graduates for professional careers in industrial and commercial site selection, transportation planning, environmental assessment, and urban and regional development. The program emphasizes the application of theoretical constructs in geography to solve problems, particularly within the Triad and the State but also at the national and international levels.

The program also leads to the acquisition of research skills and expertise appropriate to geographic analysis, including spatial statistics, cartography, remote sensing, and geographic information systems.

The doctoral degree in geography is designed primarily for persons who are preparing for careers that apply geographic theory, method, information technology and other skills to solving problems in urban and regional planning, natural resource management and environmental assessment, demographic analysis, and economic development, as well as those preparing for careers in teaching and research in colleges and universities. The main areas of research of the faculty are in urban planning, earth science/environmental studies, and the geographic information sciences; these serve as the main orientation of the doctoral program.

PBC Requirements for the Post-Baccalaureate Certificate
in Geographic Information Science or Urban and Economic Development

GEOGRAPHIC INFORMATION SCIENCE

The Department of Geography offers a Post-Baccalaureate Certificate in Geographic Information Science (GIS) requiring **18** semester hours of course work (15 hours of core courses and 3 hours of approved electives). The purpose of the certificate is to provide professionals with the knowledge and skills needed to effectively utilize spatial analytic tools, geographic data visualization techniques, spatial programming, and geographic information and image processing software. The certificate program emphasizes the application of Geographic Information Science in the fields of urban and regional planning, environmental assessment, remote sensing, spatial software development, cartography, and economic development.

Required Core Courses (15 hours)

GEO 520 Advanced Remote Sensing-Imaging (3)
GEO 521 Advanced Cartography (3)
GEO 613 Advanced Geographic Information Systems (3)
GEO 614 GIS Programming, Design and Application (3)
GEO 620 Spatial Analysis (3)

***Electives** (3 hours)

Select one from the following:

GEO 623 Seminar in Geographic Information Science (3)
STA 571 Statistical Methods for Research I (3)
BIO 522 Landscape Ecology (3)
*Additional elective courses may be approved by the Director of Graduate Study

URBAN AND ECONOMIC DEVELOPMENT

The Departments of Geography and Political Science jointly offer a program of study leading to a Post-Baccalaureate Certificate in urban and economic development. The certificate requires **18** semester hours of course work (12 hours of core courses and 6 hours of approved electives). Courses emphasize the knowledge and skills needed to prepare students to work in organizations focusing on urban planning and community economic development activities in government and nonprofit organizations.

Required Core Courses (12 hours)

GEO 502 Urban Planning (3)
GEO 533 Industrial Development: State and Local (3)
PSC 520 The Urban Political System (3)
PSC 630 Community and Economic Development: Theory and Practice (3)

Electives (6 hours)

Select two from the following:

GEO 602 Regional Planning (3)
GEO 603 Understanding Geographic Information Systems (3)
GEO 622 GIS Applications in Urban Planning (3)
GEO 631 Transportation Planning (3)
PSC 613 Local Government Administration (3)
PSC 620 Urban Development Policy (3)

MA Requirements for the Master of Arts
in Applied Geography

The Department of Geography offers a graduate program of study requiring a minimum of **34** hours of graduate work, including a maximum of 6 hours of GEO 695 or GEO 699. Seventeen of these 34 hours must be at the 600-749 level. As part of the master's degree, students may choose to either complete a thesis or internship project or pursue a non-thesis option. The non-thesis option requires a minimum of **37** hours of course work, excluding GEO 695 and GEO 699, and completion of a competency portfolio. The non-thesis option is considered to result in a terminal degree.

Required Core Courses (4 hours)

GEO 601 Research Trends in Geography (1)
GEO 620 Spatial Analysis (3)

Electives (24-33 hours)

The student, in consultation with the advisor, will determine the appropriate courses to be taken in that individual's program, including any cognate courses.

Research Courses (3-6 hours)

GEO 695 Internship (3-6) or GEO 699 Thesis (3-6)

Formal Review and Examinations

1. Approval of master's Plan of Study.
2. Comprehensive examination (taken after the completion of 24 hours of course work; administered at the beginning of the fall and spring terms).
3. Approval of Thesis or internship proposal.
4. Final Thesis defense, internship presentation of completion of portfolio.

Details concerning specific core requirements, the comprehensive examination, admission to candidacy, plans of study, theses, internships, and competency portfolios can be obtained from the Director of Graduate Study.

URBAN PLANNING AND ECONOMIC DEVELOPMENT CONCENTRATION

The Department of Geography offers a concentration in urban planning and economic development. This concentration is directed towards students who have an interest in preserving and enhancing the quality-of-life of urban areas and dealing effectively with growth and development issues. Students completing this concentration will combine the core requirements of the master's degree in applied geography with courses emphasizing the knowledge and skills required to provide effective leadership in urban and economic development for metropolitan areas. The required core courses, electives, research courses, collateral expertise, and formal reviews and examinations are the same as for the Master of Arts degree in applied geography. Within this framework, the following **15** hours must be completed.

Required Core Courses (12 hours)

GEO 502 Urban Planning (3)
GEO 522 Seminar in Population and Urban Studies (3)
GEO 533 Industrial Development: State and Local (3)
GEO 603 Understanding Geographic Information Systems (3)

Elective Courses (3 hours)

Choose one from the following:

GEO 602 Regional Planning (3)
GEO 622 GIS Applications in Urban Planning (3)
GEO 631 Transportation Planning (3)
PSC 620 Urban Development Policy (3)
PSC 630 Community and Economic Development: Theory and Practice (3)

PhD Requirements for the Doctor of Philosophy in Geography

The Department of Geography offers a graduate program of study leading to the Ph.D. degree. This innovative program is centered on the research-oriented application of geographical concepts and theories to the solving of real-world problems. The total number of hours required for the degree is **48-54**. Of the 33 hours in required core and cluster courses (excluding dissertation hours), 27 hours must be at the 600 level or higher. Up to nine hours of course work may be transferred from another institution on approval of the Department.

Required Core Courses (9 hours)

GEO 750 Advanced Spatial Analysis (3)
GEO 760 Research Design (3)
GEO 761 History of Geographic Thought (3)

Courses Required from Geography Clusters (24 hours)

Clusters of courses from three broad areas of applied geography form the basis of the doctoral program. These three clusters are: geographic information sciences (GIS), urban and regional economic development and planning, and earth science and natural resource management. Students are required to complete two courses in each of the three clusters and an additional two courses related to the dissertation research cluster.

Dissertation (15-21 hours)

GEO 799 Dissertation (15-21)

Formal Reviews and Examinations

1. Diagnostic Exam.
2. Approval of Doctoral Plan of Study.
3. Comprehensive preliminary examination (taken after the completion of 33 hours of course work).
4. Dissertation proposal approval.
5. Public dissertation defense.

GEO Geography Courses

502 Urban Planning (3:3)
Experiences in planning and primary concepts and procedures utilized by planners in city and other local government agencies for improving the quality of the urban environment.

510 Biogeography (3:3)
Pr. one of the following: 311, 314, BIO 301, admission to graduate program in geography, or permission of instructor
Geographic distribution of organisms and the factors/processess accountable with emphasis on the increasingly important role humans play in influencing biogeographic processes.

511 Advanced Weather and Climate (3:3)
Pr. one of the following: 311, admission to graduate program in geography, or permission of instructor
Exploration of atmospheric dynamics and general circulation patterns throughout the world. Emphasis on cyclogensis, surface-upper atmosphere links, tropospheric waves, vorticity, and forecasting.

520 Advanced Remote Sensing-Imaging (3:3)
Pr. 323
Remote sensing of the environment using scientific visualization and digital image processing techniques.

521 Advanced Cartography (3:3)
Pr. 321 or permission of instructor
Advanced instruction in cartographic production techniques and introduction to cartographic research. Students will learn to evaluate academic literature and to implement research ideas using state-of-the-art technology.

522 Seminar in Population and Urban Studies (3:3)
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources.

533 Industrial Development: State and Local (3:3)
Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

560 Seminar in Regional Geography (3:3)
Case studies of regionalism and the regional method in geography. May be repeated once for credit when topic changes.

570 Applied Physical Geography (3:1:6)
Applications in physical geography. Topics include field experience in hydrology, dendrochronology, geomorphology, climatology, and mapping. May be repeated once for credit when topic changes.

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

601 Research Trends in Geography (1:1)
Pr. admission to graduate program in geography
Overview of major research themes in geography. Student will meet faculty and other professional geographers, facilitating the development of research through field experience, colloquia, and conferences. (Graded on S-U basis)

602 Regional Planning (3:3)
Regional development and planning processes focused on regional planning techniques and law.

603 Understanding Geographic Information Systems (3:3)
Study and application of geographic information systems for professional problem-solving, spatial analysis, and mapping.

605 Seminar in Environmental Studies (3:3)
Selected topics of current interest in environmental studies. May be repeated once for credit when topic changes.

606 Environmental Planning (3:3)
Examination and analysis of environmental concepts and their relationship to various planning and management scenarios, including environmental issues, strategies, and plans.

612 Natural Resource Geography (3:3)
Application of geographical theory to natural resource use and distribution. Emphasis on resource use and constraints to development.

613 Advanced Geographic Information Systems (3:3)
Pr. 603 or permission of instructor
Development and application of geographic information systems. Emphasis on spatial data structures and their relationship to the analytic processes of geography and planning.

614 GIS Programming and Design Application (3:3)
Pr. 613
Theory and practice in the creation of Geographic Information Systems using logic based programming and database construction tools. Emphasis on modeling of spatial information and logic-based approaches to GIS.

620 Spatial Analysis (3:3)
Pr. 613 and STA 571 or equivalent
Theory and practice in combining Geographic Information Systems software with statistical analysis software. Emphasis will be on the quantitative analysis and visual display of spatial information.

622 GIS Applications in Urban Planning (3:3)
Pr. 322 (or equivalent) and 613 or permission of instructor
Theory and practice integrating Geographic Information Systems with land use planning practice. Emphasis on advanced analysis and display of spatial data and information in support of land use planning decision-making.

623 Seminar in Geographic Information Science (3:3)
Pr. 323 and 613 or permission of instructor
Research in geographic information science. Focus on current research in application of remotely sensed imagery, geographic information systems, and maps in the visualization and analysis of spatial data. May be repeated once for credit when topic changes.

631 Transportation Planning (3:3)
Pr. 502 or permission of instructor
Theory and practice of transportation planning with an emphasis on urban transportation systems.

635 Geography of Asia (3:3)
Examines dynamic economic, sociocultural, and political changes in Asia by looking at their roots in physical and human resources influencing rapid modernization within an ancient cultural framework.

641 Earth Surface Processes and Landforms (3:3)
Pr. 314/314L or equivalent advanced undergraduate course in geomorphology
Advanced systematic study of geomorphology with applications to human responses to natural hazards and environmental management.

690 Research Problems in Applied Geography (3)
Pr. graduate course on the topic
Independent study on a topic of special interest.

695 Internship (1-6)
Pr. 18 hours in the M.A. in applied geography program
Practical experience in a professional setting related to the student's main topic of interest. Includes written paper linking the topic to the experience. May be repeated for a maximum of 6 hours credit.

699 Thesis (1-6)
Pr. permission of Geography Thesis Committee

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

750 Advanced Spatial Analysis (3:3)
Pr. 620
Theory and practice in spatial analysis with an emphasis on spatial statistics. Spatial pattern analysis, spatial association and interpolation, spatial data mining.

760 Research Design (3:3)
Pr. STA 571 or equivalent
Design and execution of applied research projects as practiced by professional geographers.

761 History of Geographic Thought (3:3)
Pr. admission to doctoral program in geography or allied field
Seminar on the nature of geography and what geographers do. Focus on the history of the discipline, approaches to its study, major paradigms, and application of geographic theory.

771 Doctoral Seminar in Geographic Information Science (3:3)
Advanced seminar in the theory, practice, and technical aspects of Geographic Information Science. May be repeated once for credit when topic changes.

781 Seminar in Earth Science/Natural Resources (3:3)
Pr. 612 or 641 or permission of instructor
Directed readings and research proposal development on selected aspects of natural resource policy and management from the perspective of earth science. May be repeated once for credit when topic changes.

790 Independent Geographic Research (3:3)
Pr. graduate course in topic
Independent study on topic of interest in theoretical geography. May be repeated for credit for up to 6 semester hours.

791 Seminar in Urban Planning/Economic Development (3:3)
Pr. 502 or 533 or permission of instructor
Directed readings on selected aspects of urban planning/economic development focused on theory and policy issues from a geographic perspective. May be repeated once for credit when topic changes.

792 Seminar in Regional Economic Development (3:3)
Pr. 533 or permission of instructor
A geographic perspective is applied to analysis of regional economic performance and change in the developed and developing world. Theory is integrated with strategies for development policy and planning.

799 Dissertation (1-21)
Pr. completion of all Ph.D. course requirements and examinations
Required of all Ph.D. in geography candidates. May be taken in two or more semesters.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of German, Russian, and Japanese Studies

1129 Moore Humanities and Research Administration Building • (336) 334-5427
www.uncg.edu/gar

Professor

Andreas Lixl, Ph.D.
German cultural history, 19th and 20th century; German-Jewish history, exile studies, modern German literature (Head of Department).

Associate Professor

Jeffrey T. Adams, Ph.D
German literary criticism and history, age of Goethe, lyric poetry.

Assistant Professor

Kathleen M. Ahern, Ph.D.
Slavic literatures, Russian literary criticism and cultural history, 20th century Russian poetry, Russian and African American literary ties.

Graduate Programs in German, Russian, and Japanese Studies

No graduate degree programs offered.

GER German Courses

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

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

RUS Russian Courses

511 The Russian Novel in Translation (3:3)
Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy) to the twentieth-century (Bely, Sologub, Pasternak, and Solzhenitsyn). Analysis of the artistic structure and ideas, within the context of Russian literary history, philosophy, and religious thought.

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

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

Graduate Programs in *Gerontology*

124 McIver Building • (336) 256-1020
www.uncg.edu/gro

Graduate Programs in Gerontology

- Post-Baccalaureate Certificate
- M.S.

  Elective Concentration: Non-Profit Management
- M.S./M.B.A. (offered jointly with the M.B.A. Program)

Program Director:

Janice I. Wassel, Ph.D.
Demography; financial resources and the aging family; retirement decisions of professionals, women, and married couples; caregiving and family systems (Gerontology and The Graduate School).

Associate Director:

Neal E. Cutler, Ph.D.
Financial gerontology, business and aging, wealth/wealth interactions, aging and social policy, professional-practitioner education, age-period-cohort analysis, survey research (Gerontology and The Graduate School).

Interdisciplinary Faculty and Advisors:

Professors

Jane E. Myers, Ph.D.
Gerontological counseling, adult development, developmental counseling, wellness, clinical assessment, adult children of older adults (Department of Counseling and Educational Development).

William L. Tullar, Ph.D.
Knowledge management, human resource metrics, and employee selection (Department of Business Administration).

Associate Professors

Beth E. Barba, Ph.D.
Human/animal interactions with older adults, Eden Alternative (team care delivery, animals and children) in nursing homes, failure to thrive in older adults (School of Nursing).

Jennifer Etnier, Ph.D.
Physical activity and mental health (Department of Exercise and Sport Science).

Virginia A. Hinton, Ph.D.
Normal speech pathology (Department of Communication Sciences and Disorders).

Laurie M. Kennedy-Malone, Ph.D.
Community-gerontological nursing (School of Nursing).

Kenneth A. Klase, D.P.A.
Public administration, public budgeting and finance, public financial management (Department of Political Science).

Martha Taylor, Ph.D.
Nutritional health and needs of older adults, health promotion/disease prevention, nutrition education (Department of Nutrition).

Visiting Associate Professors

Michele Haber, M.P.H., M.D.
Individual geriatric assessment and improvement, staff and program development for long-term care facilities and other organizations serving seniors (Department of Public Health Education).

A. Frank Johns, J.D.
Elder law, multidisciplinary ethics impacting community, advance litigation strategies, guardianship and fiduciary responsibilities relating to older adults.

Assistant Professors

Olav Rüppell, Ph.D.
Life history and behavior of social insects, aging and genetics of complex traits (Department of Biology).

Sudha Shreeniwas, Ph.D.
Gender and family issues among seniors in India and among ethnic groups in the U.S. (Department of Human Development and Family Studies).

Adjunct Instructors

Anne R. Daniel, M.A.
Medicare and Medicaid, health policy, medical care costs and the health insurance industry affecting older adults and families (Department of Public Health Education).

Sandra Leak, M.H.A.
Comparative long term care policy at the community and state level (Department of Public Health Education).

The Graduate School offers graduate work leading to a Post-Baccalaureate Certificate and a Master of Science in gerontology. The Bryan School of Business and Economics and the Gerontology Program offer a combined Master of Science in gerontology and Master of Business Administration degree.

Students wishing to combine a Post-Baccalaureate Certificate in gerontology with a degree should consult with the Director of the gerontology program and with the department of interest.

Admission Requirements

In addition to the admission materials required by The Graduate School, applicants to all gerontology programs must submit a personal essay elaborating on the applicant's experience and/or interest in working with the elderly. Applicants to the M.S./M.B.A. must have a minimum of two years of relevant work experience and applications are reviewed by the directors of the gerontology and M.B.A. programs. Applicants to the nonprofit management concentration must apply simultaneously to the Post-Baccalaureate Certificate in nonprofit management offered by the Department of Political Science.

PBC Requirements for the Post-Baccalaureate Certificate in Gerontology

Fifteen (15) credit hours must be successfully completed during four academic years to earn the certificate. Courses fulfilling the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School.

Required Core Courses (6 hours)

GRO 501 Seminar: Critical Issues of Aging (3)
GRO 649 Gerontology Practicum or Supervised Research (3)

Electives (9 hours)

To meet the student's educational objectives, three courses (9 hours) are selected under advisement from three core areas:

Biology/health
Gerontology
Psychosocial

MS Requirements for the Master of Science in Gerontology

The Master of Science in gerontology requires **36** hours of course work and practicum/internships. The program offers a thesis and non-thesis option. It is recommended that students complete the statistics requirement prior to enrolling in GRO 620. Students accepted without an undergraduate statistics course are encouraged to complete such a course prior to enrolling in the graduate statistics course.

Required Core Courses (18 hours)

GRO 501 Seminar: Critical Issues of Aging (3)
GRO 620 Research Methods in Gerontology (3)
GRO 649 Gerontology Practicum or Supervised Research (3)
GRO 651 Integrative Seminar in Gerontology (3)
GRO 679 Advanced Gerontology Practicum/Supervised Research (3)
ERM 617 Statistical Methods in Education (3) **or**
STA 571 Statistical Methods for Research I (3) and
STA 571L Statistical Methods Laboratory I (1)

Electives (18 hours)

To meet the student's educational objectives, eighteen (18) hours are selected under advisement from three academic areas:

Biology/health
Gerontology
Psychosocial

Thesis Option (6 hours)

GRO 699 Thesis (6)

With faculty approval, students who are interested in exploring a specific research problem in depth may choose to complete a thesis. Students must register for six (6) hours of thesis thereby reducing elective hours to 12.

NONPROFIT MANAGEMENT CONCENTRATION

Graduates in the nonprofit management concentration are prepared to meet the growing demand for trained professionals in public service at local, state and federal agencies; private, nonprofit agencies, and voluntary organizations serving the elderly and/or meeting the needs of an aging society. This program may be completed with a thesis (**45** hours) or a non-thesis option (**39** hours). Course work fulfills the requirements for the Post-Baccalaureate Certificate in nonprofit management through the Department of Political Science. Students must submit an application for the certificate.

Required Core Courses (21 hours)

GRO 501 Seminar: Critical Issues of Aging (3)
GRO 620 Research Methods in Gerontology (3)
GRO 649 Gerontology Practicum or Supervised Research (3)
GRO 651 Integrative Seminar in Gerontology (3)
ERM 617 Statistical Methods in Education (3) **or** STA 571 Statistical Methods for Research I (3) and STA 571L Statistical Methods Laboratory I (1)
PSC 540 Nonprofit Management and Leadership (3)
PSC 550 Philanthropy and Resource Development (3)

Choice Requirements (3 hours)

PSC 511F Problems in Public Management: Financial Management (1) or PSC 511R Problems in Public Management: Nonprofit Budgets (1)

Students must choose two of the following:

PSC 511B Problems in Public Management: Marketing for Public and Nonprofit Agencies (1)
PSC 511D Problems in Public Management: Strategic Planning (1)
PSC 511G Problems in Public Management: Grant Writing (1)
PSC 511N Problems in Public Management: Nonprofit Law (1)

Elective Requirements (12 hours)

Elective courses are selected with faculty advisement to permit tailoring of the program of study to the student's specific interests. With faculty consultation, students select 12 hours of elective courses at the 500- or 600-level with at least 3 credit hours in political science and 3 credit hours in gerontology. Other possible electives include courses in business administration, counseling, human development and family studies, public health education, and/or social work.

Practicum Requirement (3 hours)

GRO 679 Advanced Gerontology Practicum/Supervised Research (3)

With advisement of faculty in the Gerontology Program and the Department of Political Science, students select an appropriate structured setting as an experiential learning activity within a public or nonprofit agency. The practicum will provide students with practical experience in the ongoing operations of an agency of government or in an organization engaged in public affairs activities serving the elderly or addressing the needs of an aging society.

Thesis Option (6 hours)

GRO 699 Thesis (6)

With faculty approval, students who are interested in exploring a specific research problem in depth may choose to complete a thesis.

MS/MBA Requirements for the Master of Science/ Master of Business Administration

The Gerontology Program and the Bryan School of Business and Economics offer a combined Master of Science in gerontology/Master of Business Administration degree. A minimum of **57** semester hours is required for the degree.

Required Core Course (46.5 hours)

Up to 12 hours may be waived based on demonstrated competencies in the subject matter.

MBA 600 Business Statistics (1.5) and MBA 610 Advanced Business Statistics (1.5) **or** ERM 617 Statistical Methods in Education (3) **or** STA 571 Statistical Methods in Research (3) and 571L Statistical Methods Lab (1)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
MBA 603 Economic Analysis (1.5)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
MBA 609 Management Communications (1.5)
MBA 612 Cost Management Systems (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 615 Leadership Assessment and Development (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 617 Management Science (1.5)
MBA 618 Business Processes and Technology (1.5)
MBA 620 Competitive Analysis and Strategy Formulation (1.5)

MBA 624 Strategies for Managing Human Resources (1.5)
MBA 625 Corporate Structure and the Finance Function (1.5)
MBA 626 Strategic Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
MBA 628 Business Strategy and Information Technology (1.5)
MBA 629b Creating and Sustaining Competitive Advantage (3) **or** GRO 679 Advanced Practicum/Supervised Research (3)
GRO 501 Seminar: Critical Issues of Aging (3)
GRO 620 Research Methods in Gerontology (3)
GRO 649 Gerontology Practicum or Supervised Research (3)
GRO 651 Integrative Seminar in Gerontology (3)

Electives (10.5 hours)

Selected upon advisement to permit tailoring of the program of study to the student's specific interests and to include at least 9 semester hours in gerontology or gerontology electives.

GRO Gerontology Courses

501 Seminar: Critical Issues of Aging (3:3)
Intensive review and analysis of the literature and research on issues of aging and the unresolved problems. (Fall)

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

601 Practical Issues in Aging (1:1)
Examination of a topic in aging from an applied perspective applicable to professionals working in the field of aging. May be repeated for a maximum of 3 credits when topic varies.

610 Life Planning for the Third Age (3:3)
Pr. permission of instructor
Integrative approach to explore how trends in finances, relationships, health, self-development, housing and work/leisure time interact to impact quality of life and options available to aging adults.

620 Research Methods in Gerontology (3:3)
Pr. 501 and permission of instructor
The integration and application of qualitative and quantitative research designs and methods used in gerontology. Additional attention focuses on the formulation and writing of a research proposal.

632 Communities Responding to an Aging Society (3:3)
Addresses community responses to an aging society and how those responses may be enhanced through civic engagement, infrastructure development, and public/private initiatives. Emphasizes developing and sustaining innovative programs.

633 Long Term Care Public Policy (3:3)
Addresses public policy related to the organization, financing, and delivery of the broad continuum of long term care with a concentration on the care of frail older adults.

649 Gerontology Practicum or Supervised Research (3:1:8)
Pr. 501 and permission of instructor
Supervised experience in structured setting for older adults, linking practice to theory; or supervised research in a relevant area of gerontology for professional development. May be repeated once for credit. (Graded on S-U basis)

651 Integrative Seminar in Gerontology (3:3)
Pr. enrollment in the M.S. in gerontology program and completion of at least 24 hours of course work including: 501, 620, 649, ERM 617 or STA 571 (plus lab), and 12 hours of gerontology electives
Integration of current literature and theoretical applications in gerontology focusing on specific area(s) of student's specialty and practicum experiences. Additional emphasis on professional writing, presentations, networks, and extramural funding. (Spring)

676 Special Topics in Gerontology (1-3)
Study of a special topic in gerontology. May be repeated for credit when topic varies.

679 Advanced Gerontology Practicum/Supervised Research (3:0:3-9)
Pr. admission to the M.S. in gerontology. Completion of at least 2/3 course work, including 501, 620, and 649 and permission of instructor
Supervised experience as a participant/observer in structured setting with older adults in order to link theory and practice and increase professional expertise or supervised research in gerontological topic. (Graded on S-U basis)

695 Independent Study (1-3)
Intensive study in an area of special interest in gerontology. May be repeated for a maximum of 6 semester hours credit.

699 Thesis (1-6)
Pr. 501, 620, 649, 651, 660
Individual guidance in the development of a specific research problem. May be repeated for a maximum of 6 hours credit. (Graded on S-U basis)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of History

2129 Moore Humanities and Research Administration Building
(336) 334-5992 • www.uncg.edu/his

Graduate Programs in History

- Post-Baccalaureate Certificates
  (jointly with the Department of Interior Architecture)

  Museum Studies

  Historic Preservation
- M.A.
  with concentrations in:
  American History

  European History

  Public History - Museum Studies

  Public History - Historic Preservation
- Ph.D.
  American History

Professors

Jodi Bilinkoff, Ph.D.
Renaissance and Reformation Europe, early modern Spain, religion, gender.

Charles C. Bolton, Ph.D.
Southern history, oral history (Head of Department).

Robert M. Calhoon, Ph.D.
Early American history, southern religious history, American Revolution, 18th century cultural.

Kenneth L. Caneva, Ph.D.
History of science, 19th century physical science, science in Germany.

Colleen Kriger, Ph.D.
African history, European expansion in Africa, material culture, oral history.

Frank T. Melton, Ph.D.
English history 1485-1714, reformation.

Karl A. Schleunes, Ph.D.
Modern German history, the Holocaust, national socialism, history of antisemitism, World War II.

Loren Schweninger, Ph.D.
African-American history, race, slavery, quantitative methods.

Associate Professors

James A. Anderson, Ph.D.
East Asia, China, Vietnam.

Richard E. Barton, Ph.D.
Medieval history (Director of Graduate Study).

Peter S. Carmichael, Ph.D.
Civil War, reconstruction, old South, museum studies.

Benjamin P. Filene, Ph.D.
Public history (Director of Public History).

Mary Floyd, Ph.D.
Latin America, Venezuela, 19th century.

Phyllis W. Hunter, Ph.D.
American, Colonial, material culture.

Thomas F. Jackson, Ph.D.
Recent America, civil rights.

Paul Mazgaj, Ph.D.
Modern European intellectual history, French history, history of ideologies, French revolution, Napoleonic era.

Stephen Ruzicka, Ph.D.
Ancient history, Greek, Roman, Persia.

Lisa C. Tolbert, Ph.D.
American cultural history, 19th century U.S., antebellum South, architectural history, museum studies.

Assistant Professors

Watson Jennison, Ph.D.
African American history, U.S. South.

Jeffrey W. Jones, Ph.D.
Russia.

Lisa Levenstein, Ph.D.
U.S. women's history.

Kaarin Michaelsen, Ph.D.
Modern Britain, women's history.

Linda M. Rupert, Ph.D.
Atlantic world, Caribbean, Latin America.

The Department of History offers the Post-Baccalaureate Certificate in two concentrations (museum studies and historic preservation) and degree programs leading to the Master of Arts in four concentrations (U.S., European, museum studies, and historic preservation) and the Ph.D. in American history. Classes in each of our programs are generally small and, through an intensive mentoring program, faculty-student interaction has become a hallmark of graduate study in the department.

The Master of Arts in history offers excellent preparation for those planning to teach the subject at community colleges and secondary schools. The degree also provides a solid foundation for those who go on to Ph.D. programs or who find employment in government and business. The M.A. in history improves analytic, research, and writing skills.

The public history concentration in museum studies and historic preservation provides intensive graduate-level preparation in the core history program as well as hands-on training in museum and historical preservation work. Through mentoring and an internship program, students are prepared to enter the job market in the museum and preservation fields.

Applicants to the M.A. concentrations must present an approved undergraduate background (though not necessarily a major) in history.

The Ph.D. program prepares students to teach and conduct research in American history and to understand it within an expanded global perspective. Students are required to integrate their major field of study, American history, with one of three minor fields: African American history, the history of the Atlantic World, or European history. This broader intercontinental perspective—including the Americas, Europe, and Africa—enables students to explore themes such as the interaction of political, economic and cultural systems, questions of race and ethnicity, and the transnational dimensions of national experience. This global perspective is encouraged by providing a selection of courses that are cross-national, comparative, and integrative in content and format.

The Ph.D. program admits only a few highly qualified students each year. In a setting of relatively small classes, individualized research projects, and frequent contact with faculty, students are trained in the arts of scholarly research and writing. No less is the emphasis placed on the fostering of teaching skills. Through a required teaching seminar, hands-on teaching experience, and careful mentoring, students are prepared for teaching in a college or university environment.

PBC Requirements for the Post-Baccalaureate Certificate in Museum Studies or Historic Preservation

The Departments of History and Interior Architecture jointly offer two Post-Baccalaureate Certificates: museum studies and historic preservation. The two certificates provide graduate students in history, interior architecture, and related fields training and credentials to pursue careers in history museums, historic preservation, cultural resource management, management of historic sites, and related public history professions. Both certificates require **15** semester hours of course work, including 9-12 hours of core courses and 3-6 hours of electives.

Required Courses (9-12 Hours)

Museum Studies (9 hours)

HIS 626 The Practice of Public History (3)
HIS 627 Museum and Historic Site Interpretation: Principles and Practice (3)
*HIS 690 Internship (3)
6 hours of electives approved by the Director of Graduate Study

Historic Preservation (12 hours)

HIS 543 Historic Preservation: Principles and Practice (3)
HIS 624 History of American Landscapes and Architecture (3)
HIS 625 Preservation Planning and Law (3)
*HIS 690 Internship (3)
3 hours of electives approved by the Director of Graduate Study

*Students with appropriate professional work experience may substitute an elective for the internship requirement with prior approval of the Director of Graduate Study.

Electives (Historic Preservation - 3 hours, Museum Studies - 6 hours)

To complete the 15 hours of course work for either certificate, electives should be selected with the prior approval of the Director of Graduate Study from the following list:

HIS 505 Introduction to Archival Management (3)
HIS 536 History of Decorative Arts (3)
HIS 545 Southern History and Southern Material Culture in a Museum Context (3)
HIS 547 Museum Curatorship: Collections Management (3)
HIS 548 Architectural Conservation (3)
HIS 552 History and Theories in Material Culture (3)
HIS 555 Field Methods in Preservation Technology (3)
HIS 628 Identification and Evaluation of the Historic Built Environment (3)

ART 590 Museum Studies (3)
ATY 597 Special Problems in Anthropology (3)
GEO 502 Urban Planning (3)
PSC 540 Nonprofit Management and Leadership (3)

Core courses for either certificate may be taken as electives for the other. Because public history requires interdisciplinary work, students may substitute 3 hours of electives from another department with approval of the Director of Graduate Study.

MA Requirements for the Master of Arts

in American History, European History, or Public History with a Concentration in Museum Studies or Historic Preservation

The Department of History offers a graduate program of study in the areas of American, European, and public history, leading to a Master of Arts degree. Students in American and European history complete a **30** hour program consisting of a major concentration of 21 hours and a minor concentration of 9 hours. Students in these concentrations must pass a language examination or take an extra three hours of course work in either their major or minor. Public history students choose a concentration in either historic preservation or museum studies and complete a **36** hour degree consisting of 15 hours in history courses, 9-12 hours in the selected public history concentration and 9-12 hours in electives. Upon entering the program, students will develop a plan of study with prior approval from the Director of Graduate Study.

Required Courses (15-21 hours)

American History

HIS 701 Colloquium in American History before 1865 (3)
HIS 702 Colloquium in American History since 1865 (3)
HIS 703 Seminar in American History (3)
HIS 704 Seminar in American History (3)
HIS 709 Introductory Research Seminar (3)

European History

HIS 705 Colloquium in European History before 1789 (3)
HIS 706 Colloquium in European History since 1789 (3)
HIS 707 Seminar in European History (3)
HIS 708 Seminar in European History (3)
HIS 709 Introductory Research Seminar (3)

Public History (Museum Studies and Historic Preservation Concentrations)

HIS 701-702 Colloquia in American History (6) **or**
HIS 705-706 Colloquia in European History (6)
*HIS 703-704 Seminars in American History (6) **or**
HIS 707-708 Seminars in European History (6)
HIS 709 Introductory Research Seminar (3)
*Public history students may elect to do a thesis in lieu of either HIS 703-704 or HIS 707-708

Electives and Concentration Requirements

Major Concentration

By approval of the Director of Graduate Study, students in the areas of American and European history select, in addition to the 15 hours of core courses, 6 to 9 hours in their major concentration.

American History

HIS 502 African American History: Selected Topics (3)
HIS 515 American Diplomatic History: The Twentieth Century (3)
HIS 517 American Economic History: Colonial Times to 1865 (3)
HIS 518 American Economic History: 1865 to Present (3)
HIS 520 Southern History: Selected Topics (3)
HIS 522 Early American History: Selected Topics (3)
HIS 524 Twentieth Century U.S. History: Selected Topics (3)
HIS 526 The Civil War and Reconstruction: Selected Topics (3)
HIS 530 History of Sexuality: Selected Topics (3)
HIS 546 American Cultural History: Selected Topics (3)
HIS 549 American Social History: Family and Religion (3)
HIS 551 Gender and History: Selected Topics (3)
HIS 552 History and Theories of Material Culture (3)
HIS 624 History of American Landscapes and Architecture (3)
HIS 710 Colloquium in the Atlantic World (3)
HIS 712 Slavery in the Americas (3)
HIS 713 African Americans after Slavery (3)
HIS 715 Atlantic World: Selected Topics (3)
HIS 722 Early America: Selected Topics (3)
HIS 723 Selected Topics in Nineteenth-Century United States History (3)
HIS 724 Selected Topics in Twentieth-Century American History (3)

European History

HIS 510 Historiography (3)
HIS 541 Ancient World: Selected Topics (3)
HIS 542 Middle Ages: Selected Topics (3)
HIS 544 Early Modern Europe: Selected Topics (3)
HIS 560 Nineteenth Century Europe: Selected Topics (3)
HIS 562 Twentieth Century Europe: Selected Topics (3)
HIS 563 Early Modern England: Selected Topics (3)
HIS 564 Modern Britain: Selected Topics (3)
HIS 567 French History: Selected Topics (3)
HIS 571 Modern European Thought: Selected Topics (3)
HIS 574 Modern Germany: Selected Topics (3)
HIS 575 Modern Russian History: Selected Topics (3)
HIS 710 Colloquium in the Atlantic World (3)
HIS 740 Selected Topics in European History (3)

Public History

By approval of the Director of Graduate Study, students in the area of public history complete a concentration in either museum studies or historic

preservation. Students in the museum studies concentration complete 9 hours of required courses and 12 additional hours of electives. Students in the historic preservation concentration complete 12 hours of required courses and 9 hours of electives. Because public history requires interdisciplinary work, students may substitute 3 hours of electives from another department with the permission of the Director of Graduate Study. Requirements for both concentrations are as follows:

Museum Studies Concentration Required Courses (9 hours)

HIS 626 The Practice of Public History (3)
HIS 627 Museum and Historic Site Interpretation: Principles and Practice (3)
*HIS 690 Internship (3)

Historic Preservation Concentration Required Courses (12 hours)

HIS 543 Historic Preservation: Principles and Practice (3)
HIS 624 History of American Landscapes and Architecture (3)
HIS 625 Preservation Planning and Law (3)
*HIS 690 Internship (3)

*Students in either concentration with appropriate professional work experience may substitute an additional elective for the internship requirement with the permission of the Director of Graduate Study.

Public History Electives (9-12 hours)

Electives may be chosen from courses American, European, and public history. Required courses in either concentration may be taken as electives for students in the other concentration. Electives must reflect a coherent plan of study and must be approved by the public history coordinator and Director of Graduate Study

Additional Public History Courses

HIS 505 Introduction to Archival Management (3)
HIS 536 History of Decorative Arts (3)
HIS 545 Southern History and Southern Material Culture in a Museum Context (3)
HIS 547 History Museum Curatorship: Collections Management (3)
HIS 548 Architectural Conservation (3)
HIS 555 Field Methods in Preservation Technology (3)
HIS 628 Identification and Evaluation of the Historic Built Environment (3)
ART 590 Museum Studies (3)
ATY 597 Special Problems in Anthropology (3)
GEO 502 Urban Planning (3)
PSC 540 Nonprofit Management and Leadership (3)

Minor Concentration

By approval of the Director of Graduate Study, students must select a minor concentration of 9 hours in *an area other than their major concentration.*

NB: Public history may not be taken as a minor, only as a concentration. This minor can be constructed from one of the following areas: American history, European history, comparative world history. Students should consult with the relevant faculty members during their first semester to create a plan of course work for the minor.

Students who choose U.S. history as their major concentration and European history as their minor concentration must complete at least one of the European colloquia (either HIS 705 or 706) as part of their minor. Students who choose European history as their major concentration and American history as their minor must complete at least one of the U.S. colloquia (either HIS 701 or 702) as part of their minor.

Students interested in a comparative world history minor are encouraged to focus on a theme topic that is integrated with their work in the major field.

Course offerings from the comparative world history minor include:

HIS 508 Latin America: Selected Topics (3)
HIS 511c Seminar in Historical Research and Writing (3)
HIS 581 African History: Selected Topics (3)
HIS 587 Southern African Kingdoms, 1780-1897 (3)
HIS 588 East Asian History: Selected Topics (3)
HIS 692 Advanced Topics in History (3)
HIS 697 Directed Reading (1-4)

Collateral Expertise

Many areas of historical research require proficiency in a foreign language. Students who intend to concentrate in such areas are encouraged to pass the written language examination, administered by the Department. In lieu of the language examination, students may substitute an extra 3-hour course in either the major or minor. Students who intend to pursue a Ph.D., especially in European history, are strongly encouraged to pass the language examination.

Comprehensive Examination

All students must pass a written comprehensive examination, usually administered three times a year, during fall, spring, and summer. Students may retake a failed exam once.

Thesis

Students may take 703/704 or 707/708 research seminars or they have the option of completing a 3 hour thesis, with the approval of the Director of Graduate Study.

PhD Requirements for the Doctor of Philosophy in American History

The Department of History offers a graduate program of study leading to the Ph.D. in American history. Although all students must major in U.S. history, they are encouraged to enlarge their perspective by understanding and analyzing national history in broader, international contexts. This goal is facilitated in two ways: first, a close integration of the minor into the major area; second, a selection of courses that are cross-national and integrative in format.

As a basic requirement, all applicants to the Ph.D. program must hold the B.A. degree and have completed the M.A. in history. Students who enter without a M.A. in history and who wish to complete a Ph.D. must first enter the M.A. program and complete the requirements.

A total of **45-51** hours of course work and dissertation credit, including a minimum of 33-39 hours of course work beyond the M.A. in history and a minimum of 12 hours of dissertation credit, are required to complete the Ph.D. in history.

Upon entering the program, all students will develop a Plan of Study with the approval of the Director of Graduate Study.

Required Core Courses (15 hours)

HIS 701, 702 Colloquia in American History (6)
HIS 714 Varieties of Teaching (3)
HIS 750 Ph.D. Readings Course (3)
HIS 751 Ph.D. Dissertation Seminar (3)

Research Hours (0-6 hours)

If the Director of Graduate Study should conclude that an admitted Ph.D. candidate did not perform at least 6 hours of substantive research during the M.A. degree program or earned an M.A. in an area of history other than U.S. history, then the student will be required to complete up to 6 hours of additional research. These additional research hours will ordinarily include HIS 703 and HIS 709.

Electives in U.S. Major (9 hours)

In addition to the core requirements, students must complete 9 hours of elective courses in their major. HIS 692 may not be counted for Ph.D. credit. Consult with the Director of Graduate Study for course offerings.

Minor Field (9 hours)

The minor field must be chosen in one of the following concentrations: African American, Atlantic World, European. Required courses for each minor area are as follows:

African American
HIS 710 Colloquium in the Atlantic World (3)
HIS 712 Slavery in the Americas (3)
HIS 713 African Americans after Slavery (3)

Atlantic World
HIS 710 Colloquium in the Atlantic World (3)
HIS 712 Slavery in the Americas (3)
HIS 715 Atlantic World: Selected Topics (3)

European
HIS 710 Colloquium in the Atlantic World (3)
HIS 705 Colloquium in European History before 1789 (3)
HIS 706 Colloquium in European History since 1789 (3)

Where appropriate, and with the permission of the Doctoral Advisory/Dissertation Committee, doctoral students may take a maximum of 3 hours outside the Department of History as part of their minor field.

Language

All students are required to pass a written test demonstrating reading knowledge of one foreign language appropriate to their area of specialization prior to taking the qualifying examination.

Mentor and Doctoral Advisory/ Dissertation Committee

A mentor must be named after 9 hours of course work. Normally, the mentor will be the graduate faculty member in the Department whose research and teaching interests most closely correspond to those of the student. Prospective mentors must agree to serve and be approved by the Graduate Committee. Mentors will be responsible for the pedagogical, scholarly, and professional development of their students during their program of study, will chair their Doctoral Advisory/Dissertation Advisory Committee, and will direct the student's dissertation.

Permission to Proceed and Grade Point Average (GPA)

All students in the Ph.D. program must obtain "permission to proceed" at the end of their first year of courses (normally 18 hours). This permission is granted by a collective decision of the Doctoral Advisory/Dissertation Committee and the departmental Graduate Committee.

Students must maintain a 3.5 GPA to proceed to the writing of the dissertation.

Qualifying Examination

The qualifying examination, which will come at the end of the 33-39 hours of course work (including a 3 hour Ph.D. readings course and a 3 hour Ph.D. seminar), will include two parts:

1. A written examination composed of questions from the major and minor fields.
2. An oral examination to be given no later than one month after the completion of the written examination.

If a student fails only one part of the written examination, he/she may be required to retake only that part. If a student fails either the written or oral examination (or both), he/she must retake the entire examination.

Dissertation (minimum of 12 hours)

Students will register for a minimum of 12 hours of dissertation credit (HIS 799) while researching and writing the dissertation.

HIS History Courses

Before any student may enroll in a 500-level course, the Department of History requires the completion of 6 hours of 300-level history courses or permission of the instructor.

502 African American History: Selected Topics (3:3)
Intensive examinations of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights. May be repeated once for credit.

505 Introduction to Archival Management (3:3)
Pr. permission of instructor
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as LIS 505)

508 Latin America: Selected Topics (3:3)
Pr. one course in Latin American history or permission of instructor
Study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format. May be repeated once for credit when topic varies.

510 Historiography (3:3)
Development of the historical profession and perspectives on historical writing. Selected readings by philosophers and practicing historians such as Herodotus, Ibn Khaldun, Ranke, Marx, Braudel, Thompson, Foucault, Dilthey, and Steedman.

511a,b,c Seminar in Historical Research and Writing (3:3), (3:3), (3:3)
Pr. one 300-level research intensive history course and permission of instructor
Locating and using historical source materials, written and oral, published and unpublished. 511a: American; 511b: European; 511c: Wider World. May be repeated once for credit when topic varies. *Required of history majors.*

512 Public History (3:3)
History of the preservation of America's past through museums (indoor and outdoor); collections and their interpretation; exhibitions and park and wilderness areas.

515 American Diplomatic History: The Twentieth Century (3:3)
Emphasis on the most important crises and the making of basic policy decisions from the Spanish American War to the present.

517 American Economic History: Colonial Times to 1865 (3:3)
Pr. ECO 201 or permission of instructor
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as ECO 517)

518 American Economic History: 1865 to Present (3:3)
Pr. ECO 201 or permission of instructor
Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. (Same as ECO 518)

520 Southern History: Selected Topics (3:3)
Selected topics in the history of the American South from the colonial origins to our time. Examples include politics, education, economic development, reform, race, and gender. May be repeated once for credit when topic varies.

522 Early American History: Selected Topics (3:3)
Varying topics in early American history including settlement, economic development, Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics. May be repeated once for credit when topic varies.

524 Twentieth Century U.S. History: Selected Topics (3:3)
Varying topics in twentieth century U.S. history including Progressive Era, World War I, the 1920s, the Great Depression and New Deal, World War II, McCarthyism, Civil Rights Movement, Vietnam War, the 1960s. May be repeated once for credit when topic varies.

526 The Civil War and Reconstruction: Selected Topics (3:3)
Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South. May be repeated once for credit when topic varies.

530 History of Sexuality: Selected Topics (3:3)
Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics. May be repeated once for credit when topic varies.

534 The American Revolution (3:3)
211 recommended
Politics of Empire, colonial political culture, War for Independence, constitutionalism, race, partisanship from the 1750s to 1800.

536 History of Decorative Arts (3:3)
Study of changing stylistic and cultural developments in the decorative arts with special concentration on America. (Same as IAR 536)

541 Ancient World: Selected Topics (3:3)
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. May be repeated once for credit when topic varies.

542 Middle Ages: Selected Topics (3:3)
Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history. May be repeated once for credit when topic varies.

543 Historic Preservation: Principles and Practice (3:3)
Pr. IAR 221, IAR 222, or permission of instructor
Change in historic preservation theory and practice since the 1800's with emphasis on preservation of built environment and development of philosophical approach for designers to contemporary preservation projects. (Same as IAR 543)

544 Early Modern Europe: Selected Topics (3:3)
Varying topics in early modern European history, including Renaissance cities, Protestant Reformation, Catholic Reformation, court cultures, impact of printing, gender and identity, and the Age of Discovery. May be repeated once for credit when topic varies.

545 Southern History and Southern Material Culture in a Museum Context (3)
Pr. permission of instructors after completion of required application form
Combined southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. May be repeated for credit when topic varies with permission of instructor. (Same as IAR 545)

546 American Cultural History: Selected Topics (3:3)
Varying topics in the creation and development of American culture including the role of technology, environment, ethnic diversity, and the history of ideas. May be repeated once for credit when topic varies.

547 History Museum Curatorship: Collections Management (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation. (Same as IAR 547)

548 Architectural Conservation (3:3)
Pr. IAR 301, IAR 332, or permission of instructor
Contemporary architectural conservation principles, practice and technology. Field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as IAR 548)

549 American Social History: Family and Religion (3:3)
American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society and the assumptions about human nature and destiny underlying culture and change.

551 Gender and History: Selected Topics (3:3)
Pr. 6 hours of 300-level courses or permission of instructor
Varying topics in gender and history including gender and popular culture; gender, labor, race, and class; history of masculinity. May be repeated once for credit when topic varies.

552 History and Theories of Material Culture (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor.
Material culture as it has been defined and interpreted in the past by scholars from the disciplines of history, anthropology, geography, art history, psychology, linguistics, and archaeology. (Same as IAR 552)

555 Field Methods in Preservation Technology (3:1:6)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Intensive on-site fieldwork experience addressing issues of architectural conservation and historic building technology. Includes methods, techniques, and theories of preservation technology and accepted conservation practices. (Same as IAR 555)

560 Nineteenth Century Europe: Selected Topics (3:3)
Selected topics address comparative political, social, and economic development of major European states and changing power relationships from the defeat of Napoleon to the end of the First World War. May be repeated once for credit when topic varies.

562 Twentieth Century Europe: Selected Topics (3:3)
Topics in 20th century European history including World War I, its impact on European thought and culture, the origins of World War II, the movement for European Unity, the Cold War. May be repeated once for credit when topic varies.

563 Early Modern England: Selected Topics (3:3)
Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change. May be repeated once for credit when topic varies.

564 Modern Britain: Selected Topics (3:3)
Varying topics in modern British history such as the industrial revolution, parliamentary reform, loss of one empire and the creation of a second, World War I and II. May be repeated once for credit when topic varies.

567 French History: Selected Topics (3:3)
Study of specific themes and problem areas in French history. May be repeated for credit when topic varies. May be repeated once for credit when topic varies.

571 Modern European Thought: Selected Topics (3:3)
Study of selected themes and/or problems in European intellectual and cultural history. May be repeated once for credit when topic varies.

574 Modern Germany: Selected Topics (3:3)
Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany. May be repeated once for credit when topic varies.

575 Modern Russian History: Selected Topics (3:3)
Varying topics in modern Russian history, including "Great Reforms." industrialization, revolutionary movement, Marxism-Leninism, tsarist and Soviet foreign policy, Soviet politics, post-World War II changes, Gorbachev era, and end of Soviet Union. May be repeated once for credit when topic varies.

578 Research Methods in Historical Archaeology (3:3)
Training in research methods in historic archaeology. Involves on-site training in field, laboratory, and library components of historic archaeology. (Same as ATY/IAR 578)

581 African History: Selected Topics (3:3)
Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa, etc. May be repeated once for credit when topic varies.

587 Southern African History (3:3)
The rise and decline of African nations in nineteenth century southern Africa; economic and social change, the creation of the Union of South Africa and the roots of apartheid.

588 East Asian History: Selected Topics (3:3)
Varying topics in East Asian history: a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history. May be repeated once for credit when topic varies.

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

624 History of American Landscapes and Architecture (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Examination of the social and cultural forces affecting the design and use of landscapes and buildings in North America from the colonial period through the mid-twentieth century. (Same as IAR 624)

625 Preservation Planning and Law (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Examination and analysis of the relationship of government programs and policies, community and regional planning strategies, and legal case precedents to the field of historic preservation. (Same as IAR 625)

626 The Practice of Public History (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Basic principles in the administration of museums, historic sites, and other cultural resources. Subjects include fundraising, personnel and volunteer management, working with board members, and museum law and ethics. (Same as IAR 626)

627 Museum and Historic Site Interpretation: Principles and Practice (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Theory and practice of interpreting history to the public in the context of museums and historic sites. Topics include exhibit planning and technologies, living history, research methods, and audience evaluation. (Same as IAR 627)

628 Identification and Evaluation of the Historic Built Environment (3:2:2)
Pr. 550, admission to a graduate program in history or interior architecture, or permission of instructor
Methods, techniques, and theories of researching, analyzing, documenting, and evaluating the historic built environment. Includes architectural survey field methods, documentation techniques, archival research, and approaches to evaluating historic significance. (Same as IAR 628)

630a,b,c Historical Conceptualization (3:3), (3:3), (3:3)
Historical developments: urbanism, the family, material consumption, deviance, revolution, science and technology, warfare, and other topics through the use of comparative history, social and political theory, and analytical tools from other disciplines. May be repeated when topic varies.

690 Internship (3)
Pr. at least 12 hours in history M.A. or interior architecture M.S. program and permission of Director of Graduate Study
Supervised professional experience in selected museum, historic site, or other professional setting in accordance with the major course of study of the student. (Graded on S-U basis) (Same as IAR 690)

692 Advanced Topics in History (3:3)
Pr. admission to graduate study in history and permission of instructor
Topics in history and thematic topics not otherwise covered at the graduate level. For details, see the Director of Graduate Study.

697 Directed Reading (1-4)
Pr. admission to graduate study in history and permission of instructor and Director of Graduate Study
A directed program of reading and research, available to the qualified student upon the recommendation of an instructor and the department head.

699 Thesis (1-6)

701 Colloquium in American History before 1865 (3:3)
Pr. permission of Director of Graduate Study
Issues of historical interpretation from the Revolution through the Civil War.

702 Colloquium in American History since 1865 (3:3)
Pr. permission of Director of Graduate Study
Issues of historical interpretation from Reconstruction to the present.

703 Seminar in American History (3:3)
Pr. permission of Director of Graduate Study
Research and writing on selected topics in American history.

704 Seminar in American History (3:3)
Pr. permission of Director of Graduate Study
Research and writing on selected topics in American history.

705 Colloquium in European History before 1789 (3:3)
Pr. permission of Director of Graduate Study
Topics in European social, economic, political and intellectual history from the Middle Ages to the French Revolution. Methodology and the diversity of historical approaches.

706 Colloquium in European History since 1789 (3:3)
Pr. permission of Director of Graduate Study
Interpretations of selected historical problems from the French Revolution to the present.

707 Seminar in European History (3:3)
Pr. permission of Director of Graduate Study
Research and writing on selected topics in European history.

708 Seminar in European History (3:3)
Pr. permission of Director of Graduate Study
Research and writing on selected topics in European history.

709 Introductory Research Seminar (3:3)
Pr. permission of Director of Graduate Study
Will focus on methods, sources, and writing; research paper based on primary and contextualized in secondary sources. May be repeated once for credit when topic varies.

710 Colloquium in the Atlantic World (3:3)
Pr. permission of Director of Graduate Study
Introduction to the history of the Atlantic trading system, the historiography of Atlantic World studies, and comparative, cross-cultural approaches to historical research.

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

712 Slavery in the Americas (3:3)
Pr. permission of Director of Graduate Study
Comparative analysis of slavery and race relations in South and Central America, the Caribbean, British North America, and the United States, 1501-1888.

713 African Americans after Slavery (3:3)
Pr. permission of Director of Graduate Study
African American history during the Civil War, Reconstruction, the era of Jim Crow, the civil rights and post-civil rights eras.

714 Varieties of Teaching (3:3)
Pr. M.A. in history
Introduction to college level teaching in history with attention to syllabi, lecturing, examinations, discussions, grading, and responding to student input. Students participate in teaching actual courses. (Graded on S-U basis)

715 Atlantic World: Selected Topics (3:3)
Pr. permission of Director of Graduate Study
Topics include European migration, comparative colonization, African diaspora, and "underdevelopment" in Latin America and Africa. May be repeated once for credit when topic varies.

722 Early America: Selected Topics (3:3)
Topics in early American history from New World encounters, popular culture, race, gender, religion, or politics to 1800. May be repeated once for credit when topic varies.

723 Selected Topics in Nineteenth-Century United States History (3:3)
Varying topics that explore political, social, economics, intellectual, cultural, or religious history of nineteenth-century U.S. History. May be repeated once for credit when topic varies.

724 Selected Topics in Twentieth-Century American History (3:3)
Major developments in the political, social, and cultural history of the United States since 1900. May be repeated once for credit when topic varies.

740 Selected Topics in European History (3:3)
Varying topics that explore political, social, economic, intellectural, cultural, or religious history of European History. May be repeated once for credit when topic varies.

750 Ph.D. Readings Course (3)
Pr. permission of Director of Graduate Study
Designed to provide doctoral students with a program of focused readings in the student's field of study. (Graded on S-U basis)

751 Ph.D. Dissertation Seminar (3:3)
Pr. completion of all course requirements and qualifying examination
Students will develop a doctoral dissertation topic. (Graded on S-U basis)

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Human Development and Family Studies

248 Stone Building • (336)334-5307
www.uncg.edu/hdf

Professors

Cheryl Buehler, Ph.D.
Interparental conflict and child adjustment, divorce and family transitions, family foster care.

Deborah J. Cassidy, Ph.D.
Child-care quality, early childhood professional development, developmentally appropriate practices.

David H. Demo, Ph.D.
Family diversity, family relationships and children's well-being; parent-child interaction; self-concept development (Director of Graduate Study and Chair of Department).

Marion O'Brien, Ph.D.
Child care, school environments, and children's development; parenting and children's socio-emotional development; infant-toddler behavior and development.

Jonathan Tudge, Ph.D.
Ecological and socio-cultural theory, children's development in ethnic, social, and cross-cultural contexts, links between home, preschool and school.

Associate Professors

Stephanie I. Coard, Ph.D.
Socio-cultural influences on child mental health, racial/ethnic socialization processes, racial/ethnic identity development.

Anne C. Fletcher, Ph.D.
Parental and peer influences on adolescent adjustment, parent and adolescent social integration, social network closure.

Heather Helms, Ph.D.
Marriage, friendship, work and family in dual-earner couples; midlife parenting and relationships.

Linda Lott Hestenes, Ph.D.
Young children's understanding of disability, inclusive classrooms, early peer relations.

Andrea Hunter, Ph.D.
Diversity in children's living arrangements, grandparenthood, multigeneration family systems, constructions of gender.

Mary Y. Morgan, Ph.D.
Women's everyday lived experiences using feminist research approaches and exploring ethnic and racial diversity.

Assistant Professors

Joi Bulls, Ph.D.
Career development: The transition from academic to professional work.

Danielle Crosby, Ph.D.
Effects of welfare and employment policies on young children in low-income families.

Karen LaParo, Ph.D.
Childcare quality, early elementary classroom quality, inclusive classrooms, early intervention, teacher-child relationships.

Esther M. Leerkes, Ph.D.
Maternal behavior and infant development, intervention strategies for families at risk, child influences on parents and family.

Mary Catherine Scott-Little, Ph.D.
Early childhood education standards and assessments, school readiness and after-school programs.

Sudha Shreeniwas, Ph.D.
Well-being and health over the life course; ethnicity, culture, and health among the elderly.

Andrew J. Supple, Ph.D.
Youth and adolescent development, parent-child relationships, cultural variations, research methods, and program evaluation.

Graduate Programs in Human Development and Family Studies

- Post-Baccalauareate Certificate
  Leadership in Early Care and Education
- M.Ed.
  with a concentration in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (jointly with the Department of Specialized Education Services)
- M.S.
- Ph.D.

The Department of Human Development and Family Studies offers graduate work leading to the Master of Education, Master of Science, and Doctor of Philosophy degrees in human development and family studies.

Departmental faculty have a wide range of research interests and methodological approaches which include experimental tests of children's social and cognitive development, micro-analytic analyses of peer and parent-child interactions, survey, interview, and qualitative/interpretive investigations of individual development and family processes, and the design and evaluation of educational and intervention programs for children, family members, and educational personnel. Within these general areas of concentration students focus upon more specific topics of study.

Graduate course work in human development and family studies focuses on individuals and families as they relate to friendship and kinship networks, media and technology, the workplace, and economic, human service, health, and formal and informal educational systems. Graduate students have considerable flexibility in tailoring their studies to special interests and career goals. Broad areas of concentration include child and adolescent development, child care and early childhood education, adult development and aging, divorce/remarriage, parent and family life education, and family relationships. Students enrolled in M.S. and Ph.D. programs are expected to engage in graduate work full-time.

Admission Requirements

In addition to a review of the admission materials required by The Graduate School, the department considers the compatibility of the student's interest areas with those of the faculty and with curriculum emphasis, as well as the student's availability for full-time graduate study.

PBC Requirements for the Post-Baccalaureate Certificate
in Leadership in Early Care and Education

The departments of Human Development and Family Studies and Specialized Education Services offer a Post-Baccalaureate Certificate in Early Care and Education Leadership. The certificate will provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings including early intevention, Smart Start, resource and referral, and community college instruction. The certificate requires **18** semester hours of course work and is available to students with a bachelor's or masters' degree who do not plan to pursue a degree program or for students who are pursuing a master's degree in Human Development and Family Studies or Specialized Education Services. If pursuing a master's degree simultaneously, students must meet all requirements for admission to The Graduate School, Human Development and Family Studies, and Specialized Education Services. The Certificate is also open to graduate students in related fields.

Required Courses (15 hours)

HDF 636 Leadership and Mentoring Roles in Educating Young Children (3)
HDF 634 Contemporary Issues in Early Childhood Policy (3)
HDF 653 Advanced Early Childhood Educational Theory and Practices (3)
SES 601 Program and Policies in Early Intervention (3)
SES 605 Diversity and Inclusive Early Care and Education (3)

Electives (3 hours)

With the approval of the advisor, students choose 3 hours of electives at the 500 or 600 level.

MEd Requirements for the Master of Education
in Human Development and Family Studies with a Concentration in Birth-Kindergarten: Interdisciplinary Studies in Education and Development

The Departments of Human Development and Family Studies and Specialized Education Services offer a joint program of study leading to a **39** hour Master of Education degree. Those who do not have initial teaching license in B-K will be required to take prerequisite courses to fulfill this requirement. Upon completion of this program of study, students will be eligible for "M" license in birth-kindergarten.

Research Requirements (6 hours)

ERM 604 Methods of Educational Research (3)
HDF 650 Theory and Research in Early Childhood (3)

Theory and Practice Requirements (18 hours)

HDF 631 Families of Individuals with Special Needs (3)
HDF 633 Advanced Early Childhood Educational Theory and Practices (3)

HDF 636 Leadership and Mentoring Roles in Educating Young Children (3)
SES 601 Programs and Policies in Early Intervention (3)
SES 602 Theory and Practice in Early Intervention (3)
SES 603 Preschool Disabilities: Assessment and Evaluation (3)

Practicum (6 hours)

SES 604 Internship in Early Childhood (6)

Electives (9 hours)

To be selected from list or with approval of advisor.

HDF 610 Child Development in Cultural Context (3)
HDF 621 Advanced Theories and Principles of Parenting (3)
HDF 653 Contemporary Research in Family Studies (3)
HDF 667 Infant Development (3)
SES 608 Seminar in Early Childhood (3)
SES 647 Consultation in Education: Theory, Research, Practices (3)
SES 657 Introduction to Behavior Disorders (3)
SES 662 Assistive Technology for Inclusive Education (3)
Other courses as approved by advisor.

Professional Portfolio

The final portfolio is the culminating experience for the M.Ed. in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED). It includes two components: 1) a written document that includes a series of reflective essays and 2) oral defense, discussing the content of the essays and rationale for the use of documents. This portfolio will demonstrate the mastery of skills and knowledge in the program competency areas. It is submitted to the student's advisor and evaluated by a team of two faculty and one practicing professional. If the portfolio and presentation do not meet departmental standards, one revision is allowed. The final portfolio is required of all students graduating from the BKISED program.

MS Requirements for the Master of Science in Human Development and Family Studies

The Department of Human Development and Family Studies offers a graduate program of study leading to the Master of Science degree. The M.S. Thesis Option requires a minimum of **38** hours (including thesis) and prepares graduates to conduct research or to embark on a doctoral program of study. The M.S. with a concentration in Family Life and Parent Education (**34** hours) prepares graduates as consumers of research enabling them to translate and apply research findings in government and community agencies or to develop social policy. This program concentration is administered jointly with North Carolina State University.

Courses with FCS prefixes (below) are offered by the Department of Family and Consumer Sciences at North Carolina State University.

THESIS OPTION (38 HOURS)

Core Content (14 hours)

HDF 640 Professional Seminar I (1)
HDF 653 Contemporary Research in Family Studies (3)
HDF 651 Contemporary Research in Human Development (3)
HDF 652 Theories of Human Development (3)
HDF 655 Family Theory (3)
HDF 661 Professional Seminar II (1)

Area of Specialization (9 hours)

Area of specialization courses are selected jointly by the student and the faculty advisory committee. All 9 hours must be fulfilled through content courses, and at least 6 of the 9 hours must be taken within the Department of Human Development and Family Studies.

Statistics and Methodology (9 hours)

ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Educational Experiments (3)
HDF 658 Research Methods in HDFS (3)

Research (6 hours)

HDF 699 Thesis (6) and oral examination

FAMILY LIFE AND PARENT EDUCATION CONCENTRATION (34 HOURS)

Core Content (6 hours)

HDF 644 Applications of Theory and Research in Family Studies (3)
HDF 654 Applications of Theory and Research in Human Development (3)

Area of Specialization (9 hours)

FCS 512 Family and Community Partnerships (3)
FCS 522 Family Life Education (3)
HDF 621 Applied Theories and Principles of Parenting (3)

Applied Research Requirements (6 hours)

ERM 604 Methods of Educational Research (3)
ERM 642 Evaluation of Educational Programs (3) or FCS 510 Program Development and Evaluation (3)

Applied Research Internship and Professional Development (4-7 hours)

HDF 695 Professional Seminar in Family Life/Parent Education or FCS 595 Contemporary Issues in Family Life Education
*HDF 696 Supervised Professional Experience in Human Development and Family Studies or FCS 600 Supervised Professional Experience in Family and Consumer Sciences

*The number of field project hours will be negotiated with the student and his/her advisor based on student experience and learning needs.

Additional Requirements (6-9 hours)

Six to nine hours from the following electives will be selected jointly by the student and program advisor and submitted with the program of study. If 3 hours are taken in HDF 696/FCS 600 (field project), then 9 hours of electives are required.

HDF 667 Infant Development
HDF 671 Seminar in Adolescence
HDF 672 Divorce and Remarriage
HDF 675a Divorce Mediation
FCS 523 Family Relationships over the Life Course
FCS 524 Applied Gerontology
FCS 525 End of Life Issues
FCS 531 Effective Management of Family Resources
FCS 540 Environmental Influences on the Family
*FCS 601 Independent Study

*Independent study hours may be taken as an elective but would exceed the necessary hours for degree completion.

PhD Requirements for the Doctor of Philosophy in Human Development and Family Studies

The Department of Human Development and Family Studies offers a graduate program leading to a Doctor of Philosophy of **89** hours beyond the baccalaureate degree (for students entering the program in the M.S./Ph.D. track) or a minimum of **51** hours beyond a master's degree program. Required and elective course work and research are listed below. Entering doctoral students who have completed a master's degree program at another institution or department must fulfill (or have comparable substitutions for) all of the requirements of the HDFS M.S. Thesis Option degree program. Assessment of prerequisite courses occurs at the time of admission to the program. These requirements must be fulfilled in addition to completing the minimum of 51 hours of course work and research shown below.

Area of Specialization (18 hours)

The Ph.D. program requires the completion of **18** hours of elective course work (selected jointly by the student and the faculty advisory committee) beyond the minimum of 9 hours of specialization course work taken for the M.S. Thesis Option.Of the 18 hours to be taken for the Ph.D., 9 hours must be fulfilled through content knowledge courses.

Professional Development (1 hour)/ Teaching Practicum (5 hours)

All doctoral students will complete a two-semester teaching practicum supervised by the student's advisor, or the advisor's designee. The practicum requires the student to serve as an assistant, then as a co-instructor of a course (or courses) at the 200-, 300-, or 400-level.

HDF 700 College Teaching Practicum in Human Development and Family Studies I (2)
HDF 750 Professional Seminar III (1)
HDF 765 College Teaching Practicum in Human Development and Family Studies II (3)

Statistics and Methodology (15 hours)

STA 671 Multivariate Analysis (3)
HDF 712 Advanced Research Design in Human Development and Family Studies (3)
One additional content course in statistical analysis (3)
One additional content course in research methodology (3)
One additional content course in either statistical analysis or research methodology (3)

Preliminary Examination

Written and oral preliminary examinations of the student's knowledge of the specialization area and of research methods, design, and statistical analyses, must be passed prior to commencing the dissertation research.

Research (12 hours)

HDF 799 Dissertation (12)

Requirements for the M.S. and Ph.D. program of study are specified further in departmental curriculum guides. A majority of students enter the M.S./Ph.D. track.

HDF Human Development and Family Studies Courses

502 Gender in Families (3:3)
Pr. 211, 212, 410 or permission of instructor
Influence of social, philosophical, political, and technological change on gender relationships in families in the past, present, and future.

510 Child and Family Ecology (3:3)
Pr. 412 and 452 or graduate standing
Study of children and families in their social contexts; examination of issues such as parent-child relations, child maltreatment, divorce and single-parent families, and work-family linkages.

527 Problems in Human Development and Family Studies (2-6)
Pr. permission of instructor
Designated special problems.

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

601 Directed Individual Study in Human Development and Family Studies (1-6)
Pr. 6 semester hours of HDF graduate courses and permission of instructor

602 Problems in Human Development and Family Studies (2-4)
Designated special problems such as Child Care Administration, Parent Education, Practicum, Child Guidance. May be repeated for credit.

603 Research Laboratory Practicum in Human Development and Family Studies (1:0:3)
Supervised practicum experiences in planning, designing, and implementing research investigations in the field of human development and family studies. Students must obtain approval of a supervising graduate faculty member before registering. May be repeated for credit; credit can not be used to meet minimum hour requirements of a degree program. (Graded on S-U basis)

610 Child Development in Cultural Context (3:3)
Examines how culture influences children's development and is simultaneously influenced by members of that culture.

621 Applied Theories and Principles of Parenting (3:3)
Examination of established parenting models and programs. Theoretical foundations and issues related to program development, adaptation, and implementation. Implications for outcome analyses and program evaluation.

624 Feminist Theory and Research Methodologies (3:3)
Research issues associated with the study of women and families from a feminist perspective on scholarship. Examination of feminist research methods focusing on interpretive inquiry and critical science. (formerly HDF 607)

626 Social and Economic Problems of the Family (3:3)
Social and economic conditions in the U.S. as they affect the welfare of families in general and influence or interact with an individual family's values, goals, and resource development and use. (formerly HDF 606)

631 Families of Individuals with Special Needs (3:3)
Pr. HDF major or permission of instructor
Current theory, research and intervention models concerning family coping and adaptation to children's exceptional development: physical handicaps, developmental disabilities, chronic illness, and psychiatric disorders. (formerly HDF 660)

633 Advanced Early Childhood Educational Theory and Practices (3:3)
Pr. HDF/SES 425 or HDF/SES 435 or permission of instructor
Examination of current curriculum approaches in early childhood programs. Theoretical and developmental foundations of these approaches, accepted early childhood classroom practices, research in curriculum effectiveness will be researched and critiqued. (formerly HDF 609)

634 Contemporary Issues in Early Childhood Policy (3:3)
Analysis of how federal, state, and local policies impact early childhood programs, early childhood professionals, children, and families. (formerly HDF 684)

636 Leadership and Mentoring Roles in Educating Young Children (3:3)
Advanced leadership and mentoring skills for those who develop and implement early childhood programs for typically and atypically developing young children and their families. (formerly HDF 683)

640 Professional Seminar I (1:1)
Conceptual and methodological perspectives of multidisciplinary study in the field of human development and family studies. Required of all first-year master's and doctoral students. (formerly HDF 689)

644 Applications of Theory and Research in Family Studies (3:3)
Abbreviated examination of theories that relate to family studies and contemporary research findings in the areas of family studies relevant to family life/parent education.

650 Theory and Research in Early Childhood (3:3)
Examination of theory and current research in the development of children from birth through kindergarten.

651 Contemporary Research in Human Development (3:3)
Pr. HDF major or permission of instructor
Examination of contemporary research findings in the field of human development.

652 Theories of Human Development (3:3)
Pr. HDF major or permission of instructor
Survey of selected theories of individual development.

653 Contemporary Research in Family Studies (3:3)
Pr. HDF major or permission of instructor
Examination of contemporary research findings in the field of family studies. (formerly HDF 641)

654 Applications of Theory and Research in Human Development (3:3)
Abbreviated examination of theories that relate to human development and contemporary research findings in the areas of human development relevant to family life/parent education.

655 Family Theory (3:3)
Pr. HDF major and 653 or permission of instructor
Theories that relate to studying families; linking conceptual ideas, theorizing, and research examples relevant to families. (formerly HDF 642)

658 Research Methods in Human Development and Family Studies (3:3)
Research methods and designs of research with children and families. Core requirement for M.S. and Ph.D. degrees. (formerly HDF 630)

661 Professional Seminar II (1:1)
Professional activities and ethical responsibilities of university teachers and research scholars; professional writing, peer-review, extramural funding, and research practices with human subjects. Core requirement for M.S. and Ph.D. degrees. (formerly HDF 690)

665 Personality and Social Development (3:3)
Pr. 651 (or 650 or 654) and 652, or permission of instructor
Integrates theory and research focusing on dimensions of normal personal-social growth from infancy through childhood. Importance of peer and family relations in the development of social attitudes, self-concept, prosocial behaviors, social conformity, and moral reasoning. (Same as PSY 608) (formerly HDF 608)

666 Intellectual Development in Young Children (3:3)
Pr. 651 (or 650 or 654), 652, or permission of instructor
Current theories and recent research on intellectual development from infancy through middle childhood; language acquisition, thinking, conceptual representation, learning, memory, and perceptual development. (formerly HDF 618)

667 Infant Development (3:2:3)
Pr. 651 (or 650 or 654), 652, or permission of instructor
Principles of perceptual, motor, cognitive and socio-emotional development in infants and very young children. (formerly HDF 632)

668 Seminar in Adolescence (3:3)
Pr. 651 (or 650 or 654) or permission of instructor
Integrates theory, research, and practice focusing on dimensions of normative and problematic adolescent development within its ecological contexts. (formerly HDF 635)

671 Contemporary Family Life (3:3)
Pr. 653, 655, or permission of instructor
Contemporary familes; the nature of family dynamics and the needs of family members in a changing social context. (formerly HDF 692)

672 Divorce and Remarriage (3:3)
Pr. 653 (or 644) or permission of instructor
Trends in divorce and remarriage. Critique of theory and research and study of relationships in the reorganization of the family.

673 The Family in Comparative Perspective (3:3)
Pr. 652, 653 (or 644), or permission of instructor
Family patterns in different cultures; viewing family systems within their cultural contexts. (formerly HDF 662)

674 Close Relationships in Adulthood (3:3)
Pr. 653 or 644 or permission of instructor
Interdisciplinary introduction to close relationships in adulthood, including the major theoretical perspectives scholars use to examine close relationships, the methods researchers employ, and the substantive foci that characterize the field. (formerly HDF 643)

675a Divorce Mediation (3:3)
Pr. 672 or major in human development and family studies, counseling and development, psychology, social work, or permission of instructor
Process of divorce mediation including role of the mediator, social, psychological, legal and financial aspects, goals and strategies for an equitable divorce settlement, and ethical considerations.

675b Divorce Mediation Practicum (3)
Pr. 675a or permission of instructor
Skill development and application of theory to practice in divorce mediation through supervised work with clients in a laboratory setting. (Graded on S-U basis)

695 Professional Seminar in Family Life and Parent Education (1:1)
Professional issues and career development skills in the field of family life and parent education.

696 Supervised Professional Experience in Human Development and Family Studies (1-6:0:3-12)
Pr. permission of instructor
Supervised professional experience in selected commercial or industrial organizations, public or private agencies. Completion of a major project or activities appropriate to the goals of the agencies. (formerly HDF 600)

699 Thesis (1-6)
Pr. permission of instructor
Required of all candidates for the Master of Science degree. Credit may be divided over two or more semesters.

700 College Teaching in Human Development and Family Studies I (2:1:3)
Introduction to college teaching through observation and exploration of issues for beginning teachers. Students are assigned to work with graduate faculty members. May be repeated with a different member of the graduate faculty. (Graded on S-U basis) (formerly HDF 664)

701 Minor Research (2-6)
Pr. permission of instructor
(formerly HDF 670)

710 The Ecology of Human Development (3:3)
For advanced level graduate students in human development and family studies, sociology, psychology, and counseling education. Urie Bronfenbrenner's Ecological Systems Theory is a major contemporary theory in the field of human development. Course deals with its theoretical foundations, its development, and related contemporary empirical research.

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

712 Advanced Research Design in Human Development and Family Studies (3:3)
Pr. HDF core requirements and two graduate statistics courses or permission of instructor
Methods and designs of research with individuals and families from problem specification, data collection and reduction, to data analysis. Core requirement for Ph.D. degree.

721 Seminar in Parent-Child Relations (3:3)
Pr. 651 (or 650 or 654), 652, and 653 (or 644); or permission of instructor
Current theoretical and research perspectives on parent-child relations. Child-rearing practices and socialization processes. (formerly HDF 612)

750 Professional Seminar III (1:1)
Pr. 640, 661
Job search methods and strategies in human development and family studies for doctoral students. (formerly HDF 691)

765 College Teaching Practicum in Human Development and Family Studies II (3:1:6)
Supervised experiences in planning, teaching, and evaluating a college-level course. Student must obtain the approval of a supervising graduate faculty member before registering. May be repeated with a different member of the graduate faculty.

790 Independent Doctoral Research (1-6)
Individual work on problems related to the student's primary area(s) of specialization. Work may consist of empirical research or of critical reviews and integrations of existing literature.

799 Dissertation Problem (1-12)
Pr. permission of instructor
Required of all candidates for the Doctor of Philosophy degree. Credit may be divided over two or more semesters.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of *Information Systems and Operations Management*

479 Bryan Building • (336) 334-5666
www.uncg.edu/bae/isom

Graduate Programs in Information Systems and Operations Management

- Post-Baccalaureate Certificates
  - Information Assurance, Security, and Privacy
  - Information Technology
  - Supply Chain and Logistics Management
- M.S.
  - Information Technology and Management
- Post-Master's Certificate
  - Information Technology
- Ph.D.
  - Information Systems
- Doctoral Minor
  - Information Systems

Professors

Kwasi Amoako-Gyampah, Ph.D.
Management of advanced technology, systems implementation, supply chain management, global manufacturing practices, manufacturing strategy (Head of Department).

Richard A. Ehrhardt, Ph.D.
Management science, stochastic modeling, inventory theory, semantic web ontologies, supply chain logistics.

Vidyaranya B. Gargeya, Ph.D.
Global operations strategy, supply chain management; total quality management and continuous improvement systems; just-in-time manufacturing; service operations management.

Gerald L. Hershey, Ph.D.
Organization and management of information systems, support systems productivity, process reengineering, IS program content and management.

Prashant C. Palvia, Ph.D.
Global information technology management, electronic commerce, media richness theory, security and privacy, technology diffusion (Director of Ph.D. Program).

James K. Weeks, Ph.D.
Strategic management, operations management, manufacturing strategy, materials and logistics planning and controls.

Associate Professors

John L. Eatman, Ph.D.
Information systems management and planning, systems analysis and design, telecommunications management (Bryan School IT Director).

Lakshmi S. Iyer, Ph.D.
Electronic commerce, knowledge management, decision support systems, AI and Expert Systems, electronic privacy and security.

Ruth King, Ph.D.
Strategic use of IT, MIS professional development, computer mediated group work and group decision making.

Hamid R. Nemati, Ph.D.
Data flow management, strategic use of information technologies, decision support, knowledge management, information privacy (Director of MSITM program).

Al Farooq N. Salam, Ph.D.
Electronic commerce, enterprise resource planning, telecommunications, systems analysis and design, e-business models and implementation, emerging technologies, semantic e-business, ontology and e-business processes.

Larry R. Taube, Ph.D.
Material and logistics planning and control, just-in-time implementations, total quality management, supply chain management.

Assistant Professors

Rahul Singh, Ph.D.
Intelligent systems, semantic e-business, systems development, data communications and computer networks, electronic commerce, security and privacy.

Thomas Van Dyke, Ph.D.
Information systems service quality, user information satisfaction, software developer productivity, privacy.

The Department of Information Systems and Operations Management offers degree programs leading to the Master of Science and the Doctor of Philosophy. The department also offers Post-Baccalaureate Certificates in information assurance, security, and privacy; information technology; and supply chain and logisitics management as well as a Post-Master's Certificate in information technology.

The Master of Science in Information Technology and Management (MSITM) program focuses on both information technology and the management of information technology resources. The program combines technological and managerial components to train graduates who can deal effectively with the variety and complexity of issues involved in applying information technology successfully within organizations. The MSITM program seeks to extend both the knowledge of students and their ability to effectively utilize their knowledge in a collaborative work environment.

Our curriculum is designed to be flexible and dynamic and provides state-of-the-art exposure to both information technology and management practices. The program places an emphasis on problem solving activities, multi-functional group decision making, and communication skills. In addition to technology and business studies, all students will be required to demonstrate acceptable competence in communication and presentation skills, interpersonal skills, teamwork skills, and problem-solving capabilities.

The Ph.D. in information systems (IS) is an innovative research degree program designed to prepare professionals and research scholars of the highest quality for careers in academic IS units and other organizations. The program is innovative in that it enhances the traditional Ph.D. program with four distinctive elements: commitment to practical relevance, emphasis on producing quality teachers, research apprenticeship, and interdisciplinary research. Additionally, an emphasis on global information technology is available to interested students. The program is primarily for full-time students and is available to students with master's degrees in appropriate areas such as business, computer science, public administration, engineering, or the social sciences. Students without a master's degree in business will need to take additional courses to establish an understanding of business processes.

Admission Requirements

Admission to graduate programs in Information Systems and Operations Management is required for enrollment in course work at any level of the program. In addition to the application materials required by The Graduate School, applicants must submit a personal statement and evidence of relevant work experience (resume). Applicants should consult the MSITM or Ph.D. Program Director for specific admission requirements. Applicants to the Post-Master's Certificate program are required to have a M.B.A. or related master's degree.

PBC Requirements for the Post-Baccalaureate Certificate in Information Assurance, Security, and Privacy

The Department of Information Systems and Operations Management offers a Post-Baccalaureate Certificate in information assurance, security, and privacy. This certificate is intended for professionals who already have a bachelor's degree in any field from an accredited institution and are interested in gaining state-of-the-art knowledge and skills in the application of information security and privacy to solve organizational problems. The program offers an innovative and relevant educational opportunity that reflects the changing information security and privacy environment of the 21st century by incorporating the latest thinking and best practices in the field with a solid foundation in theory and proven principles. Additionally, the program provides knowledge and skills on all aspects of information security and privacy technologies, tools, methodologies, and management.

Course Requirements

The certificate program will consist of at least **12** hours. Students must take the following courses (6 hours):

ISM 608	Networks and Telecommunications (1.5)
ISM 625	Information Assurance and Systems Security (1.5)
ISM 626	Information Technology Security (1.5)
ISM 627	Data Privacy Management (1.5)

Additional hours are selected from the following courses (minimum 6 hours):

ISM 601	Business Processes and Technology (1.5)
ISM 602	Business Data Systems (1.5)
ISM 609	Distributed Systems and Architecture (1.5)
ISM 610	Enterprise Information Systems and Data Warehousing (1.5)

ISM 611 Data Mining (1.5)
ISM 623 e-Business Strategy (1.5)
ISM 654 Project Management (1.5)
ISM 657 Knowledge Management (1.5)
ISM 658 Web Services Application Development (1.5)
ISM 660 XML Applications (1.5)
ACC 638 Information Systems Auditing
CSC 583 Firewall Architecture and Computer Security
NUR 614 Information Technology in Nursing Service Administration

Students should demonstrate sufficient proficiency in basic PC skills. In the event such proficiency cannot be demonstrated, students will be required to take ISM 600 Desktop Data Management Tools (1.5) during their first semester.

PBC Requirements for the Post-Baccalaureate Certificate in Information Technology

The Department of Information Systems and Operations Management offers a Post-Baccalaureate Certificate in information technology. This certificate is intended for professionals who already have a bachelor's degree in any field from an accredited institution and are interested in gaining state-of-the-art knowledge and skills in the application of information technology to solve organizational problems.

Course Requirements

The certificate program will consist of at least **12** hours. Students must take the following courses:

ISM 601 Business Processes and Technology (1.5)
ISM 602 Business Data Systems (1.5)
ISM 603 Web Design and Development (1.5)
ISM 604 Business Applications Programming I (1.5)

Additional hours will come from the following courses (minimum 6 hours):

ISM 605 Business Applications Programming II (1.5)
ISM 608 Networks and Telecommunications (1.5)
ISM 610 Enterprise Information Systems and Data Warehousing (1.5)
ISM 623 e-Business Strategy (1.5)
ISM 625 Information Assurance and Systems Security (1.5)
ISM 631 Management of Information Technology Services (1.5)
ISM 632 Managing Vendor Relationships (1.5)
ISM 651 Management of Technology and Innovation (1.5)
ISM 654 Project Management (1.5)
ISM 655 IT Consulting in a Business Environment (1.5)
ISM 657 Knowledge Management (1.5)

Students should demonstrate sufficient proficiency in basic PC skills. In the event such proficiency cannot be demonstrated, students will be required to take ISM 600 Desktop Data Management Tools (1.5) during their first semester.

PBC Requirements for the Post-Baccalaureate Certificate in Supply Chain and Logistics Management

The Department of Information Systems and Operations Management offers a Post-Baccalaureate Certificate in supply chain and logistics management. The program requires at least **12** semester hours and provides state-of-the-art knowledge and skills in the operation and management of supply chains and logistics systems and the use of various technologies to improve the performance of these business systems.

Required Courses (9 hours)

SCM 601 Supply Chain Management Concepts and Principles (1.5)
SCM 602 Supply Chain Cost and Design Issues (1.5)
SCM 606 Logistics in the Supply Chain (1.5)
SCM 607 Distribution Center Operations and Management (1.5)
SCM 608 Contracts and Negotiation (1.5)
SCM 612 E-Commerce for Managing Supply Chains (1.5)

Electives (3 hours)

Student select courses from the following:

SCM 620 Purchasing and Procurement (1.5)
SCM 630 Global Supply Operations (1.5)
SCM 640 Special Topics in Supply Chain Management (1.5) (May be repeated for additional credit when topic varies.)
ISM 650 Quality Management and Measurement (1.5)
ISM 654 Project Management (1.5)

MS Requirements for the Master of Science
in Information Technology and Management

The MSITM program is open to students with diverse undergraduate degrees. Depending on the business and information technology background the student possesses, the length of the program will vary. A student can complete the program in two to four years, depending on the individual student's background and course load.

The Department of Information Systems and Operations Management offers a graduate program of study leading to a **43.5** hour Master of Science degree. This includes 7.5 hours of required *Basic Business and IT Knowledge* graduate level courses (which may be waived), 13.5 hours of *foundation* graduate level courses (of which up to 4.5 credit hours can be waived), 12 hours of *core* graduate level courses, 1.5 hours of indepednet project in IT, and 9 hours of approved graduate *electives*. Depending on academic background and prior course work, a person with an adequate background in both business and IT could complete the program in a minimum 31.5 hours; a person with an adequate background in business but not IT would need a minimum 40.5 hours; a person with an adequate background in IT but not business would require a minimum 34.5 hours; and a person with NO background in business or IT would require 43.5 hours. Students must satisfy foundation level course requirements and demonstrate specific computing competencies prior to enrolling in any of the required core level courses. The degree requirements consist of the following:

Basic Business and IT Knowledge (7.5 hours)

Basic Business and IT Knowledge level courses may be waived by students who have completed equivalent academic course work and who can meet specific learning objectives. Applicants should consult with the MSITM Program Director for course waiver information.

MBA 600	Business Statistics (1.5)
MBA 602	Presentation and Interpretation of Financial Statements (1.5)
ISM 600	Desktop Data Management Tools (1.5)
ISM 601	Business Processes and Technology (1.5)
ISM 603	Web Design and Development (1.5)

Foundation Level (13.5 hours)

Up to 4.5 semester hours of foundation level courses may be waived by students who have completed equivalent academic course work and who can meet specific learning objectives. Applicants should consult the MSITM Program Director for course waiver information.

ISM 602	Business Data Systems (1.5)
ISM 604	Business Applications Programming I (1.5)
ISM 608	Networks and Telecommunications (1.5)
ISM 610	Enterprise Information Systems and Data Warehousing (1.5)
ISM 620	Systems Analysis (1.5)
ISM 623	e-Business Strategy (1.5)
ISM 625	Information Assurance and Systems Security (1.5)
ISM 654	Project Management (1.5)
ISM 660	XML and Related Technologies (1.5)

Core Level (12 hours)

ISM 605	Business Applications Programming II (1.5)
ISM 609	Distributed Systems and Architecture (1.5)
ISM 611	Data Mining (1.5)
ISM 621	Systems Design and Software Engineering (1.5)
ISM 622	Advanced Relational Database Design and Implementation (1.5)
ISM 624	e-Commerce Application Development (1.5)
ISM 626	Information Technology Security (1.5)
ISM 641	Business Planning and Information Technology (1.5)

Capstone Experience (1.5 hours)

ISM 699	Project in Information Technology (1.5)

Students must demonstrate a broad knowledge of the material covered in the MSITM curriculum by undertaking an approved project that might range from a major research paper (mini-thesis) to a technology development project. A formal contract is established between the MSITM program committee and the student to clearly define the scope and other requirements of the project. This course is taken by students who have completed at least two-thirds of their minimum program hours.

Electives (minimum 9 hours)

With the approval of the MSITM Program Director, a student will select 9 hours of other graduate level courses.

PMC Requirements for the Post-Master's Certificate in Information Technology

The Department of Information Systems and Operations Management offers a Post-Master's Certificate in information technology. The purpose of this certificate is to provide professionals who already have an M.B.A. degree (or a master's degree in a related field) with state-of-the-art knowledge and skills in the application of information technology to the solution of organizational problems.

Course Requirements

The certificate program will consist of at least **12** hours. Students must take the following courses:

ISM 602 Business Data Systems (1.5)
ISM 603 Web Design and Development (1.5)
ISM 604 Business Applications Programming I (1.5)
ISM 608 Networks and Telecommunications (1.5)

Students with equivalent course work may waive any of the required courses and substitute other courses approved by the MSITM Program Director.

Additional hours to complete the program are chosen from the following courses (or other 600-level ISM courses approved by the MSITM Program Director):

ISM 601 Business Processes and Technology (1.5)
ISM 605 Business Applications Programming II (1.5)
ISM 609 Distributed Systems and Architecture (1.5)
ISM 610 Enterprise Information Systems and Data Warehousing (1.5)
ISM 620 Systems Analysis (1.5)
ISM 623 e-Business Strategy (1.5)
ISM 625 Information Assurance and Systems Security (1.5)
ISM 631 Management of Information Technology Services (1.5)
ISM 632 Managing Vendor Relationships (1.5)
ISM 641 Business Planning and Information Technology (1.5)
ISM 654 Project Management (1.5)
ISM 655 IT Consulting in a Business Environment (1.5)
ISM 657 Knowledge Management (1.5)
ISM 660 XML and Related Technologies (1.5)

Students should demonstrate sufficient proficiency in basic PC skills. In the event such proficiency cannot be demonstrated, students will be required to take ISM 600 Desktop Data Management Tools (1.5) during their first semester.

PhD Requirements for the Doctor of Philosophy in Information Systems

The Department of Information Systems and Operations Management offers a graduate program of study leading to a **73-85** hour Doctor of Philosophy degree in information systems.

Leveling Courses/Prerequisites

To be taken as needed to remedy deficiencies, in consultation with the Ph.D. Program Director.

ISM 601 Business Processes and Technology (1.5)
ISM 602 Business Data Systems (1.5)
ISM 604 Business Applications Programming I (1.5)
ISM 605 Business Applications Programming II (1.5)
ISM 608 Networks and Telecommunications (1.5)
ISM 609 Distributed Systems and Architecture (1.5)
ISM 614 Object-Oriented Programming I (1.5)
ISM 615 Object-Oriented Programming II (1.5)
ISM 620 Systems Analysis (1.5)
ISM 621 Systems Design and Software Engineering (1.5)
ISM 622 Advanced Relational Database Design and Implementation (1.5)
ISM 641 Business Planning and Information Technology (1.5)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
MBA 603 Economic Analysis (1.5)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
MBA 617 Management Science (1.5)

Major (25 hours)

Contact the Ph.D. Program Director for specific courses.

Supporting Area (9 hours)

Courses chosen in consultation with the Ph.D. Program Director.

Research Methodology (12 hours)

Courses chosen in consultation with the Ph.D. Program Director. Possible courses include:

STA 661 Advanced Statistics in the Behavioral and Biological Sciences I (3)
STA 662 Advanced Statistics in the Behavioral and Biological Sciences II (3)
STA 671 Multivariate Analysis (3)
ERM 731 Structural Equation Modeling in Education (3)

Teaching Education (4-7 hours)

Courses chosen in consultation with the Ph.D. Program Director.

Organizational Research Internship

Required of students lacking relevant work experience, as determined by the Ph.D. Program Director.

Research Seminars (5-8 hours)

A minimum of 5 hours taken throughout the program.

Research Apprenticeship

Two papers must be submitted for publication in conference proceedings or journals prior to taking written comprehensive examinations.

Comprehensive Written Examination

Upon completion of the required course work and research apprenticeship, the student will be eligible to sit for written comprehensive examinations. The major examination will have two parts: the first part will be composed of IS content from various courses and existing literature; the second part will be designed to evaluate the research readiness of the student. Typically, the major examination is given in the fall semester. If the student fails at the first attempt, a second attempt may be allowed by the Ph.D. Program Director.

Oral Examination

Following the successful completion of the written comprehensive examination, the student will be given an oral examination by the doctoral Advisory/Dissertation Committee. Upon successful completion of the oral examination, the student may apply for doctoral candidacy.

Proposal Defense

Following the oral examination, the student will prepare a dissertation proposal that will be defended before the doctoral Advisory/Dissertation Committee. The defense may be attended by others outside the committee.

Dissertation (18-24 hours)

A minimum of 18 hours credit will be devoted to research that culminates in the preparation of the required doctoral dissertation.

Minor Requirements for the Doctoral Minor in Information Systems

The Department of Information Systems and Operations Management offers a graduate program of study leading to a doctoral minor in information systems. The requirement for the minor is **12** semester hours taken from the following course options.

ISM 602	Business Data Systems (1.5)
ISM 608	Networks and Telecommunications (1.5)
ISM 609	Distributed Systems and Architecture (1.5)
ISM 611	Data Mining (1.5)
ISM 620	Systems Analysis (1.5)
ISM 622	Advanced Relational Database Design and Implementation (1.5)
ISM 623	e-Business Strategy (1.5)

Any of the following 700-level courses may be taken with the instructor's permission.

ISM 751	Seminar in Decisions Support Systems (2)
ISM 763	Seminar in Electronic Commerce (2)
ISM 765	Seminar in Information Systems Security (2)
ISM 774	Seminar in Global Information Technology (2)
ISM 781	Seminar in Information Systems Planning and Strategy (2)
ISM 785	Theories of Information Systems (3)
ISM 786	Frameworks and Research Methods in Information Systems (3)

ISM Information Systems and Operations Management Courses

512 Open Source Software and Applications (3:3)
Pr. 210 and 240 or equivalents, or permission of instructor
Student of open source systems (OSS), the concept and state of the art OSS applications; experience with the installation, administration, development, and deployment of OSS in organizations.

515 Object-Oriented Programming (3:3)
Pr. 310 or equivalent or permission of instructor
Foundation in object-oriented (OO) concepts and programming for students who wish to learn how to develop applications in a contemporary OO programming language.

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

600 Desktop Data Management Tools (1.5:1.5)
Pr. admission to a Bryan School graduate program
Computer hardware, software and micro processing applications including the internet, word processing, spreadsheets, databases, and web page design. Emphasis on effective collaboration and file sharing techniques.

601 Business Processes and Technology (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of the MSITM Program Director
Computer systems and networks, telecommunications, and business applications using all forms of information technology; survey of the managerial challenges presented by the use of information technology. (Same as MBA 618)

602 Business Data Systems (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of the MSITM Program Director
Fundamental concepts of database management systems, including database design, implementation, and the use of the SQL query language.

603 Web Design and Development (1.5:1.5)
Pr. permission of MSITM Program Director for VISIONS students
Study of the best practices in site design and use of leading-edge design and development tools and techniques to design effective web pages.

604 Business Applications Programming I (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of the MSITM Program Director
Work group application design and the use of contemporary programming language to construct work group business applications.

605 Business Applications Programming II (1.5:1.5)
Pr. 604 or equivalent and admission to a Bryan School graduate program or permission of the MSITM Program Director
Study of best practices in work group application design and the use of a contemporary programming language to construct work group business applications.

606 Open Source Operating Systems (1.5:1.5)
Pr. permission of MSITM Program Director for VISIONS students
Study of the open source software concept and operating systems; experience with the installation, administration, use, and support of the Linux operating system.

607 Open Source Applications Software (1.5:1.5)
Pr. 606 or permission of MSITM Program Director
Open source application software; experience with the installation and use of open source web server, database, programming, office suite, and other open source applications.

608 Networks and Telecommunications (1.5:1.5)
Pr. permission of MSITM Program Director for VISIONS students
Managerial and business issues related to the use and application of networks and telecommunications as part of the Information Technology infrastructure in modern business enterprises.

609 Distributed Systems and Architecture (1.5:1.5)
Pr. 608 or permission of MSITM Program Director
Concepts related to distributed computing and architecture. Managerial and business issues related to the use and application of distributed computing in modern business enterprises.

610 Enterprise Information Systems and Data Warehousing (1.5:1.5)
Pr. 602 or permission of the MSITM Program Director
Enterprise Information Systems provide an infrastructure to extract, cleanse, and store vast amounts of data. Introduction to data warehousing as the core technology and its basic concepts and architecture.

611 Data Mining (1.5:1.5)
Pr. 610 or permission of MSITM Program Director
Data mining is an interactive process of analyzing and exploring enterprise data to find valuable insights that can be exploited for competitive advantage. Introduction to data mining tools and technologies.

612 Information and Communications Architectures (3:3)
Information system architectures, telecommunications technologies, and performance evaluation methods; examination of information architecture planning methods; integration of business planning and IT planning.

613 Directed Studies (1-3)
Pr. permission of MSITM Program Director and instructor who will supervise study
Individual study problems in the field. Regular conferences with instructor required.

614 Object-Oriented Programming I (1.5:1.5)
Pr. 605 and admission to a Bryan School graduate program or permission of MSITM Program Director
Object-oriented design and the use of an object-oriented programming language to develop object-oriented programs.

615 Object-Oriented Programming II (1.5:1.5)
Pr. 614 or equivalent and admission to a Bryan School graduate program or permission of MSITM Program Director
Enhanced study of object-oriented systems design and the use of an object-oriented programming environment to create business applications.

616 Object-Oriented Programming (3:3)
Pr. 604, 605, 611, 612 or permission of MSITM Program Director
Provides a foundation in object-oriented concepts and programming course for students who wish to learn how to develop applications in Java.

620 Systems Analysis (1.5:1.5)
Pr. 601 or MBA 618 or permission of MSITM Program Director
Role of systems analysis and the many structured methodologies for its application. Incorporates a balanced consideration of traditional structured analysis and object oriented analysis.

621 Systems Design and Software Engineering (1.5:1.5)
Pr. 620 or permission of MSITM Program Director
Mechanism for creating conceptual blueprints of systems, their processes using object-oriented design principles, and principles of software engineering, testing, and software quality.

622 Advanced Relational Database Design and Implementation (1.5:1.5)
Pr. 602 or permission of MSITM Program Director
Design and development of relational and object-related databases, physical database architecture, administration of database security, and management of operational databases.

623 e-Business Strategy (1.5:1.5)
Pr. 601 and MBA 602 or permission of MSITM Program Director
Skills, business concepts, strategic opportunities, and social issues that surround the emergence of electronic commerce (EC) or e-Business.

624 e-Commerce Application Development (1.5:1.5)
Pr. 603, 605, and 623, or permission of MSITM Program Director
Application software for business-to-business (B2B) and business-to-consumer (B2C) e-Commerce. Create dynamic Web applications using server-side programming technologies.

625 Information Assurance and Systems Security (1.5:1.5)
Pr. 601 or MBA 618 or permission of MSITM Program Director
Technical, managerial, and organizational issues in systems security, including systems security models, analysis of business process and technology for systems security and information assurance.

626 Information Technology Security (1.5:1.5)
Pr. 625 or permission of MSITM Program Director
Technical mechanisms to ensure security in enterprise information systems. Includes technical, managerial, and strategic aspects of security in e-Commerce and e-Business.

627 Data Privacy Management (1.5:1.5)
Pr. permission of MSITM Program Director for VISIONS students
Concepts, methods, laws, and technologies for protecting privacy of personally identifiable data while allowing for their collection, sharing, and use for many worthy purposes.

631 Management of Information Technology Services (1.5:1.5)
Pr. permission of MSITM Program Director for VISIONS students
Study of management challenges and methods for ensuring quality and providing information technology services including training, system maintenance, user support, system evolution, and communications.

632 Managing Vendor Relationships (1.5:1.5)
Pr. 611, 612, or permission of MSITM Program Director
Computer technology and service-related contracts, including legal issues, product/service liability, and negotiation and management of performance standards and assessment.

633 Enterprise Resource Planning Systems (1.5:1.5)
Pr. permission of MSITM Program Director
Purpose, design, and configuration of ERP systems; experience in the use of an ERP system.

641 Business Planning and Information Technology (1.5:1.5)
Pr. 601, 602, 608, and 610, or permission of MSITM Program Director
Planning issues of information technology and its integration into the business strategy; review of frameworks and methodologies for evaluation of information technology.

650 Total Quality Management (1.5:1.5)
Coreq. 620
Philosophy and tools that comprise Total Quality Management (TQM). How TQM can be implemented in manufacturing and service firms. Integrates philosophy, tools, and implementation issues through cases/projects. (Same as MBA 650)

651 Management of Technology and Innovation (1.5:1.5)
Technology and innovation in the competitive strategy of organizations; sources of innovations, the different dimensions of technological innovations, and the adoption and justification of innovations. (Same as MBA 651)

652 Implementation of Total Quality Management (1.5:1.5)
Pr. 650
Implementation of quality management in organizations. Organization-based project to study the strategic and operational details of building quality for enhancing competitiveness. (Same as MBA 652)

653 Service Operations Management (1.5:1.5)
Pr. 607
Managerial processes underlying operations management in service-providing organizations; operations strategy, design and delivery, and operations planning and control in services. (Same as MBA 653)

654 Project Management (1.5:1.5)
Modern methods for defining, planning and managing large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities. (Same as MBA 654)

655 IT Consulting in a Business Environment (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of instructor
Provides a solid understanding of the consulting services industry, beginning with the sale of a consulting service engagement and ending with the management of a consulting project.

656 Understanding Groupware: Technology for Teamwork (1.5:1.5)
Impact of collaborative technology on group work; computer-based teamwork, group support systems, distributed group work, justifying and implementing groupware, and facilitation of electronic meetings.

657 Knowledge Management (1.5:1.5)
Pr. admission to a Bryan School graduate program or permission of MSITM Program Director
Examines current theories and foundations of knowledge management, knowledge assets and their organizational, analytical, managerial tools and techniques for knowledge acquisition, generation, assessment, evaluation, and dissemination are studied. (Same as MBA 655)

658 Web Services Application Development (1.5:1.5)
Pr. 616
Application development using the Web Services Architecture and related emerging technologies including SOAP, WSDL, UDDI, ebXML and web service orchestration and management issues.

659 Seminar in Management Information Systems (3:3)
The relationships of information systems planning to overall business goals, policies, management and industry conditions with an overview of strategies and techniques of structured analysis and design.

660 XML Applications (1.5:1.5)
Pr. 602, 604, 605, 616 or permission of MSITM Program Director
Application development using Extensible Markup Language (XML) including XML Schema, Document Type Definition, Extensible Stylesheet Language (XSLT), Document Object Model (DOM), SAX, Oracle XSQL and Oracle XML DB (XDB).

661 Global IT Strategy and Management (1.5:1.5)
Pr. 612, 621 or permission of MSITM Program Director
Strategic and management issues of global IT. Topics include: information technology's impact on globalization of businesses, international IT environment, global IT strategy and management, and global electronic commerce.

662 Global IT Operations and Implementation (1.5:1.5)
Pr. 661 or permission of MSITM Program Director
Operational and implementation issues of global IT. Topics include: global system development and implementation, global software outsourcing, and global IT infrastructure and operations.

695 Special Topics in IT (1.5:1.5)
Pr. admission to MSITM degree program and permission of MSITM Program Director
Specific course title identified each time the course is offered. Selected topics will address contemporary issues in information technology and its management. Course may be repeated for credit when topic varies.

696 Organizational Internship (1-3:1-3)
Pr. permission of MSITM Program Director
Academic and required work components allow students to gain organization experience. Course supervised by a designated graduate faculty member and an organization manager. May be repeated for credit.

699 Project in Information Technology (1.5:1.5)
Pr. completion of at least two-thirds of the minimum MSITM program hours
Capstone experience in which the student demonstrates a broad knowledge of the material covered in the MSITM curricula by undertaking a project approved in consultation with the MSITM Program Director. (Graded on S-U basis)

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

751 Seminar in Decision Support Systems (2:2)
Pr. permission of Ph.D. Director
Research frameworks and methodologies in developing systems that support decision making; current and merging research issues in Decision Support Systems, data warehousing, and data mining.

752 Seminar in Information Networks and Architecture (2:2)
Pr. permission of Ph.D. Director
Concepts involved in data communication and advanced computer networks and architectures. Exposure to research issues and new developments.

761 Seminar in Systems Development (2:2)
Pr. permission of Ph.D. Director
Methodologies and processes used for planning, design, and implementation of information systems. Topics include project management, development life-cycles, systems architectures, object-oriented design, development, and evaluation metrics.

762 Seminar in Database Design and Administration (2:2)
Pr. permission of Ph.D. Director
Research and advanced issues in database design and database administration. Topics include design and development of relational databases, E/R diagramming, normalization, DBMS architecture, and database administration.

763 Seminar in Electronic Commerce (2:2)
Pr. 752, 762, or permission of Ph.D. Director
Current research issues on the expanding field of electronic commerce (EC). Topics include EC strategy, business models, e-marketing, internet advertising, CRM, trust, privacy, and security.

765 Seminar in Information Systems Security (2:2)
Pr. permission of Ph.D. Director
Research on the technical, managerial, and organizational issues in systems security and information assurance, including systems security models, strategic aspects, policies, process, technology, and risk assessment.

771 Seminar in Management of Information Technology Services (2:2)
Pr. permission of Ph.D. Director
Challenges, principles, and research related to IT service management. Topics include service center management, service metrics, service quality, and leadership.

773 Seminar in Supply Chain Management (2:2)
Pr. permission of Ph.D. Director
Research on supply chain management in light of global competition, gaining competitive advantage, quality practices, and adoption of new technologies.

774 Seminar in Global Information Technology Management (2:2)
Pr. 761 or permission of Ph.D. Director
Current and research issues in global information technology management. Topics include global IT environment, planning and management, global architectures, application development, transborder data flows, and cross-cultural issues.

775 Seminar in Workflow and Collaboration Systems (2:2)
Pr. 761 or permission of Ph.D. Director
Research on workflow technologies, workflow systems, and collaboration technologies. Topics include intra- and inter-organizational workflow and coordination, virtual collaboration, and design, composition, and implementation of intelligent workflow systems.

777 Seminar in Emerging Information Technologies (2:2)
Pr. permission of Ph.D. Director
Advanced and emerging topics in information technology research. Focuses on the impact of information technologies on IS practices and application research. May be repeated for credit.

781 Seminar in Business Planning and Information Technology (2:2)
Pr. 752, 761, and 762; or permission of Ph.D. Director
Research on strategic information systems and tactics for planning to support business initiatives and processes. Topics include organization and management of IT, evaluative frameworks, process integration, and virtual planning.

782 Practicum in IS Teaching (1-3)
Pr. permission of Ph.D. Director
Supervised teaching of an information systems (IS) course. Faculty mentor will guide in planning and delivery. Course may be repeated for credit. (Graded on S-U basis)

783 Organizational Research Internship (3-6)
Pr. permission of Ph.D. Director
Organizational work and research in information systems in actual organization. Expose student to practical and relevant research problems. Supervised by designated faculty member and organization manager. May be repeated for credit.

785 Theories of Information Systems (3:3)
Pr. permission of Ph.D. Director
Examines underlying theories in information systems research. Theories from organizational behavior, strategic management, economics, other disciplines inside and outside business, and IS will be discussed.

786 Frameworks and Research Methods in Information Systems (3:3)
Pr. permission of Ph.D. Director
Provides an in-depth understanding of the research process. Topics include: IS frameworks and research methodologies, models, development, and evaluation.

787 Research Development in Information Systems (3:3)
Pr. 786 or permission of Ph.D. Director
Continues the research apprenticeship experience of ISM 786. Research skills and knowledge are deepened while conducting a semester-long research project that culminates in a substantial research paper worthy of publication.

789 Research Seminar in Information Systems (1-3)
Pr. 786 or permission of Ph.D. Director
Explores current and emerging research topics in information systems. May be repeated for credit.

790 Independent Doctoral Research (1-6)
Pr. permission of Ph.D. Director
Individual work on research issues related to the student's primary area(s) of specialization. Work may consist of original research and/or critical examination and integration of existing literature.

799 Dissertation (1-24)
Pr. admission to candidacy

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

SCM Supply Chain Management Courses

601 Supply Chain Management Concepts and Principles (1.5:1.5)
Survey of supply chain management. Introduces sourcing, making and delivery functions of supply chain management. Topics: supplier selection, collaborative planning, forecasting and replenishment, inventory and distribution management.

602 Supply Chain Cost and Design Issues (1.5:1.5)
Overview of strategic cost management in the supply chain; introduces tactics required to understand and manage supply chain costs; total cost of ownership.

606 Logistics in the Supply Chain (1.5:1.5)
Pr. 601 or MBA 607 or equivalent
Microanalysis of logistics and transportation services including customer service, third party logistics providers, and operation of transportation services. Topics include order processing, transportation mode and carrier selection, and transportation costing.

607 Distribution Center Operations and Management (1.5:1.5)
Pr. 601 or MBA 607 or equivalent
Management of warehouses and distribution centers. Topics include role of distribution centers in supply chains, information technology, materials handling, private versus public warehousing, cost controls, and performance measurements.

608 Contracts and Negotiations (1.5:1.5)
Pr. 601 or MBA 607 or equivalent
Selection, development and execution of appropriate buyer-supplier arrangements. Emphasis on negotiation, alliance development, and contracts in conjunction with ethics and cross-cultural issues.

612 E-Commerce for Managing Supply Chains (1.5:1.5)
Pr. 601 or MBA 607 or equivalent
Impact of E-commerce on supply chains, including buyer/supplier interfaces, purchasing and business process improvements, cost/benefit analysis, EDI and ERP. Case studies of international business, technical and legal issues.

620 Purchasing and Procurement (1.5:1.5)
Pr. 601
Purchasing and procurement activities in the supply chain; strategic sourcing, strategic alliances between buyers and suppliers, use of information technology in procurement.

630 Global Supply Operations (1.5:1.5)
Pr. 601 or MBA 607 or equivalent
Resources and information to create and deliver products globally. Emphasis on inter-firm systems, industry supply chains, transportation, global sourcing, and customs clearance issues.

640 Special Topics in Supply Chain Management (1.5:1.5)
Pr. 601
Selected topics will address contemporary supply chain management issues and problems. Specific course title identified each time the course is offered. May be repeated for credit when topic varies.

Department of Interior Architecture

102 Gatewood Studio Arts Building
(336) 334-5320 • www.uncg.edu/iarc

Graduate Programs in Interior Architecture

- Post-Baccalaureate Certificates (jointly with the Department of History)
  - Historic Preservation
  - Museum Studies
- M.S.
  - Elective Concentrations:
  - Historic Preservation
  - Interior Product Design
  - Museum Studies

Professors

Jo Ramsay Leimenstoll, M.Arch.
Historic preservation theory and practice, architectural conservation, design review (Director of Graduate Study).

Novem Mason, M.F.A.
Design theory, ideation, furniture design, systems integration.

Associate Professors

Thomas Lambeth, M.Landscape Arch.
Place theory, environmental design, communication graphics, interior product design (Chair of Department).

Anna Marshall-Baker, Ph.D.
Design for special populations, interdisciplinary study, ecological design.

Assistant Professors

Robert Michel Charest, M.Arch.
Philosophically oriented history and theory, design-building, traditional media representation.

Patrick Lee Lucas, Ph.D.
Buildings in society and culture, community formation and transformation, historic property care and management, material culture.

Tina Sarawgi, M. Arch.
Computer-aided lighting simulation, design of "synthetic" environments, virtual reality applications in architectural design, simulation, and collaboration.

The Master of Science program in interior architecture is a post-professional degree program intended to provide opportunities for students to achieve a high level of excellence in the design of architectural interiors, and to develop specialization in selected areas of individual interest. The design studio is the nucleus of the program and is taken concurrently with courses in design and research methods, courses that expand the base of knowledge relating to both user needs and environments that serve those needs, and seminars devoted to pertinent issues of environmental design. Special attention may be directed toward problems of adaptive use of existing structures, the preservation and restoration of buildings and neighborhoods, museum studies, exhibit design, design for special populations, interior product design, digital modeling and imaging, design technology, and lighting. The department offers concentrations and Post-Baccalaureate Certificates in historic preservation and museum studies. A concentration in interior product design is also offered.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a statement of personal interest and participate in an interview with portfolio. Enrollment in the program is limited and priority is given to applications received before March 1.

An undergraduate professional degree in interior architecture is preferred. Candidates who do not hold a professional undergraduate degree in interior architecture but are graduates of a related environmental design program, such as architecture, industrial design, etc., may be required to complete specific undergraduate prerequisite courses in interior architecture. Such decisions will be based upon an individual evaluation of credentials, portfolio, and design experience.

PBC Requirements for the Post-Baccalaureate Certificates
in Museum Studies and Historic Preservation

The Departments of History and Interior Architecture jointly offer two Post-Baccalaureate Certificates: museum studies and historic preservation. The two certificates provide graduate students in history, interior architecture, and related fields training and credentials to pursue careers in history museums, historic preservation, cultural resource management, management of historic sites, and related public history professions. Both certificates require **15** semester hours of course work, including 9-12 hours of core courses and 3-6 hours of electives.

Required Courses (9-12 hours)

Museum Studies (9 hours)

IAR 626 Management and Leadership in Public History (3)
IAR 627 Museum and Historic Site Interpretation: Principles and Practice (3)
*IAR 690 Internship (3)
6 hours of electives approved by the Director of Graduate Study

Historic Preservation (12 hours)

IAR 543 Historic Preservation: Principles and Practice (3)
IAR 624 History of American Landscapes and Architecture (3)
IAR 625 Preservation Planning and Law (3)
*IAR 690 Internship (3)
3 hours of electives approved by the Director of Graduate Study

*Students with appropriate professional work experience may substitute an elective for the internship requirement with prior approval of the Director of Graduate Study.

Electives (Historic Preservation - 3 hours, Museum Studies - 6 hours)

To complete the 15 hours of course work for either certificate, electives should be selected with the prior approval of the Director of Graduate Study from the following list:

HIS 505 Introduction to Archival Management (3)
IAR 536 History of Decorative Arts (3)
IAR 545 Southern History and Southern Material Culture in a Museum Context (3)
IAR 547 Museum Curatorship: Collections Management (3)
IAR 548 Architectural Conservation (3)
IAR 552 History and Theories in Material Culture (3)
IAR 555 Field Methods in Preservation Technology (3)
IAR 628 Identification and Evaluation of the Historic Built Environment (3)
ART 590 Museum Studies (3)
ATY 597 Special Problems in Anthropology (3)
GEO 502 Urban Planning (3)
PSC 540 Nonprofit Management and Leadership (3)

Core courses for either certificate may be taken as electives for the other certificate.

MS Requirements for the Master of Science
in Interior Architecture

The Department of Interior Architecture offers a graduate program of study leading to a **36** hour Master of Science degree. Eighteen (18) hours are taken in the major area and 12 hours are taken in a concentration or an individual area of specialization. The additional 6 hours are taken as thesis hours. At least 18 hours must be in 600-level courses.

Studio Course

At least one studio course is required. Typically one or two are taken for 6-12 hours.

IAR 501 Advanced Interior Architecture I (6)
IAR 502 Advanced Interior Architecture II (6)
IAR 602 Advanced Interior Design III (6)

Research Techniques (9 hours)

With prior approval by the Director of Graduate Study or the student's committee, a student will select 6 hours from the following:

IAR 631 Environmental Design Research (3)
IAR 645 Seminar in Interior Architecture (3) **or** approved alternative

A student will take an additional 3 hours of research methods courses approved by the student's committee, such as statistics, advanced computer science, or other research methods course appropriate to the student's concentration or area of specialization.

Electives (12 hours)

With prior approval by the Director of Graduate Study or the student's committee, a student will select 12 hours in the concentration or area of specialization.

Thesis (6 hours)

The student will complete a 6-hour thesis and will participate in a public discussion of the thesis with other students and faculty members. The student's graduate committee will be responsible for reviewing and approving successful completion of the thesis. Credit may be divided over two or more semesters.

IAR 699 Thesis (6)

HISTORIC PRESERVATION OR MUSEUM STUDIES CONCENTRATION

The Department of Interior Architecture offers a graduate program of study leading to a **36** hour Master of Science degree with a concentration in either historic preservation or museum studies.

Required Core Courses (15 hours)

Historic Preservation Concentration

IAR 543 Historic Preservation: Principles and Practice (3)
IAR 624 History of American Landscapes and Architecture (3)
IAR 625 Preservation Planning and Law (3)
*IAR 690 Internship (3)
Approved Elective (3)

Museum Studies Concentration

IAR 626 Management and Leadership in Public History (3)
IAR 627 Museum and Historic Site Interpretation: Principles and Practice (3)
*IAR 690 Internship (3)
Approved Electives (6)

*Students with appropriate professional experience may substitute an elective for the Internship requirement with prior approval of the Director of Graduate Study.

Studio Courses (6 hours)

IAR 501, 502 Advanced Interior Architecture I, II (6) **or** IAR 602 Advanced Interior Architecture III (6)

Research Techniques (9 hours)

IAR 631 Environmental Design Research (3)
IAR 645 Seminar in Interior Architecture (3)

And three (3) hours of research methods approved by the student's committee and typically chosen from the following:

IAR 548 Architectural Conservation (3)
IAR 555 Field Methods in Preservation Technology (3)
IAR 628 Identification and Evaluation of the Historic Built Environment (3)
IAR 545 Southern History and Southern Material Culture in a Museum Context (3)

Electives

HIS 505 Introduction to Archival Management (3)
IAR 536 History of Decorative Arts (3)
IAR 545 Southern History and Southern Material Culture in a Museum Context (3)
IAR 547 Museum Curatorship: Collections Management (3)
IAR 548 Architectural Conservation (3)
IAR 552 History and Theories in Material Culture (3)
IAR 555 Field Methods in Preservation Technology (3)
IAR 628 Identification and Evaluation of the Historic Built Environment (3)
ART 590 Museum Studies (3)
ATY 597 Special Problems in Anthropology (3)
GEO 502 Urban Planning (3)
PSC 540 Nonprofit Management and Leadership (3)

Required courses in either concentration may be taken as electives for students in the other concentration.

Thesis (6 hours)

A thesis is required of all candidates for the M.S. degree. Credit may be divided over two or more semesters.

IAR 699 Thesis (6)

INTERIOR PRODUCT DESIGN CONCENTRATION

The Department of Interior Architecture offers a graduate program of study leading to a **36** hour Master of Science degree with a concentration in interior product design.

Required Core Courses (12 hours)

IAR 500 Supervised Professional Experience (3)
IAR 540 Evolution of Furniture (3)
IAR 560 Advanced Computer-Aided Design and Research Seminar (3)
IAR 565 Materials and Methodologies Seminar (3)

Required Studio Courses (minimum 12 hours)

IAR 501 Advanced Interior Architecture I (6)
IAR 502 Advanced Interior Architecture II (6)
IAR 602 Advanced Interior Architecture III (6)

Research Techniques (6 hours)

IAR 631 Environmental Design Research (3)
IAR 645 Seminar in Interior Architecture (3)

Electives (0-3 hours)

Electives as recommended by Graduate Thesis Committee.

Thesis (6 hours)

IAR 699 Thesis (6)

IAR Interior Architecture Courses

500 Supervised Professional Experience (1-4:0:3-12)
Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

501, 502 Advanced Interior Architecture I, II (6:0:12), (6:0:12)
Pr. 412 for undergraduates
Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development.

527 Problems in Interior Architecture (2-6)

531 Design Seminar (2:2)
Pr. permission of instructor
Investigation of current research and subjects of topical interest in environmental design. May be repeated for credit.

535 Architectural Lighting Design (2:2)
Study of architectural lighting design: uses and control of light, lighting fixtures, and lighting installation for desired effect.

536 History of Decorative Arts (3:3)
Study of changing stylistic and cultural developments in the decorative arts with special concentration on America. (Same as HIS 536)

540 Evolution of Furniture (3:3)
Pr. or Coreq: 221, 222 or permission of instructor
Chronological study of basic furniture forms (chairs, stools, tables, beds, chests) from Ancient Egypt to 21st century Minimalism. Examines changes in each historic period.

541 Contemporary Trends in Interior Product Design (3:3)
Pr. 540 or 221, 222 or permission of instructor
Study of trade events, showrooms, retailers, designers, and trade and consumer media as forces shaping 21st century trends in interior products. Focuses on furniture, lighting, and textiles.

543 Historic Preservation: Principles and Practice (3:3)
Pr. 222 or permission of instructor
Change in historic preservation theory and practice since the 1800's with emphasis on preservation of built environment and development of philosophical approach for designers to contemporary preservation projects. (Same as HIS 543)

545 Southern History and Southern Material Culture in a Museum Context (3)
Pr. permission of instructors after completion of required application form
Combined southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. May be repeated for credit when topic varies with permission of instructor. (Same as HIS 545)

547 History Museum Curatorship: Collections Management (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation. (Same as HIS 547)

548 Architectural Conservation (3:3)
Pr. 301, 332, or permission of instructor
Contemporary architectural conservation principles, practice and technology. Field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as HIS 548)

552 History and Theories of Material Culture (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Material culture as it has been defined and interpreted in the past by scholars from the disciplines of history, anthropology, geography, art history, psychology, linguistics, and archaeology. (Same as HIS 552)

555 Field Methods in Preservation Technology (3:1:6)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Intensive on-site fieldwork experience addressing issues of architectural conservation and historic building technology. Includes methods, techniques, and theories of preservation technology and accepted conservation practices. (Same as HIS 555)

560 Advanced Computer-Aided Design and Research Seminar (3:3)
Pr. 202, 212, 222, graduate standing, or permission of instructor
Rigorous examination of the origins, evolution, and applications of CAD and evaluation of its significance in interior architecture. With a specific concern on how computational tools affect design decision-making process.

565 Materials and Methodologies Seminar (3:3)
Pr. 333, graduate standing or permission of instructor
Investigation of materials, methods, and technologies for the design, fabrications, manufacturing, and production of products and components of interior architecture.

578 Research Methods in Historical Archaeology (3:3)
Training in research methods in historic archaeology. Involves on-site training in field, laboratory, and library components of historic archaeology. (Same as ATY/HIS 578)

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

601 Directed Individual Study in Interior Architecture (1-6)

602 Advanced Interior Architecture III (6)
Pr. 501 or 502
Design issues or problems relevant to the individual student's concentration or area of specialization are explored in real or simulated studio projects.

611 Graduate Seminar (0)

624 History of American Landscapes and Architecture (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Examination of the social and cultural forces affecting the design and use of landscapes and buildings in North America from the colonial period through the mid-twentieth century. (Same as HIS 624)

625 Preservation Planning and Law (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Examination and analysis of the relationship of government programs and policies, community and regional planning strategies, and legal case precedents to the field of historic preservation. (Same as HIS 625)

626 Management and Leadership in Public History (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Basic principles in the administration of museums, historic sites, and other cultural resources. Subjects include fundraising, personnel and volunteer management, working with board members, and museum law and ethics. (Same as HIS 626)

627 Museum and Historic Site Interpretation: Principles and Practice (3:3)
Pr. admission to a graduate program in history or interior architecture, or permission of instructor
Theory and practice of interpreting history to the public in the context of museums and historic sites. Topics include exhibit planning and technologies, living history, research methods, and audience evaluation. (Same as HIS 627)

628 Identification and Evaluation of the Historic Built Environment (3:2:2)
Pr. 624, admission to a graduate program in history or interior architecture, or permission of instructor
Methods, techniques, and theories of researching, analyzing, documenting, and evaluating the historic built environment. Includes architectural survey field methods, documentation techniques, archival research, and approaches to evaluating historic significance. (Same as HIS 628)

631 Environmental Design Research (3:3)
Advanced skills for identifying research questions and methods for accomplishing research in the environmental design field. Design research project is planned. Emphasis on research process including problem identification, literature review, data collection, and analysis.

645 Seminar in Interior Architecture (3:3)
Introduction to basic research methodologies and examination of contemporary research questions and issues in interior architecture and related fields.

665 Problems in Interior Architecture (2-4)

690 Internship (3)
Pr. at least 12 hours in history M.A. or interior architecture M.S. program and permission of Director of Graduate Study
Supervised professional experience in selected museum, historic site, or other professional setting in accordance with the major course of study of the student. (Graded on S-U basis) (Same as HIS 690)

699 Thesis (1-6)
Required of all candidates for the Master of Science in interior architecture. Credit may be divided over two or more semesters.

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Master of Arts in *Liberal Studies*

1100 W. Market Street
(336) 334-5414 • mals.uncg.edu

Graduate Programs in Liberal Studies

- M.A.

Advisory Board:

Program Director

Kathleen Forbes, M.Div.
(Division of Continual Learning).

Professors

Robert Cannon, Ph.D.
Microbiology, biology of Acetobacter, a cellulose synthesizing microbe (Director of Graduate Study; Department of Biology).

Terrance McConnell, Ph.D.
Ethical theory, medical ethics, political philosophy (Department of Philosophy).

Marsha McMann Paludan, Ph.D.
Acting, movement/voice for the actor, Alexander Technique, dance, Tai Chi, directing (Department of Theatre).

Associate Professors

Stephen C. Danford, Ph.D.
Observational stellar astronomy (including stellar evolution, Population II abundances and variable stars in globular clusters) (Department of Physics and Astronomy).

Nancy Nelson Hodges, Ph.D.
Social psychological issues of dress, identity, and consumer behavior; epistemological and methodological components of apparel consumer research; qualitative and interpretive inquiry into dress, consumption, and human behavior; gender, education, and apparel industry employment (Department of Consumer, Apparel, and Retail Studies).

Dennis Leyden, Ph.D.
Public finance, economics of public education, public choice (Department of Economics).

Ex officio

John J. Young, Ph.D.
Philosophy of language, ethics, ancient and medieval philosophy, philosophy of religion.

The Master of Arts in Liberal Studies program encourages innovative graduate studies across traditional disciplinary boundaries. It seeks to establish an intellectual community whose members, both students and faculty, are eager to employ the disciplines of the various liberal arts in ways that will enrich their understanding of themselves and of the world surrounding them. Interdisciplinary seminars, course work, and symposia are intended to nurture this intellectual community. The M.A.L.S. degree can serve to enhance career opportunities as well as provide personal enrichment. More information is available at The Graduate School or the Division of Continual Learning.

MA Requirements for the Master of Arts
in Liberal Studies

The M.A.L.S. is an interdisciplinary degree consisting of **33** hours of graduate course work. The student must satisfy the admission requirements of The Graduate School. The program requires that applicants submit a three to four page essay describing their academic background and interest in the liberal arts and the program.

Required Core Seminars (9 hours)

MLS 610 Culture and Ideas (3)
MLS 620 Human Nature and Society (3)
MLS 630 Scientific Reasoning (3)

Electives (18 hours)

In consultation with the program director, a student may choose **18** hours of 500- to 600-level electives.

Thesis or Non-thesis Option

MLS 699 Thesis (6)
OR
6 additional hours in one of the core seminar areas

MLS Master of Liberal Studies Courses

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

610 Culture and Ideas (3:3)
Pr. admission to the M.A.L.S. program
Artistic, literary, philosophical, or religious traditions, works of particular thinkers, and historical discourse on intellectual issues. May be repeated for credit when topic varies.

620 Human Nature and Society (3:3)
Pr. admission to the M.A.L.S. program
Issues concerning human nature, society, or political life through works or problems from the various social sciences. May be repeated for credit when topic varies.

630 Scientific Reasoning (3:3)
Pr. admission to the M.A.L.S. program
Reflections on scientific reasoning and/or investigations of particular problems to illustrate scientific reasoning. May be repeated for credit when topic varies.

650 Independent Study (1-3)
Guided readings, research and individual project work on an interdisciplinary topic under direction of a faculty member. May be repeated for a maximum of 6 hours credit when topic varies.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Library and Information Studies

349 Curry Building • (336) 334-3477
www.uncg.edu/lis

Professors

James V. Carmichael, Jr., Ph.D.
Library history, information retrieval, gender and race studies.

Lee Shiflett, Ph.D.
Cataloging and classification, history of books and libraries, information policy issues (Chair of Department and Director of Graduate Study).

Associate Professors

Pamela P. Barron, Ph.D.
Information sources and services for children and young adults, distance education, family literacy, intellectual freedom, storytelling, film making, and folklore.

Julie A. Hersberger, Ph.D.
Management, information needs and seeking behaviors of disenfranchised populations, information ethics and policy.

Julie M. Reinhart, Ph.D.
Distance education, technologies for instruction, media production, technology management and support.

Assistant Professor

Sandra D. Andrews, Ph.D.
Information technology, library construction, reading motivation, school library media.

Instructor

Anthony Chow, M.S.
Information technology, web design and usability, educational informatics.

Graduate Programs in Library and Information Studies

- Post-Baccalaureate Certificate

  Special Endorsement for Computer Education (jointly with the Department of Curriculum and Instruction)

- M.L.I.S.

  Elective Concentration: Instructional Technology

  Elective Licensure: Media Coordinator (076)

The Department of Library and Information Studies provides an educational program leading to the Master of Library and Information Studies degree. The program emphasizes the rapidly changing library and information field and prepares students for positions of leadership in school, public, special, and academic libraries and other information centers, and for a variety of roles in both public and private agencies as information specialists.

The M.L.I.S. degree program is accredited by the American Library Association and is approved by the North Carolina Department of Public Instruction for the licensure of school library media personnel. The school library media specialist program is approved by NCATE using the AASL/ALA professional education association guidelines. Graduates qualify for the North Carolina Public Library Certification.

LIS courses are offered to off-site locations via distance learning options. Students may take 36 hours leading to the M.L.I.S. degree in Greensboro and Charlotte. Individuals wishing more information about courses at off-campus sites should contact the Department at (336) 334-3477.

The department, in conjunction with the Department of Curriculum and Instruction, also offers a post-baccalaureate certificate in special endorsement for computer education for currently licensed teachers who wish to pursue North Carolina endorsement for the position of Technology Facilitator.

PBC Requirements for the Post-Baccalaureate Certificate

for Special Endorsement in Computer Education

The Department of Library and Information Studies and the Department of Curriculum and Instruction jointly offer a graduate program of study leading to an **18** hour post-baccalaureate certificate for special endorsement in computer education. The certificate provides educators with extensive knowledge and skills to work with students and other teachers to use computers in on-going instructional programs and to serve as a computer education leader for a school. Completion of the certificate provides NC licensed teachers the opportunity to fulfill requirements to apply for the NC endorsement for the position of Technology Facilitator. Applicants to the certificate program must currently hold a NC teaching license and meet graduate school standards for admission and retention.

Requirements (18 hours)

CUI 610 Integrating Technology into Subject Matter Instruction (3)
LIS 631 Emerging Technological Trends in Information Access (3)
LIS 632 Managing School/Library Computer Laboratories (3) **or** LIS 630 Computer-Related Technologies for Information Management (3)
LIS 635 Media Production Services for Library Programs (3)
CUI/LIS 672 Instructional Design (3)
SES 662 Assistive Technology for Inclusive Education (3)

MLIS Requirements for the Master of Library and Information Studies

The Department of Library and Information Studies offers a graduate program of study leading to a **36** hour Master of Library and Information Studies degree. At least **24** hours must be in 600-level courses, to include:

Required Core Courses (16 hours)

LIS 600 Foundations of Library and Information Studies (3)
LIS 615 Collection Management (3)
LIS 620 Information Sources and Services (3)
LIS 640 Organizing Library Collections (3)
LIS 650 Library Administration and Management (3)
LIS 698 Capstone Experience in Library and Information Studies (1)

Additional Technology Requirement (3 hours)

Selected with advisement:

LIS 630 Computer-Related Technologies for Information Management (3)
LIS 631 Emerging Technological Trends in Information Access (3)
LIS 632 Managing School/Library Computer Laboratories (3)
LIS 635 Media Production Services for Library Programs (3)

Electives (17 hours)

Seventeen hours selected with advisement from other 500- or 600-level courses in Library and Information Studies or cognate fields. Students in licensure programs in school and public libraries should confer with faculty for specific requirements.

Capstone Experience

Students must complete a professional portfolio or master's project. Please consult the LIS homepage for details.

INSTRUCTIONAL TECHNOLOGY CONCENTRATION (37 HOURS)

This **37** hour concentration is designed for teachers and other candidates who wish to focus their studies on instructional technology as it relates to library and information studies. The Instructional Technology Specialist—Computers (077) licensure is attached to this concentration.

Required Core Courses (16 hours)

LIS 600 Foundations of Library and Information Studies (3)
LIS 698 Capstone Experience in Library and Information Studies (1)
LIS 615 Collection Management (3)
LIS 620 Information Sources and Services (3)
LIS 640 Organizing Library Collections (3)
LIS 650 Library Administration and Management (3)

Concentration Requirements (21 hours)

LIS 631 Emerging Technological Trends in Information Access (3)
LIS 632 Managing School/Library Computer Laboratories (3) **or** LIS 630 Computer-Related Technologies for Information Management (3)
LIS 635 Media Production Services for Library Programs (3)
LIS 691, CUI 644 Practicum (with Portfolio requirement) (3)
CUI 610 Integrating Technology into Subject Matter Instruction (3)
CUI/LIS 672 Instructional Design (3)
SES 662 Assistive Technology for Inclusive Education (3)

MEDIA COORDINATOR (076) LICENSURE

The Department of Library and Information Studies offers students the opportunity to earn the Media Coordinator (076) licensure. Applicants already holding an M.L.I.S. degree and wishing to obtain 076 licensure should contact the Department of Library and Information Studies for specific requirements. Students not holding a valid North Carolina teaching license will be required to take additional course work as well as an additional practicum.

M.L.I.S. Core Requirements (16 hours)

LIS 600 Foundations of Library and Information Studies (3)
LIS 615 Collection Management (3)
LIS 620 Information Sources and Services (3)
LIS 640 Organizing Library Collections (3)
LIS 650 Library Administration and Management (3)
LIS 698 Capstone Experience in Library and Information Studies (1)

Designated Electives for Media Coordinator Licensure (15 hours)

LIS 617 Materials for Children (3) **or** LIS 618 Materials for Adolescents (3)
LIS 635 Media Production Services for Library Programs (3)
LIS 653 The School Library (3)
LIS 654 School Library Media Specialist and the Curriculum (3)
LIS 693 Practicum in School Library Media (3)

LIS Library and Information Studies Courses

505 Introduction to Archival Management (3:3)
Pr. permission of instructor
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as HIS 505)

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

600 Foundations of Library and Information Studies (3:3)
Survey of access issues in library and information studies; professional operations and potential roles in society. Required for all M.L.I.S. students in first year. (Core course)

604 The History of Libraries and Librarianship (3:3)
Examines the history of libraries in the Western World with particular emphasis on the United States. (formerly LIS 621)

611 Humanities Information Sources (3:3)
Pr. 600, 620, or permission of instructor
Major bibliographic and information sources and services in the humanities.

612 Science and Technology Information Sources (3:3)
Pr. 600, 620, or permission of instructor
Major bibliographic and information sources and services in the sciences and technology.

613 Business Information Sources and Services (3:3)
Pr. 620 or permission of instructor
Business reference work in the library setting; types of business topics, reference materials, and methods of research.

614 Public Documents Information Sources (3:3)
Pr. 600, 620, or permission of instructor
Federal, state, and United Nations agency documents: selection, organization, and use. For students in library studies, business and economics, history and political science.

615 Collection Management (3:3)
Principles, processes, and problems in selection, evaluation, and acquisition of resources for libraries and information centers. (Core course)

617 Materials for Children (3:3)
Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of materials and investigation of reading, listening, viewing interests.

618 Materials for Adolescents (3:3)
Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.

620 Information Sources and Services (3:3)
Selection, evaluation, and use of basic information sources; emphasizing search strategies, question negotiation, and current problems in the provision of information service. (Core course)

622 Seminar in Advanced Information Sources and Services (3:3)
Pr. 620
Application of sophisticated tools and techniques to the solution of information problems. Emphasis on academic and large public libraries, and special collections. (formerly LIS 651)

623 Online Bibliographic Information Retrieval (2:2)
Develops competencies in selecting, evaluating, and using the variety of commercially available electronic databases. (formerly LIS 605d)

626 Social Sciences Information Sources (3:3)
Pr. 600, 620, or permission of instructor
Major bibliographic and information sources and services in the social and behavioral sciences. (formerly LIS 610)

630 Computer-Related Technologies for Information Management (3:3)
Pr. 600 or permission of instructor
Essential computer-related technologies in a library/school/information agency environment. (formerly LIS 645)

631 Emerging Technological Trends in Information Access (3:3)
Emerging technologies in libraries including local, regional, national, and international communication systems for information transfer as these trends impact delivery of information to library and information center users. (formerly LIS 647)

632 Managing School/Library Computer Laboratories (3:3)
Design, development, maintenance and management of computer labs in libraries and schools. Other topics include: performance support for school and library users, budgeting and planning. (formerly LIS 648)

633 Telecommunications and the Internet (2:1:1)
Examines components of and modes of access to the Internet, Internet telecommunications technologies, Internet use and finding aids, evaluation of Internet resources, and ethical and social issues and the Internet. (formerly LIS 605b)

635 Media Production Services for Library Programs (3:3)
Media and technology applications in libraries and information agencies. Develops competencies in designing, developing and producing, and presenting media and technology. (formerly LIS 616)

636 Website Design and Management (2:1:1)
Design, construction, and management of Internet sites with emphasis on HTML coding, and the effective use of hypertext and graphics editing and publishing software. (formerly LIS 605a)

640 Organizing Library Collections (3:3)
Methods of organizing library and information center collections for effective use; principles and techniques of cataloging and classification. (Core course)

642 Seminar in Indexing and Abstracting (3:3)
Pr. 600, 640, or permission of instructor
Critical study of print and computer-assisted indexes and indexing with creation of thesaurus, indexes, and concordances. Study of database management program indexing and indexing of internet resources. (formerly LIS 646)

650 Library Administration and Management (3:3)
Emphasizes management functions, resource management, and application of concepts to management situations in libraries and information centers. (Core course)

652 Library Administration and Management Seminar (3:3)
Pr. 650 or permission of instructor
Topical approach examines current management issues in an in-depth manner.

653 The School Library (3:3)
Pr. 600, 615, 620, 640, 650 or permission of instructor
The role and function of the school library media center; planning, evaluation, and program development.

654 School Library Media Specialist and the Curriculum (3:3)
Pr. 650 and 653 or permission of instructor
Relationship of the library media program to the school curriculum; library/media and computer skills K-12 instructional program. Observation and practice in school settings.

655 The Public Library (3:3)
Pr. 600, 650, or permission of instructor
The public library in the governmental structure, the librarian as a public administrator, financial and cooperative planning, library services, community analysis.

656 The Academic Library (3:3)
Pr. 600, 650, or permission of instructor
Major trends, issues, and problems in the organization and provision of services in college and university libraries.

657 The Special Library (3:3)
Pr. 600, 650, or permission of instructor
Major trends, issues, and problems in the provision of services in profit and not-for-profit special libraries.

661 Library and Information Science Research (3:3)
Pr. 600, 615, 620, 640, 650, or permission of instructor
Problems of concern to libraries and information center personnel, including application of interdisciplinary concepts and research methods. (formerly LIS 659)

662 Information Services to Diverse Client Groups (3:3)
Changing demographic patterns affecting library and information services in all types of libraries. Services, collections and staffing to reflect a variety of cultural/ethnic experiences/needs. (formerly LIS 658)

663 Library Services for Young People (3:3)
Pr. 617 or 618 or permission of instructor
Planning, evaluation, and administration of programs and services designed to meet the needs of individuals and groups of children and adolescents; current issues in public libraries. (formerly LIS 665)

666 Information Ethics and Policy (3:3)
Pr. 600, 615, or permission of instructor
Examination of legal and ethical aspects of information ethics and policies in libraries/information centers. Covers traditional concerns of access to print, government information, and issues of technology access, privacy concerns. (formerly LIS 664)

672 Instructional Design (3:3)
Components of the systems approach to instructional design. (Same as CUI 672)

673 Methods of Teaching Computer Literacy and Computer Programming (3:3:3)
Pr. 672, CUI 669; or permission of the instructor
Content and method for teaching for computer literacy and computer programming and strategies for teaching these subjects. Designed for computer specialists, computer teachers, and regular classroom teachers. (Same as CUI 609) (formerly LIS 609)

674 Seminar: Issues and the Virtual Community (3:3)
Pr. permission of instructor
Major social and ethical issues emerging in the virtual community including those embraced by access, privacy, intellectual property, freedom of speech, institutional/social control, and evolving formats. (Same as CUI 674)

688 Seminar in Selected Topics I (1-4)
Contemporary issues and current trends in librarianship, educational technology, and information science. Topics to be identified for a particular seminar. Course may be repeated when topic varies.

690 Independent Study (1-4)
Pr. 600, 620, 640, 650, and permission of instructor
Guided readings, research, and individual project work under direction of faculty. (formerly LIS 608)

691 Practicum (3-6)
Pr. 600 and permission of instructor
Supervised field experience in library/media center settings, with seminars. Credit required will vary with individual needs. Only 3 hours credit may count towards M.L.I.S. degree. (Graded on S-U basis) (formerly LIS 601)

692 Field Experience in School Library Media (3:0:3)
Supervised field experiences in a school library media center with seminars, observation, and exploration into the school setting and media coordinator roles, for students with no teaching license. (formerly LIS 602a)

693 Practicum in School Library Media (3:0:3)
Pr. 600, 615, 617 or 618, 620, 635, 640, 650, 653, and 654; and 692 for students who do not have a teaching licensure
Supervised field experiences in a school library media center with seminars. Meets a requirement for licensure as a school library media coordinator. (formerly LIS 602b)

694 Supervision: School System Library Media Programs (3:3)
Pr. permission of instructor
Principles and problems in administration and supervision of the district level library/media program of the school system. (formerly LIS 660)

698 Capstone Experience in Library and Information Studies (1:1)
Pr. completion of all other degree requirements and permission of instructor
Developing a professional portfolio or master's project. Faculty supervised, department chair approved. Required in final semester of MLIS program. Consult LIS homepage for details. (Graded on S-U basis) (formerly LIS 603)

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

803 Research Extension (1-3)

Department of Mathematics and Statistics

383 Bryan Building • (336) 334-5836
www.uncg.edu/mat

Graduate Programs in Mathematics and Statistics

- Post-Baccalaureate Certficate
  Statistics
- M.A.
  Mathematics with concentrations in:

  Applied Mathematics

  Applied Statistics

  Pure Mathematics
- Doctoral Minor
  Statistics

Professors

Alexander Chigogidze, D.Sc.
Geometric topology, functional analysis (Head of Department).

Paul F. Duvall, Jr., Ph.D.
Geometric topology, combinatorics, dynamics (Director of Graduate Study).

Sat N. Gupta, Ph.D.
Sampling designs, time series forecasting, biostatistics.

Jerry E. Vaughan, Ph.D.
General topology and set theory.

Theresa P. Vaughan, Ph.D.
Algebraic number theory, combinatorics.

Associate Professors

Maya Chhetri, Ph.D.
Nonlinear elliptic PDE's, nonlinear functional analysis, applied mathematics.

Richard H. Fabiano, Ph.D.
Analysis, applied mathematics, differential equations, and control theory.

Scott J. Richter, Ph.D.
Nonparametric methods, equivalence testing, statistical consulting.

Assistant Professors

Gregory Bell, Ph.D.
Geometric group theory, geometric topology, asymptotic invariants of groups.

Kirsten Doehler, Ph.D.
Biostatistics, survival analysis, longitudinal data analysis.

Igor Erovenko, Ph.D.
Combinatorial properties of linear groups, bounded generation of S-arithmetic groups.

Jan Rychtar, Ph.D.
Functional analysis, game theory.

Sebastian Pauli, Ph.D.
Computational number theory, algebraic number theory, computer algebra.

Filip Saidak, Ph.D.
Analytic and probabilistic number theory, mathematical biology.

PBC Requirements for the Post-Baccalaureate Certificate in Statistics

The Department of Mathematics and Statistics offers a graduate program of study leading to a **12** hour Post-Baccalaureate Certificate in statistics. The purpose of the certificate is to provide statistical training for persons who wish to enhance their knowledge of statistics but do not wish to pursue a formal degree and for professionals whose interests require a knowledge of statistics beyond the undergraduate level. The objective of the certificate is to offer a structured introduction to the basic ideas of graduate level statistical analysis.

Required Courses (6 hours)

STA 661 Advanced Statistics in the Behavioral and Biological Sciences I (3)
STA 662 Advanced Statistics in the Behavioral and Biological Sciences II (3)

Electives (6 hours)

Students must complete two additional three-hour STA courses at the 500-level or above, excluding STA 571/571L, STA 572/572L, and STA 580.

MA Requirements for the Master of Arts

in Mathematics with a Concentration in Applied Mathematics, Applied Statistics or Pure Mathematics

The Department of Mathematics and Statistics offers a graduate program of study leading to a Master of Arts degree in three areas of concentration: applied mathematics (**30-33** hours), applied statistics (**33** hours), and pure mathematics (**30-33** hours). In the applied mathematics and pure mathematics concentrations, there is a thesis option (**30** hours) and a non-thesis option (**33** hours). At least half the work credited towards the degree must be in 600-level courses: 15 hours for the 30 hour program, and 18 hours for the 33 and 35 hour program. Course work must be approved by the Department of Mathematics and Statistics and must include certain courses as explained in the discussion of the concentrations.

APPLIED MATHEMATICS CONCENTRATION (30-33 HOURS)

Algebra or Analysis (3 hours)

Each candidate must complete any one of the following courses:

MAT 517 Theory of Groups (3)
MAT 545 Differential Equations and Orthogonal Systems (3)
MAT 591 Modern Algebra (3)
MAT 595 Mathematical Analysis (3)
(Note: Students who have had appropriate algebra or analysis courses as undergraduates may be exempted from this requirement upon approval by the Director of Graduate Study. In this case, these 3 hours must be replaced by 3 hours chosen in consultation with the Director of Graduate Study.)

Core Courses (9 hours)

At least 9 hours of course work must be chosen from the following list. At least 6 of these hours must constitute a complete year-long sequence.

MAT 623, 624 Numerical Mathematics (3) (3)
MAT 631, 632 Combinatorics and Graph Theory (3) (3)
MAT 647, 648 Linear Algebra and Matrix Theory (3) (3)
MAT 615, CSC 653 Symbolic Logic and Advanced Theory of Computation (3) (3)
MAT 615, CSC 656 Symbolic Logic and Foundations of Computer Science (3) (3)
CSC 653, 656 Advanced Theory of Computation and Foundations of Computer Science (3) (3)
MAT 695, 696 Real Analysis (3) (3)
MAT 645, 646 Approximation Theory (3) (3)
STA 651, 652 Mathematical Statistics (3) (3)

Electives (12-21 hours)

With prior approval of the Director of Graduate Study a student will select 12-21 hours of other 500- or 600-level mathematical sciences courses.

Thesis or Comprehensive Examination

Each candidate may elect to prepare a thesis or pass a written comprehensive examination on his/her program of course work. The thesis option is a 30 hour program; the non-thesis option is a 33 hour program.

Thesis (6 hours)

The candidate may prepare a thesis based on the investigation of a topic in mathematics, statistics, or computer science. A thesis director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. Generally, the writing of a thesis requires the scholarly exposition and documentation of a substantial problem. In some cases, this may lead to a new solution to the problem and possibly to some original results. Candidates may include up to 6 hours of thesis (MAT 699 or STA 699) in the required 30 hour program. Students intending to write a thesis in statistics should also consult the Director of Graduate Study during their first semester in residence about other possible course work in these areas. An oral examination on the thesis is required.

Comprehensive Examination

A candidate who does not prepare a thesis must take 33 hours of course work and pass a written comprehensive examination of his/her program. Please consult with the Director of Graduate Study for information concerning the comprehensive examination.

APPLIED STATISTICS CONCENTRATION (33 HOURS)

Undergraduate prerequisites: Baccalaureate degree and the following courses or their equivalents: STA 290, 291; MAT 191, 292; and CSC 130 or 230 or 231.

Foundation Courses (7 hours)

STA 551 Introduction to Probability (3)
STA 552 Introduction to Mathematical Statistics (3)
STA 581 SAS System for Statistical Analysis (1)

Students who have completed these courses as part of another degree prior to being accepted in the master's program will choose replacement courses.

Core Courses (11-14 hours)

STA 661 Advanced Statistics in the Behavioral and Biological Sciences I (3)
STA 662 Advanced Statistics in the Behavioral and Biological Sciences II (3)
STA 668 Consulting Experience (1)
STA 690 Graduate Seminar (1)
STA 698 Project in Statistics (3) **or** STA 699 Thesis (6)

Statistics Electives (6-9 hours)

At least two courses chosen from the following:

STA 670 Categorical Data Analysis (3)
STA 671 Multivariate Analysis (3)
STA 673 Statistical Linear Models I (3)
STA 674 Statistical Linear Models II (3)
STA 675 Advanced Experimental Design (3)
STA 676 Sample Survey Methods (3)
STA 677 Advanced Topics in Data Analysis and Quantitative Methods (3)
STA 711 Experimental Course

Interdisciplinary Electives (3-6 hours)

Student can earn the remaining credits required for the degree either by taking any STA courses at the 500-level or above (except STA 571) or by taking a maximum of six (6) hours of approved graduate courses outside of statistics. Pre-approved interdisciplinary electives are:

CSC 523/524 Numerical Analysis and Computing (3) (3)
CSC 526 Bioinformatics (3)
ECO 553 Economic Forecasting (3)
ECO 722 Time Series and Forecasting (1-4)
ECO 723 Predictive Data Mining (1-4)
ERM 669 Item Response Theory (3)
ERM 728 Factor Analysis and Multidimensional Scaling (3)
ERM 729 Advanced Item Response Theory (3)
ERM 731 Structural Equation Modeling in Education (3)
HEA 602 Epidemiology (3)
MAT 531 Combinatorial Analysis (3)
MAT 541/542 Stochastic Processes (3) (3)

PURE MATHEMATICS CONCENTRATION (30-33 HOURS)

Algebra and Analysis (9 hours)

Each candidate must complete any three of the following four courses:

MAT 591 Advanced Modern Algebra (3)
MAT 592 Abstract Algebra (3)
MAT 595 Mathematical Analysis (3)
MAT 596 Mathematical Analysis (3)

(Note: students who have had appropriate algebra or analysis courses as undergraduates may be exempted from this requirement upon approval by the Director of Graduate Study. In this case, these 3, 6, or 9 hours must be replaced by the same number of hours chosen in consultation with the Director of Graduate Study.)

Core Courses (9 hours)

At least 9 hours of course work must be chosen from the following list. At least 6 of these hours must constitute a complete year-long sequence.

MAT 631, 632 Combinatorics and Graph Theory (3) (3)
MAT 647, 648 Linear Algebra and Matrix Theory (3) (3)
MAT 688, 689 Mathematical Logic and Axiomatic Set Theory (3) (3)
MAT 691, 692 Modern Abstract Algebra (3) (3)
MAT 693, 694 Complex Analysis (3) (3)
MAT 695, 696 Real Analysis (3) (3)
MAT 697, 698 General Topology (3) (3)

Electives (6-15 hours)

With prior approval of the Director of Graduate Study, a student will select 6-15 hours of other 500-600 level mathematics courses.

Thesis or Comprehensive Examination

Each candidate may elect to (1) prepare a thesis or (2) pass a written comprehensive examination on his/her program of course work. The thesis option is a 30 hour program, and the non-thesis option is a 33 hour program.

Thesis (6 hours)

The candidate may prepare a thesis based on the investigation of a topic in mathematics, statistics, or computer science. A thesis director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. Generally, the writing of a thesis requires the scholarly exposition and documentation of a substantial problem. In some cases, this may lead to a new solution to the problem and possibly to some original results. While writing a thesis, candidates may include up to 6 hours of thesis (MAT 699 or STA 699) in the required 30 hour program. Students intending to write a thesis on a topic in statistics are expected to have had MAT 295, STA 271, STA 351, and STA 352 (or their equivalents) before beginning their graduate course work and should also consult the Director of Graduate Study during their first semester in residence about other possible course work in these areas. An oral examination on the thesis is required and is followed by oral questions on the candidate's course work.

Comprehensive Examination

A candidate who does not prepare a thesis must take 33 hours of course work and pass a written comprehensive examination of his/her program. Please consult with the Director of Graduate Study for information concerning the comprehensive examination.

Minor Doctoral Minor in Statistics

Students pursuing a doctorate from other departments may obtain a statistics minor by completing **18** semester hours of graduate level statistics courses.

Required Courses (6 hours)

STA 661 Advanced Statistics in the Behavioral and Biological Sciences I
STA 662 Advanced Statistics in the Behavioral and Biological Sciences II

Electives (12 hours)

Four additional three-hour STA courses, excluding 571, 572, and 580.

MAT Mathematics Courses

503 Problem Solving in Mathematics (3:3)
Pr. grade of at least C in 191 and 303 or permission of instructor
Investigates the nature of problem solving, covers procedures involved in problem solving, develops individual problem solving skills, and collects a set of appropriate problems. Required for middle grades mathematics concentration. This course can not be applied toward the requirements for the M.A. degree in mathematics.

504 Foundations of Geometry (3:3)
Pr. grade of at least C in 292 or permission of instructor
Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry. This course can not be applied toward the requirements for the M.A. degree in mathematics.

505 Foundations of Mathematics (3:3)
Pr. grade of at least C in 292 or 303 or permission of instructor
Primarily for students seeking teacher certification. Includes properties and algebra of real numbers; analytic geometry; polynomial, rational, exponential, logarithmic, and trigonometric functions; complex numbers; concept of limits of functions. This course can not be applied toward the requirements for the M.A. degree in mathematics.

513 Historical Development of Mathematics (3:3)
Pr. grade of at least C in 292
Study of the historical development of mathematics—not a history of the persons involved in this development. This course can not be applied toward the requirements for the M.A. degree in mathematics.

514 Theory of Numbers (3:3)
Pr. grade of at least C in 311, or permission of instructor
Introduction to multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and non-linear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics.

515 Mathematical Logic (3:3)
Pr. grade of at least C in 253 or 311, or permission of instructor
Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories.

516 Polynomial Rings (3:3)
Pr. grade of at least C in 311 or permission of instructor
Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relation between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the Fundamental Theorem of Algebra.

517 Theory of Groups (3:3)
Pr. grade of at least C in 311 or permission of instructor
Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups.

518 Set Theory and Transfinite Arithmetic (3:3)
Pr. grade of at least C in 311 or 395 or permission of instructor
The axioms of set theory, operations on sets, relations and functions, ordinal and cardinal numbers.

519 Intuitive Concepts in Topology (3:3)
Pr. grade of at least C in 311 or 395 or permission of instructor
Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity.

520 Non-Euclidean Geometry (3:3)
Pr. grade of at least C in 311 or 395 or permission of instructor
The fifth postulate, hyperbolic geometries, elliptic geometries, the consistency of the non-Euclidean geometries, models for Euclidean and non-Euclidean geometries, elements of inversion.

521 Projective Geometry (3:3)
Pr. permission of instructor
Transformation groups and projective, affine, and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specifications.

522 Hilbert Spaces and Spectral Theory (3:3)
Pr. grade of at least C in 395 or permission of instructor
Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and sesquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Spectral theorems for a normal co-operator.

531 Combinatorial Analysis (3:3)
Pr. grade of at least C in 253 or 295 or 311 or 395, or permission of instructor
The pigeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations.

532 Introductory Graph Theory (3:3)
Pr. grade of at least C in 310 and any one of the following courses: 253, 295, 311, 395, 531
Basic concepts, graph coloring, trees, planar graphs, networks.

540 Complex Functions with Applications (3:3)
Pr. grade of at least C in 293
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

541, 542 Stochastic Processes (3:3), (3:3)
Pr. grade of at least C in 394 and either 353 or STA 351
Markov processes, Markov reward processes, queuing, decision making, graphs and networks. Applications to performance, reliability, and availability modeling.

545 Differential Equations and Orthogonal Systems (3:3)
Pr. grade of at least C in 293 and 390 or permission of instructor
An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.

546 Partial Differential Equations with Applications (3:3)
Pr. grade of at least C in 545
Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.

549 Topics in Applied Mathematics (3:3)
Pr. grade of at least C in 293 and 390 or permission of instructor
Selected topics of current interest in applied mathematics. May be repeated for credit with approval of department head.

556 Advanced Discrete Mathematics (3:3)
Pr. grade of at least C in 253 or permission of instructor
Advanced topics in discrete mathematics and their uses in studying computer science.

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

591 Advanced Modern Algebra (3:3)
Pr. grade of at least C in 311
Set theory: sets, mapping, integers. Group theory: normal subgroups, quotient groups, permutation groups. Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings.

592 Abstract Algebra (3:3)
Pr. grade of at least C in 591 or 311 with permission of instructor
Fields: extensions, transcendental elements, roots of polynomials, Euclidean construction, Galois theory, solvability of radicals. Linear transformations: characteristic roots, canonical forms of matrices, trace and transpose. Hermitian, unitary, and normal transformations.

593, 594 Directed Study in Mathematics (1-3), (1-3)

595, 596 Mathematical Analysis (3:3), (3:3)
Pr. 395 or permission of instructor
Real number axioms, basic topology, sequences, series, continuity, differentiation. Riemann-Stieltjes integral.

606 Calculus for Middle Grade Teachers (3:3)
Pr. 505 or permission of instructor
History, developments, major concepts, and applications of differential and integral calculus covering functions of several variables. No credit toward mathematics degrees.

607 Abstract Algebra for Middle Grade Teachers (3:3)
Pr. 303 and 505; or permission of instructor
Development and major concepts of abstract algebraic structures including groups, rings, fields, vector spaces, and matrix algebra. No credit toward mathematics degrees.

623, 624 Numerical Mathematics (3:3), (3:3)
Pr. MAT 390, MAT 595, MAT 596, or equivalents
Functional analytic treatment of computation, approximation, optimization, interpolation, smoothing equations, linear systems, differential equations. Emphasis on the mathematical development and analysis of numerical techniques.

631 Combinatorics (3:3)
Pr. 311 or permission of instructor
Topics include selections, arrangements, theory of generating functions, inclusion-exclusion principle, recurrences, Polya's theory, block designs, stirling numbers, coding theory.

632 Graph Theory (3:3)
Pr. 631 or permission of instructor
Topics include graphs, paths, trees, directed trees, networks, cycles and circuits, planarity, matching theory, independence, chromatic polynomials, Ramsey theory, extremal theory, the vector spaces associated with a graph.

645, 646 Approximation Theory (3:3), (3:3)
Pr. 390, 595, 596
Normed linear spaces. Convexity. Existence and unicity of best approximations. Tchebycheff approximation by polynomials and other linear families. Least-squares approximation and related topics. Rational approximation. The characterization of best approximations. The Stone Approximation Theorem. The Muntz Theorem. Polygonal approximation and bases. Approximation in the mean.

647, 648 Linear Algebra and Matrix Theory (3:3), (3:3)
Pr. 310, 311 or permission of instructor
Vector spaces. Linear operators and similarity. The eigenvalue problem and a special decomposition theorem. Normal forms: Smith form for matrices, rational and Jordan forms. Spectral resolution of matrix functions. Special topics.

649 Topics in Operations Research (3:3)
Pr. permission of instructor
Advanced linear programming. Integer programming, nonlinear programming, inventory models and queueing models. Application of these optimization techniques in the general area of administration are demonstrated through examples via the digital computer.

650 Management Decision-Making Under Uncertainty (3:3)
Pr. permission of instructor
Models and techniques to be used in making decisions under uncertainty. Markov Chains, Linear Programming Under Uncertainty, and Chance-Constrained programming.

659 Advanced Topics in Mathematics (3:3)
Pr. permission of instructor
Topics vary according to interest and demand, and include algebra, applied mathematics, combinatorics, dynamics, mathematical logic, topology, and other topics. May be repeated for credit when topic varies.

688, 689 Mathematical Logic and Axiomatic Set Theory (3:3), (3:3)
Pr. 311, 394, or equivalents
Quantification theory, completeness theorems, prenex normal forms, categoricity. The characterization problem, consistency, the theory of models, isomorphisms and substructures, cardinality of models, joint consistency. Incompleteness and undecidability, recursive functions. Church's thesis. Recursion theory, Set theory, the axiom of constructibility, forcing, the independence proofs.

690 Mathematics Seminar (2:2)
Pr. admission to candidacy for master's degree
Topics in mathematics suitable for development into a master's thesis. Current mathematical literature.

691, 692 Modern Abstract Algebra (3:3), (3:3)
Pr. bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics 310, 311, 595, and 596, or permission of instructor and department head
Real and complex number fields; rings, integral domains and fields; polynomial rings; extensions of rings and fields; elementary factorization theory; ideals; topics in linear algebra.

693, 694 Complex Analysis (3:3), (3:3)
Pr. bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics 310, 311, 595, and 596, or permission of instructor and department head
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

695, 696 Real Analysis (3:3), (3:3)
Pr. bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics 310, 311, 595, and 596, or permission of instructor and department head
Lebesque measure; the Lebesque integral; differentiation and integration, the classical Banach spaces; metric spaces, topological spaces, compact spaces; Banach spaces, measure and integration, measure and outer measure; the Daniell integral; mappings of measure spaces.

697, 698 General Topology (3:3), (3:3)
Pr. bachelor's degree with a major in mathematics. Credits equivalent to credit for mathematics 310, 311, 595, and 596, or permission of instructor and department head
Topological spaces; point set topology; product and quotient spaces; embedding and metrization; uniform spaces; function spaces; homotopy theory; simplicial complexes and homology; more algebraic topology; general homology theories.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Courses Planned Primarily for Mathematics Teachers

The courses below are planned primarily for teachers who have a bachelor's degree with a major in mathematics. They are offered by special arrangement.

Prerequisites: The student is expected to have credits in courses equivalent to 191, 292, 293, 310, 311, or 390.

613 Development of Mathematics (3:3)

614 Advanced Number Theory (3:3)

615 Symbolic Logic (3:3)

616 Polynomials over General Rings (3:3)

617 Algebraic Theory of Semigroups (3:3)

618 Transfinite Ordinal and Cardinal Numbers (3:3)

619 Conceptual Topology (3:3)

620 A Survey of Geometry (3:3)

621 Advanced Linear Geometry (3:3)

STA Statistics Courses

551 Introduction to Probability (3:3)
Pr. grade of at least C in 290 and MAT 293 or permission of instructor
Events and probabilities (sample spaces), dependent and independent events, random variables and probability distributions, expectation, moment generating functions, multivariate normal distribution, sampling distributions. (Fall)

552 Introduction to Mathematical Statistics (3:3)
Pr. grade of at least C in 551 or permission of instructor
Point estimation, hypothesis testing, confidence intervals, correlation and regression, small sample distributions. (Spring)

562 Statistical Computing (3:3)
Pr. 291 or 580 and knowledge of a scientific programming language
Statistical methods requiring significant computing or specialized software. Simulation, randomization, bootstrap, Monte Carlo techniques, numerical optimization. Extensive computer programming involved. NOT a course in the use of statistical software packages.

565 Analysis of Survival Data (3:3)
Pr. 291 or 352 or permission of instructor
Methods for comparing time-to-event data, including parametric and nonparametric procedures for censored or truncated data, regression model diagnostics, group comparisons, and the use of relevant statistical computing packages.

571 Statistical Methods for Research I (3:3)
Coreq. 571L
Introduction to statistical concepts. Basic probability, random variables, the binomial, normal, and student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance.

571L Statistical Methods Laboratory I (1:0:2)
Coreq. 571
Using statistical software packages for data analysis. Problems parallel assignments in 571.

572 Statistical Methods for Research II (3:3)
Pr. 571 and 571L or permission of instructor. Coreq. 572L
Statistical methodology in research and use of statistical software. Regression, confidence intervals, hypothesis testing, design and analysis of experiments, one and two-factor analysis of variance, multiple comparisons, hypothesis tests.

572L Statistical Methods Laboratory II (1:0:2)
Pr. 571 and 571L or permission of instructor. Coreq. 572
Using statistical software packages for data analysis. Problems parallel assignments in 572.

573 Theory of Linear Regression (3:3)
Pr. grade of at least C in 352 and MAT 310, or 662, or permission of instructor
Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables.

574 Theory of the Analysis of Variance (3:3)
Pr. 573 or permission of instructor
Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models.

575 Nonparametric Statistics (3:3)
Pr. grade of at least C in 352 or 572 or 662 or permission of instructor
Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association.

580 Biostatistical Methods (3:3)
Pr. grade of at least C in 271 or 290, or permission of instructor
Statistical methods for biological research including: descriptive statistics, probability distributions, parametric and nonparametric tests, ANOVA, regression, correlation, contingency table analysis.

581 SAS System for Statistical Analysis (1:1)
Pr. 271, 290 or similar introductory statistics course
Creating, importing, and working with SAS data sets. Using SAS procedures for elementary statistical analysis, graphical displays, and report generation.

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

593, 594 Directed Study in Statistics (1-3), (1-3)

651, 652 Mathematical Statistics (3:3), (3:3)
Pr. 352 and either MAT 394 or MAT 395 or MAT 595
Requisite mathematics; distribution and integration with respect to a distribution. Theory of random variable and probability distributions. Sampling distributions, statistical estimation, and tests of significance. Random processes. Numerical examples.

661 Advanced Statistics in the Behavioral and Biological Sciences I (3:3)
Pr. 271 or an equivalent introductory statistics course
Statistical techniques and design considerations for controlled experiments and observational studies. Exploratory data analysis, elementary probability theory, principles of statistical inference, contingency tables, one-way ANOVA, bivariate regression and correlation.

662 Advanced Statistics in the Behavioral and Biological Sciences II (3:3)
Pr. 661 or permission of instructor
Continuation of STA 661. Multiple regression and correlation, analysis of covariance, factorial ANOVAs, randomized block designs, multiple comparisons, split-plot designs, repeated measures.

667 Statistical Consulting (1:1)
Pr. permission of instructor
Statistical consultation on doctoral or master's research. Access to the Statistical Consulting Center. Students are required to attend the initial class meeting during the beginning of the semester. (Graded on S-U basis. Credit is ***not*** applicable to a graduate plan of study.)

668 Consulting Experience (1:0:1)
Pr. 662 or permission of instructor
Development of consulting skills through reading and discussion of literature on statistical consulting and participation in statistical consulting sessions. (Graded on S-U basis).

670 Categorical Data Analysis (3:3)
Pr. 662 or permission of instructor
Methods for analyzing dichotomous, multinomial and ordinal responses. Measures of association; inference for proportions and contingency tables; generalized linear models including logistic regression and loglinear models.

671 Multivariate Analysis (3:3)
Pr. 573 or 662 or permission of instructor
Multivariate normal distribution. Cluster analysis, discriminant analysis, canonical correlation, principal component analysis, factor analysis, multivariate analysis of variance. Use and interpretation of relevant statistical software.

672 Applied Statistical Computing (3:3)
Pr. 572 or 662
Limitations and advantages of statistical packages (SAS, SPSSX, BMDP, Minitab). Evaluation in terms of statistical methods, utility, availability, sophistication, data base manipulation, and programming capabilities. Applications from various disciplines.

673, 674 Statistical Linear Models I, II (3:3), (3:3)
Pr. 352 and MAT 310 or permission of instructor
Abstract vector spaces, inner product spaces, projections, the Spectral Theorem, least squares, multiple regression, ANOVA, multiple comparisons, data analysis.

675 Advanced Experimental Design (3:3)
Pr. 662 or permission of instructor
Topics include factorials and fractional factorials, incomplete block designs, split-plot and repeated measures, random and mixed effects models, crossover designs, response surface designs, power analysis.

676 Sample Survey Methods (3:3)
Pr. 352 or 572 or 662 or permission of instructor
Survey methods for students from any discipline. Random, stratified, cluster, multi-stage and other sampling schemes. Estimation of population means, variances, and proportions. Questionnaire design and analysis.

677 Advanced Topics in Data Analysis and Quantitative Methods (3:3)
Pr. 662
Topics vary according to interest and demand. Quantitative methods not normally covered in detail in other statistics courses. Topics may be selected from psychometrics, econometrics, biometrics, sociometrics, quantitative epidemiology.

690 Graduate Seminar (1:0:1)
Pr. 662 or permission of instructor
Development of presentation skills though reading, discussions, and presentation of current research topics in applied statistics. (Graded on S-U basis)

698 Project in Statistics (3)
Pr. permission of instructor
Directed research project in statistics. (Graded on S-U basis)

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

School of *Music*

220 Music Building • (336) 334-5794
www.uncg.edu/mus

Graduate Programs in Music

- M.M.
  Music Education
  with concentrations in:
  - Elementary/General
  - Choral Literature/ Conducting
  - String Instrument Pedagogy
  - Winds and Percussion
  - Secondary Choral/ General
- M.M.
  Composition
  - Music Theory
  - Performance with areas of study in:
    - Accompanying
    - Conducting (Choral)
    - Conducting (Instrumental)
    - Early Keyboard Instruments
    - Keyboard, String, Wind, Percussion
    - Piano Pedagogy
    - Vocal Pedgogy
    - Voice
    - Woodwinds

Professors

Kelly Burke, D.M.A., Clarinet, EastWind Trio d'Anches.
William P. Carroll, D.M.A., Choral conducting, University Chorale, (Director of Choral Activities and Chair, Division of Vocal Studies).
John J. Deal, Ph.D., Music Education (Dean).
Robert Gutter, M.M., University Symphony Orchestra, orchestral and instrumental conducting.
Donald Hartmann, D.M.A., Voice.
Donald A. Hodges, Ph.D., Music education (Director, Music Research Institute).
David Holley, M.M., Opera, voice.
George Kiorpes, D.M.A., Piano, keyboard literature, piano pedagogy.
Randy Kohlenberg, Ph.D., Trombone, music education, Market Street Brass.
John Locke, Ed.D., Band conducting, music education, band literature (Chair, Division of Instrumental Studies, Director of Bands, Director of Summer Music Camps).
David L. Nelson, Ph.D., Music theory.
John Salmon, D.M.A., Piano, keyboard literature, jazz.
Paul Stewart, D.M., Piano, piano pedagogy (Chair, Division of Keyboard Studies).
J. Kent Williams, Ph.D., Music theory and analysis, computer applications and programming, multimedia, music cognition, jazz.
Andrew S. Willis, D.M.A., Piano, fortepiano, piano literature, early pianos, Eighteenth Century performance practice.

Clinical Professor

Patricia M. Gray, D.M.A., Senior Research Scientist of BioMusic.

Associate Professors

Dennis AsKew, D.M.A., Tuba, brass pedagogy, chamber ensembles, Market Street Brass.
Edward Bach, D.M.A., Trumpet, chamber ensembles, Market Street Brass.
Mary A. Barret, D.M.A., Oboe and English horn, EastWind Trio d'Anches.
Robert Bracey, D.M.A., Voice.
Michael J. Burns, D.M.A., Bassoon, wind chamber music, EastWind Trio d'Anches.
Gregory Carroll, Ph.D., Theory and analysis, composition, counterpoint, serial techniques, music appreciation, binaural sound and accelerated learning.
Joseph DiPiazza, D.M.A., Piano, keyboard literature.
Deborah Egekvist, D.M., Flute, chamber ensembles.
John M. Fadial, Jr., D.M.A., Violin, McIver String Ensemble.
Steve Haines, M.M., Jazz studies.
Andrew Harley, D.M.A., Accompanying, vocal coach.
Carla LeFevre, D.M.A., Voice, song repertory.
Jack Masarie, M.M., Brass specialist, horn, historical instrument performance and pedagogy, brass literature, brass pedagogy, Market Street Brass.
Cort McClaren, Ph.D., Percussion, percussion ensemble, percussion pedagogy, instrumental music education, conducting.
Scott Rawls, D.M.A., Viola, chamber music, Contemporary music, McIver String Ensemble.
Patricia Sink, Ph.D., Music psychology and acoustics, measurement of music behaviors, music therapy and special music education, Choral/General music education (Chair, Music Education Division).
David Teachout, Ph.D., Music education.
Nancy Walker, D.M., Voice, lyric diction.

Assistant Professors

Guy Capuzzo, Ph.D., Music theory.
James Douglass, D.M.A., Accompanying and collaborative piano.
Gavin D. Douglas, Ph.D., Ethromusicology, music history, music ensemble.
Chad Eby, M.M., Jazz studies.
Mark Engebretson, D.M.A., Composition, electronic music.
Kevin M. Geraldi, D.M.A., Band conducting (Associate Director of Bands).
Elizabeth L. Keathley, Ph.D., Music history.

Rebecca MacLeod, Ph.D., Music education.
Constance McKoy, Ph.D., Music education, elementary choral/general music, multicultural music education.
David B. Nolker, Ph.D., Music education, secondary choral/general music, music supervision.
Irna Priore, Ph.D., Music theory.
Adam Ricci, Ph.D., Music theory.
Jennifer L. Stewart, Ph.D., Music education.
Steven Stusek, D.M., Saxophone, chamber music.
Robert A. Wells, D.M.A., Voice.
Brooks Whitehouse, D.M.A., Cello, string chamber music, McIver String Ensemble.
Welborn E. Young, D.M.A., Voice.

Lecturers
Robert Burns King, M.S.M., Organ.
Ellen C. Linton, M.M., Voice.
Mark Mazzatenta, M.M., Guitar, jazz appreciation.
Levone Tobin Scott, M.M., Voice.

Graduate Programs in Music Continued

- Post-Master's Certificate
  Music Theory Pedagogy
- Doctoral Minor
  Early Keyboard Instruments
- D.M.A.
  Performance with areas of study in:

  Accompanying and Chamber Music

  Orchestral Instruments or Instrumental Conducting

  Voice, Keyboard, or Choral Conducting
- Ph.D.
  Music Education

Aspects of Music Study

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this *Bulletin* are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the representative of the state of North Carolina to the National Association of Music Executives in State Universities.

The School of Music enjoys national recognition as a leader in graduate music study. Strong curricular programs support the only Doctor of Musical Arts (in performance, conducting, and accompanying/chamber music) and Doctor of Philosophy (in music education) degrees offered in North Carolina. Within these doctoral programs the student may select, with the approval of the advisory committee, a variety of minors including the Post-Master's Certificate in music theory pedagogy. Master's degrees are offered in performance studies (voice, piano, organ, strings, early keyboard, individual woodwinds, brass, percussion), conducting, vocal pedagogy, piano pedagogy, woodwinds (multiple), and accompanying. In addition, master's programs are offered in music education, music theory, and composition. A large faculty of outstanding artists, teachers, and researchers supports a comprehensive program of study.

Auditions

Performance auditions/interviews are required for acceptance as a music major and for approval of the area of study. (M.M. in music education applicants may have the audition waived if the transcript shows satisfactory grades and hours in performance studies.) Auditions should be arranged in advance through the office of the Director of Academic Programs in the School of Music, preferably on regularly scheduled audition dates (D.M.A. auditions are scheduled separately). Tape recorded auditions for provisional admission must be approved in advance by the Director of Academic Programs. A campus audition, however, will be required before full admission to a degree program may be confirmed or for a graduate assistantship. Ph.D. applicants should consult the Director of Graduate Study for specific requirements prior to scheduling an on-campus interview.

Admission Requirements

Admission to graduate programs in music assumes undergraduate and, for doctoral applicants, graduate study appropriate to the proposed graduate program. Applicants without music degrees may be required to submit scores on the UNCG School of Music Diagnostic Examinations which will be used as further evidence of competencies when evaluating admission materials.

Performance Activities

Qualified students may perform as soloists, members of major performance organizations,

and chamber ensembles within the School of Music. Students are encouraged to audition for roles/positions as vocalists or instrumentalists in opera and musical theatre performances which the School of Music presents in cooperation with the Department of Theatre. Students are also afforded opportunities to audition for positions in the Greensboro Symphony Orchestra, North Carolina Symphony Orchestra, and for positions as church organists, vocal soloists, and directors.

Recital and Concert Opportunities

The University Concert/Lecture Series and the School of Music bring outstanding artists to campus, many of whom also present master classes or engage in informal musical discussions on campus. Students are invited to attend or participate in the many recitals and concerts given during the year by the School of Music faculty and students.

Facilities

The School of Music occupies a recently constructed, three-level, 130,000 square-foot facility. Located prominently on the corner of Market and McIver Streets, the School of Music is the northeast window to the University. The music building, considered to be one of the largest of its kind in the southeast, is accessed easily from an adjacent parking deck and is within a short walking distance to the central portion of the campus and housing.

The "state-of-the-art" building features a 350-seat recital hall; a 120-seat organ recital hall; instrumental, choral, and percussion rehearsal halls; a unified music library; a computer laboratory; classrooms; seminar-conference rooms; faculty studios/offices; practice facilities; an acoustics research laboratory; a psychoacoustics laboratory; an electronic piano laboratory; electronic music studios, a music education methods room; administrative offices; faculty and student lounges; and storage.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments, including a new $400,000 Andover tracker organ with 3 manuals, 35 ranks, and 30 stops.

Performance Studies

Advance approval is required for all registration in performance studies. Inquire with the Associate Dean in the School of Music for additional information.

Student Information Manual

Additional policies and regulations are found in the Graduate Music Handbook. These sources are made available to all music students after entrance requirements are met. Adherence to the contents of these publications is the responsibility of the student.

MM Requirements for the Master of Music
in Music Education, Music Performance, Music Theory, or Composition

MUSIC EDUCATION (34 HOURS)

At least one half the work credited toward the degree must be in 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment. During the final semester of the master's program, music education students must complete a portfolio that demonstrates advanced competencies.

Core (6 hours)
MUS 601 Research Methods in Music (3)
One of the following: MUS 606, 611, 628, 660, 662, 674

Professional (17 hours)
MUS 650, 639a or b, 2 credit hours of ensemble or performance study, and select 9 hours from MUS 605, 633, 634, or 653

Music Electives (9 hours)
A minimum of two 3-hour courses is required.

Portfolio (2 hours)
MUS 692a,b Portfolio Development in Music Education (2)

Elective Concentrations

In addition to the Core and Portfolio requirements listed above, students must complete the appropriate Professional and Elective requirements as follows:

Elementary/General Concentration (34 hours)
Professional/Concentration (17 hours)
MUS 639a or b, 650, 633, 634
Select one course from: MUS 605, 653
Music Performance/Ensemble (2)

Concentration/Electives (9 hours)
MUS 645, 678, Electives

Choral Literature/Conducting Concentration (34 hours)
Professional/Concentration (17 hours)
MUS 639a or b, 650
Choral Ensemble: 680, 681, 682, or 688 (2)
Select 9 hours from the following: MUS 605, 633, 634, 653

Electives (9 hours)
MUS 541 and/or 652 (Vocal Pedagogy or Voice) (6)

String Instrument Pedagogy Concentration (34 hours)
Professional/Concentration (17 hours)
MUS 650, 639a or b
Music Performance (Principal Instrument) (2)
Select 9 hours from the following: MUS 605, 633, 634, 653

Concentration/Electives (9 hours)
MUS 603
Music Performance (Secondary Instrument(s))
MUS 657

Winds and Percussion Concentration (34 hours)
Professional/Concentration (17 hours)
MUS 650, 639a or b
Music Performance (Principal Instrument) (2)
Select 9 hours from the following: MUS 605, 633, 634, 653

Concentration/Electives (9 hours)
MUS 604, 607, or 608
Music Performance (Secondary Instrument(s))
MUS 657

Secondary Choral/General Concentration (34 hours)
Professional/Concentration (17 hours)
MUS 650, 639a or b, 633, 634
Music Performance or Ensemble (2)
Select 3 hours from the following: MUS 605, 653

Concentration/Electives (9 hours)
MUS 656, 678, Electives

MUSIC PERFORMANCE (32 HOURS)

At least one half the work credited toward the degree must be in 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment. A written comprehensive examination in the final semester is required.

Enrollment in performance studies at the 651 level is required during the semester of recital performance.

Instrumental Division students must perform in an ensemble each semester. The ensemble will be selected by the Division Chair in consultation with the ensemble directors, the performance teacher, and the student.

Accompanying Concentration

Nine hours of language are required for accompanying majors, one semester each of French, German, and Italian. Also required is the equivalent of MUS 170, Diction for Singers. Language and diction hours must be credited satisfactorily on a college transcript. If not, this requirement may be resolved with appropriate enrollment while working on the current degree; these hours will NOT, however, count toward the M.M. in performance in accompanying degree program.

Core (6 hours)
MUS 602 (601 optional)
One of the following: MUS 606, 611, 660, 662

Performance (piano) (9 hours)
MUS 551/651
MUS 652 (one hour) harpsichord and/or fortepiano

Area Literature (10 hours)
Two semesters of each: MUS 513b and 514b
Two of the following: MUS 511, 521, 620, 621, 637, 670, 671, 673, 697

Ensemble (4 hours)
MUS 696a

Music Electives (3 hours)

Accompanying Recital (two) (NC)
MUS 600 Recital (0)

Two full accompanying or chamber ensemble recitals are required. The 651 level must be achieved before jury approval of the second recital. The repertoire should include representative selections from vocal, string, and wind literature. The distribution and quantity of repertoire from the three areas is determined at the discretion of the teacher. At least one work played on the harpsichord should be included in the repertoire. For one of the required recitals, any part may be solo literature.

Conducting (Choral) Concentration

Core (6 hours)
MUS 602 (3)
One of the following: MUS 606, 611, 660, 662 (3)

Performance (Conducting) (8 hours)
MUS 551/651, 629, 639b

Secondary Performance Study (Keyboard/ Voice) (2 hours)
MUS 652 (2)

Pedagogy (3 hours)
MUS 541 (3)

Ensemble (4 hours)
MUS 680, 681a, 681b, 682, 688

Choral Literature (6 hours)
MUS 528, 628

Recital (NC)
MUS 600 (0)

Music Electives (3 hours)
Must be a 3-hour course

Conducting (Instrumental) Concentration

Core (6 hours)
MUS 602 (601 optional)
One of the following: MUS 606, 611, 628, 660, 662

Performance (Conducting) (8 hours)
MUS 551/651 and/or 639a

Performance (Keyboard Secondary) (2 hours)
MUS 652

Ensemble (preferably large) (2 hours)

Recital (NC)
MUS 600 Recital (0)

Music Electives (14 hours)
Minimum of two 3-hour courses required

Early Keyboard Instruments Concentration

MUS 302 or 303 Keyboard Harmony or proficiency required (not graduate credit)

Core (6 hours)
MUS 602 (required)
One of the following: MUS 606, 611, 660, 662

Performance (harpsichord or fortepiano) (8 hours)
MUS 551/651
Two hours at 651 required before the recital

Performance (second keyboard instrument - organ, fortepiano, harpsichord, clavichord) (2 hours)
MUS 652

Area Literature (6 hours)
MUS 530 or 531
MUS 613

Ensemble (2 hours)
MUS 696a and 696d required

Recital (NC)
MUS 600 Recital (0)

Music Electives (8 hours)

Keyboard Concentration

Core (6 hours)
MUS 602 (601 optional)
One of the following: MUS 606, 611, 628, 660, 662

Performance (8 hours)
MUS 551/651

Area Literature (6 hours)

Ensemble (2 hours)
Usually selected from MUS 513, 514, 696

Recital (NC)
MUS 600 Recital (0)

Music Electives (10 hours)

Piano Pedagogy Concentration

MUS 302 or 303 Keyboard Harmony or proficiency required (will not count toward the degree).

Core (6 hours)
MUS 602 (601 optional)
One of the following: MUS 606, 611, 660, 662

Performance (6 hours)
MUS 551/651

Pedagogy (6 hours)
Six hours from the following: MUS 612, 616, 617, 672

Area Literature (6 hours)
Two of the following: MUS 613, 614, 615, 620

Lecture/Demonstration (2 hours)
MUS 610

Music Electives (6 hours)

String, Wind, Percussion Concentration

Core (6 hours)
MUS 602/601
One of the following: MUS 606, 611, 660, 662

Performance (8 hours)
MUS 551/651

Area Courses (6 hours)
Three hours of Area Literature from one of the following:
MUS 635, 636, 637, 670, 671, 673
Three hours of Area Pedagogy from one of the following:
MUS 603, 604, 607, 608, 626

Ensemble (preferably large) (4 hours)

Recital (NC)
MUS 600 Recital (0)

Music Electives (8 hours)
A minimum of two 3-hour courses required

Vocal Pedagogy Concentration (35 hours)

Twelve (12) hours of language are required for voice majors—one semester each of French, German, and Italian plus a second semester to be selected from one of these three languages. Also required is the equivalent of MUS 170-Diction for Singers. Language and diction hours must be satisfactorily credited on a college transcript. If not, this requirement may be resolved with appropriate enrollment while working on the current degree; however, these hours will not count toward the Master's in Performance-Voice or Vocal Pedagogy.

Core (6 hours)
MUS 602 (601 optional)
One of the following: MUS *606, 611, 628, 660, 662
*If MUS 606 is submitted as part of Area Literature requirement, an additional course (MUS 606 with different topic, 611, 628, 660, or 662) must be taken to satisfy core requirement.

Performance (voice) (8 hours)
MUS 551/651

Ensemble (2 hours)
MUS 680, 681a, 681b, 682, 688

Vocal Pedagogy (6 hours)
MUS 541, 641

Area Literature (6 hours)
Selected from MUS 511, 521, 621, 606 (if vocal topic and not counted under core)

Lecture/Demonstration and Paper (2 hours)
MUS 610 (2)

Recital (NC)
MUS 600 Recital (0)

Music Electives (5 hours)
Minimum of one 3-hour course required

Voice Concentration (32 hours)

Twelve (12) hours of language are required for voice majors—one semester each of French, German, and Italian plus a second semester to be selected from one of these three languages. Also required is the equivalent of MUS 170-Diction for Singers. Language and diction hours must be satisfactorily credited on a college transcript. If not, this requirement may be resolved with appropriate enrollment while working on the current degree; however, these hours will not count toward the Master's in Performance-Voice or Vocal Pedagogy.

Core (6 hours)
MUS 602 (3)
One of the following: MUS 606, 611, 628, 660, 662 (3)

Performance (10 hours)
MUS 551/651 (8)
MUS 675 (2)

Large Performance Ensemble (2 hours)
Select 2 hours from: MUS 680, 681a, 681b, 682, 688

Pedagogy (3 hours)
MUS 541 (3)

Area Literature (6 hours)
Selected from MUS 511, 521, 621, 606 (if vocal topic and not counted under core)

Recital (NC)
MUS 600 (0)

Music Electives (5 hours)
Minimum of one 3-hour course required

Woodwinds Concentration

Core (6 hours)
MUS 602/601
One of the following: MUS 606, 611, 660, 662

Performance (11 hours)
MUS 551/651/652 (flute, oboe, clarinet, bassoon, saxophone)
(4 hours-principal, 4 hours-minor, 3 hours-secondary)
Must show 651 proficiency on principal instrument
Must show 551 proficiency on minor instrument (principal and minor instruments must be non-alike)
Must study for 1 hour credit on remaining 3 instruments (652) (jury required)

Ensemble (preferably large) (2 hours)

Area Courses (6 hours)
MUS 670 Woodwind Literature (3)
MUS 604 Woodwind Instrument Pedagogy (3)

Recital (NC)
MUS 600 Recital (0)
Must include at least two instruments

Music Electives (7 hours)
Minimum of one 3-hour course

MUSIC THEORY (34 HOURS)

At least one half the work credited toward the degree must be in 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment. A written comprehensive examination in the final semester is required.

Core (6 hours)
MUS 602 (3)
MUS 606 (3)

Major Courses (18 hours)
MUS 611, 644, 660, 662, 664, 690

Thesis (5 hours)
MUS 699 (5)

Performance (2 hours)
MUS 652, performance, composition, or conducting

Electives (3 hours)
Recommended: MUS 618, 619, 654, history and literature, composition or electronic music, or improvisation

COMPOSITION (32 HOURS)

At least one half the work credited toward the degree must be in 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment. A written comprehensive examination in the final semester is required.

Core (6 hours)
MUS 602 Research Seminar in Music History (3)
MUS 606 or 611 (3)

Composition (6 hours)
MUS 551/651 Composition Lessons (6)

Enrollment in composition studies at the 651 level is required before or during the semester of recital performance.

Area Study (15 hours)
MUS 507 Modal Counterpoint (3) **or** MUS 508 Tonal Counterpoint (3) (A Music Elective may be substituted if equivalents of both of these have been included in undergraduate study)
MUS 533 Twentieth-Century Music (c. 1890-1950) (3) **or** MUS 534 Music Since 1945 (3) **or** a MUS 606 course in a 20th-century topic (3)
MUS 550 Electronic Music (3) **or** MUS 640 Electroacoustic Music Composition (3)
MUS 654 Computers in Music Research (3)
One of the following: MUS 660 Theory and Analysis of Rhythm (3) **or** MUS 662 Schenkerian Analysis (3) **or** MUS 664 Post-Tonal Theory (3)

Music Electives (2 hours)
Upon approval of the Composition Faculty and the Associate Dean, a course in digital media (e.g., film, video) offered in other departments such as Art or Broadcasting and Cinema may be used as an elective.

Recital (NC)
MUS 600 Recital (0)

Thesis (3 hours)
MUS 699 Thesis (3)

PMC Requirements for the Post-Master's Certificate
in Music Theory Pedagogy

Within the Ph.D. or D.M.A. programs a student may elect a Post-Master's Certificate in music theory pedagogy (**14** hours). The purpose is to provide the student with knowledge and skills necessary to be successful teaching music theory and ear training in higher education. See the Associate Dean for admission and exit requirements.

Required Courses (14 hours)
MUS 644 Pedagogy of Music Theory (3)
MUS 662 Schenkerian Analysis (3)
Two semesters of MUS 689 Practicum in Theory Pedagogy (1)

Select two of the following :
MUS 611 Seminar in Music Analysis (3) (may be taken twice with different topics)
MUS 660 Theory and Analysis of Rhythm (3)
MUS 664 Post-Tonal Theory (3)
MUS 690 Readings in Music Theory (3)

DMA Requirements for the Doctor of Musical Arts
in Performance

The School of Music offers a flexible program of study leading to the Doctor of Musical Arts degree in performance with a minimum of **90** hours post-baccalaureate course work. Students who begin study at the master's level at UNCG must successfully fulfill all requirements for the master's degree and successfully present a doctoral audition/interview to be admitted into the doctoral program.

The plan of study is developed individually in consultation with the student's advisory committee. At least 75% of all course work, exclusive of the dissertation, must be at the 600- or 700-level. A diagnostic examination is administered prior to the first semester enrollment.

The D.M.A. in performance is offered in the following concentrations: Accompanying and Chamber Music, Choral Conducting, Keyboard, Instrumental Conducting, Strings, Winds, Brass, Percussion, and Voice.

Up to 30 hours earned in a master's program from an accredited graduate school may be applied to the elective portion of this degree. These credits may count toward any elected cognates or help to satisfy competencies with the approval of the doctoral advisory committee and the Director of Graduate Study in accordance with the academic regulations of The Graduate School.

The following **60** hours must be completed at UNCG:

Performance Studies (18 hours minimum)
Students registered for more than one credit of MUS 751 must simultaneously enroll for at least one three-hour music course.

Reading/Writing/Speaking Intensive Courses (9 hours minimum)

At least one history course (606) and one theory course (611, 660, 662, 664) must be taken.

Other courses may be chosen from the above listed courses or the following:

MUS 605, 618, 627, 628, 633, 634, 645, 646, 650, 653, 658, 659, 678, 749, 750

Required Competencies

Area Literature

Area Pedagogy

Satisfactory completion of competencies is determined by the Doctoral Advisory Committee.

Voice, Choral Conducting, and Accompanying and Chamber Music students must fulfill a language competency as outlined in the D.M.A. Handbook.

Research Skills

Students who have not earned a B or higher in a bibliography course at the master's level from a NASM accredited school must take MUS 602.

Additional research skills appropriate to the area of study as determined by the advisory commitee, such as computer programming, including web-design language(s), statistics, foreign languages, non-traditional notation systems, etc.

Electives (51 hours - 21 at UNCG)

Unless exempt by the diagnostic examination, student must take MUS 525 and 526.

Cognates

Students are encouraged to gain in-depth competence in one or possibly two fields of specialization and shall develop a cognate that comprises 12 credit hours from any one area of study. These credits may come from the master's degree, the required courses, or any other courses taken at UNCG as electives.

Possible cognates include but are not limited to Music History, Music Theory, Composition, Music Literature, Music Pedagogy, Music Education, Conducting, Jazz, Music Technology, Movement Pedagogy, and World Music.

The cognate may also be fulfilled if a student completes an official minor or certificate program within the School of Music. Cognates outside of the School of Music will be allowed with permission of the doctoral advisory committee. A separate application is required for minors and certificates. Any student approved for a minor or certificate program must have an approved faculty member to represent the area of study as a member of the doctoral advisory committee.

No more than 9 hours of ensemble or performance studies earned during the doctoral enrollment may be credited toward the electives requirement.

Dissertation (12 hours minimum)

MUS 799 Dissertation

The dissertation in performance consists of three public recitals and one of the following options:

1. Lecture-Recital: A 50-60 minute performance and lecture accompanied by a written body of work that is generally between 20-25 pages.
2. Lecture: The completion of a paper in which the body of work is generally 30-50 pages and a 50-60 minute public presentation of the paper. There is no additional performance involved with this option.
3. Doctoral Document: The completion of a paper in which the body of work is generally 50-100 pages. While there is no lecture or additional performance involved, a public defense of the document to the doctoral advisory commitee is required.

Regardless of the option chosen by the student in consultation with the doctoral advisory committee, the written portion of the dissertation should represent original scholarship, be carried out at the highest level of scholarship, and be relevant to the particular major field's repertory, pedagogy, history, or practice. See the section on Public Presentation of the Written Portion of the Dissertation in the D.M.A. Handbook for more information.

Required Examinations

Diagnostic, Preliminary (written and oral), Final Oral Examinations

MINOR IN EARLY KEYBOARD INSTRUMENTS

Within the D.M.A. in performance, students may elect to fulfill the requirements for a **12**-hour minor in early keyboard instruments. The following courses are required:

MUS 613	Keyboard Literature I (to c. 1800) (3)
MUS 620	Seminar in Piano (3) Topic must be relevant to early keyboard studies, such as the following: The 18th-Century Piano, The Mozart Piano Concertos, Haydn's Keyboard Music, The Pianist's Bach, Performance Practice on Historical Keyboard Instruments, Beethoven's Late Piano Music
MUS 652	Secondary Performance Studies (in harpsichord and/or fortepiano) (6) (Registration may be for one or two hours per semester.)

PhD Requirements for the Doctor of Philosophy
in Music Education

The School of Music offers a graduate program of study leading to a **69** hour Doctor of Philosophy degree. A dignostic examination is administered prior to the first semester of enrollment. A minor, or minors, in any area approved by the student's advisory/dissertation committee and The Graduate School may be elected as specified in *The Graduate School Bulletin*.

Music Education (18 hours)
Select from MUS 605, 618, 619, 633, 634, 645, 650, 653, 750, and 797

Research (12 hours)
ERM 680, ERM 681, MUS 601, MUS 701

Professional Education or Other Fields (9 hours)
Areas of study: History and philosophy, curriculum and pedagogy, administration, psychology and human development, computer science and information management

Music Electives (12 hours)
Workshop credits applied toward the Ph.D. are limited to 3 hours.

Music History and/or Theory (6 hours)

Dissertation (12 hours)
MUS 799 Dissertation

Research and Teaching Skills Proficiencies
Completed on an independent basis during course of study before comprehensive examination.

Required Examinations
Diagnostic, comprehensive, dissertation defense. See Ph.D. Handbook for details.

MUS Music Courses

500 Organ Pedagogy (3:3)
Pr. junior, senior, or graduate keyboard major or principal
Study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature.

507 Modal Counterpoint (3:3)
Pr. 202 and 206 or permission of instructor
Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. (Spring)

508 Tonal Counterpoint (3:3)
Pr. 202 and 206, or permission of instructor
Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. (Fall)

510 Advanced Tonal Analysis (3:3)
Analysis of selected major compositions in the tonal repertoire. Reading and discussion of literature on theoretical concepts and on analysis and interpretation.

511 History of Opera (3:3)
Pr. 333 or permission of instructor
Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. Not offered every year. (Odd Spring)

513a Song Repertory I: Voice (1:0:2)
Pr. voice 251 and courses in the grammar and/or the phonetics of the language (German for 513, French for 514), or Piano 251 and permission of instructor
Class study of selected songs with emphasis on stylistic elements. First semester: German lieder from Haydn through Strauss, Berg and Schönberg. Second semester: French song from Berlioz to present; modern English and American songs. Each semester may be repeated once for credit. Open to junior, senior, and graduate music majors. (Fall)

513b Song Repertory I: Piano (1:0:2) (Fall)

514a Song Repertory II: Voice (1:0:2) (Spring)

514b Song Repertory II: Piano (1:0:2) (Spring)

521 History of Art Song (3:3)
Pr. 333 or permission of instructor
Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on music and poetic considerations and stylistic development of the major composers of the lied and melodie. Not offered every year. Open to all University students.

525 Overview of Tonal Harmony and Form (3:3)
Pr. permission of instructor
Review of tonal harmony, voice-leading, and form. (Fall)

526 Overview of Western Music History (3:3)
Pr. permission of instructor
Review of western European music history from the Greeks to the present day including the classical art tradition in America. (Spring)

528 Choral Music since 1750 (3:3)
Pr. 333 or permission of instructor
Study of the significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. (Even Fall)

529 Renaissance Music (3:3)
Pr. 331 or permission of instructor
Comprehensive, historical survey of music of the fifteenth and sixteenth centuries with a detailed study of styles of representative composers evidenced in selected monumental works. Attention will be given to bibliography and discography for further study. (Even Spring)

530 The Baroque Period in Music (3:3)
Pr. 332 or permission of instructor
Comprehensive, historical survey of music of the Baroque era from Monteverdi through Bach and Handel with a detailed study of styles of representative composers evidenced in selected monumental works. Attention will be given to bibliography and discography for further study. (Even Fall)

531 Classicism and Romanticism in Music: 1750-1850 (3:3)
Pr. 333 or permission of instructor
Examination of the major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to the western tradition. Special attention to be given to the development of music for the symphony orchestra and the piano. (Odd Spring)

532 The Post-Romantic Tradition in Music: 1850-1914 (3:3)
Pr. 333 or permission of instructor
Study of developments in the history of music from Wagner through early Schoenberg. Special attention will be given to changes in styles and techniques as well as the interactions between music and the other arts. (Odd Fall)

533 Twentieth-Century Music (c. 1890-1950) (3:3)
Pr. 333 or permission of instructor
Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. (Even Spring)

534 Music Since 1945 (3:3)
Pr. 333 or permission of instructor
Study of creative trends and issues in music and related media in Europe and the United States since World War II. (Even Fall)

538 The Symphonic Tradition (3:3)
Pr. 333, or permission of instructor
Advanced study of symphonic styles and techniques from Baroque era to present. (Even Spring)

541 Principles of Vocal Pedagogy (3:3)
Pr. senior or graduate standing as a voice major or principal or permission of instructor
Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. (Fall)

550 Electronic Music (3:2:2)
Pr. permission of instructor
Introductory course in electronic composition. Lecture and laboratory experience. Open to all University students. (Fall)

566 Orchestration (3:3)
Advanced techniques in instrumental scoring for large ensembles such as orchestra, wind ensemble, and jazz ensemble. Historical and stylistic analysis of the art of orchestration. Additional practical exercises in scoring and arranging for small and large ensembles. (Spring)

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

600 Recital (0)
(Graded on S-U basis) (Fall, Spring, and Summer)

601 Research Methods in Music (3:3)
Pr. graduate music education major or permission of instructor
Writing skills, materials, and procedures utilized in music research; measurement, experimental design, theories/procedures for evaluation, statistics, computer applications, and initiation of scholarly research. Computer fee charged. (Fall and Summer)

602 Research Seminar in Music History (3:3)
Methods and procedures used in historical research. Computer fee charged. (Fall, Spring)

603 String Instrument Pedagogy (3:3)
Pr. bowed string principal or major or permission of instructor
Survey of string teaching philosophies, methods, and materials, and their applications. To include lab experience. (Odd Spring)

604 Woodwind Instrument Pedagogy (3:3)
Pr. 351 performance level or permission of instructor
Survey of various philosophies, methods, and materials utilized in the teaching and performing of woodwind instruments. (Even Spring)

605 The Measurement of Musical Behavior (3:3)
Pr. graduate music education major or permission of instructor
Review of standardized music tests and an examination of methods for developing tests related to the measurement of musical behavior. (Spring, Summer)

606 Seminar in Music History (3:3)
Pr. 602 (601) or permission of instructor
Selected compositions, including contemporary writings about musical culture with reference to the composers. May be repeated once for credit when topic varies. (Fall, Spring, and Summer)

607 Brass Instrument Pedagogy (3:3)
Pr. 351 performance level or permission of instructor
Survey of various philosophies, methods, and materials utilized in the teaching and performing of brasswind instruments. (Odd Fall)

608 Percussion Instrument Pedagogy (3:3)
Pr. 351 performance level or permission of instructor
Survey of various philosophies, methods, and materials utilized in the teaching and performing of percussion instruments. (Even Fall)

609 Jazz Pedagogy (3:3)
Pr. 202, 206 or admission into any UNCG graduate program in music or permission of instructor
Principles of jazz interpretation, improvisation, and arranging. Procedures for organizing and administering jazz programs. Survey of jazz materials. (Even Fall)

610 Lecture-Demonstration (2:1)
Pr. six hours of 551 or 651
A research project leading to a public lecture recital. (Graded on S-U basis) (Fall and Spring)

611 Seminar in Musical Analysis (3:3)
Pr. graduate standing in music
Analysis of selected compositions representative of one style period of Western music. May be repeated once for credit when topic varies. (Fall, Spring, and Summer)

612 Piano Pedagogy I (3:3)
Survey of current piano teaching philosophies, methods, materials, and their application for private and group instruction. Supervised teaching of beginning piano students. (Fall)

613 Piano Literature I (3:3)
Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for the other keyboard instruments from the earliest extant sources. (Odd Fall)

614 Piano Literature II (3:3)
Survey of piano literature from ca. 1825 to the present. (Even Spring)

615 Seminar in Nineteenth-Century Piano Literature (3:3)
Pr. graduate keyboard majors or permission of instructor
Study in selected composers or genre of the nineteenth century; historical, stylistic, analytical, and performance practice aspects. May be repeated once for credit when topic varies. (Even Fall, Odd Spring)

616 Techniques of New Music for Piano (3:3)
Pr. 500 level or above in piano, or with permission of instructor
Performance practices in twentieth-century piano music; technical, notational, and rhythmic considerations. (Even Spring)

617 Piano Pedagogy II (3:3)
Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience. (Spring)

618 Psychology of Music (3:3)
The physical and psychological aspects of music involving human behavior. (Fall and Summer)

619 Acoustics of Music (3:3)
Designed to develop an understanding of the production, transmission, and reception of musical sounds. (Even Spring)

620 Seminar in Piano (3:3)
Pr. permission of instructor
Study of a particular composer or genre of piano literature emphasizing stylistic features, performance problems, pedagogy, and historical perspectives. Topic to be announced. May be repeated once for credit when topic varies. (Even Fall, Odd Spring)

621 Seminar in Vocal Literature (3:3)
Pr. permission of instructor
In-depth study of an area of vocal literature tracing the historical development and performance practice of that area. Topic to be announced. May be repeated once for credit when topic varies.

622 Seminar in Choral Literature (3:3)
In-depth study of a limited area of choral literature, tracing its historical development and performance practice. Topic to be announced. May be repeated once for credit when topic varies.

623 Jazz Arranging I (3:3)
Pr. graduate standing in music or permission of instructor
Beginning study of language and techniques employed in arranging music for various jazz ensembles. (Odd Fall)

624 Jazz Arranging II (3:3)
Advanced study of techniques and disciplines employed in arranging for jazz ensembles. (Even Spring)

625 Music and Culture of Sub-Saharan Africa (3:3)
Traditional and popular musics in Africa in relationship to social and historical contexts; topics include regional styles, performers' roles, instruments, concepts and uses of music, and performance contexts.

626 Guitar Literature (3:3)
Survey of guitar literature from the Renaissance to the present; detailed study of lute tablatures, instrument construction, and the development of technique. Open to all University students.

627 Issues in Multicultural Music Education (3:3)
Pr. admission to a graduate program in music education or permission of instructor
Overview of historical, philosophical, cultural, and pedagogical issues in multicultural music education. Emphasis on the development of knowledge that will inform and enhance instructional practice. (Even Spring and Summer)

628 Choral Music of the Renaissance and Baroque (3:3)
Pr. 331, 332, or permission of instructor
Survey of choral literature from the early fifteenth century to 1750. (Odd Fall)

629 Choral Laboratory III (2:1:2)
Pr. admission to graduate program in conducting, or permission of instructor
Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. (Fall)

630 The Study and Pedagogy of Phonetics as Applied to Singing (3:3)
Pr. singing experience in Italian, French, and German
The International Phonetic Alphabet as applied to the singing of English, Italian, German, and French. Emphasis on vocal interpretation of the symbolic language and functional skills of teaching.

632 Methods and Materials of Music Reading Instruction (3:2:2)
Pr. graduate music student or K-12 music teacher licensure
Overview of methods and materials for music reading instruction. Emphasis on connections between language and music reading. Involves weekly online sessions, individual projects, and two related workshops. (Online Spring)

633 Music for Exceptional Children (3:3)
Pr. 361 or permission of instructor
Review of the learning styles of exceptional children and the implications for providing realistic musical activities in the classroom. Emphasis will be placed on developing musical skills with special learners. Nonmusic majors may enroll. (Even Fall and Summer)

634 Contemporary Trends in Music Education (3:3)
Current philosophies and concepts influencing contemporary music education practices, methods, and material. Investigation into social psychology of music as applied to existing music instruction in public schools. (Odd Fall)

635 Percussion Literature (3:3)
Survey of percussion literature from the Medieval era to the present emphasizing the role of percussion in various musical setting. (Odd Fall)

636 Band Literature (3:3)
Band literature and the origins of the band emphasizing its important and expanded cultivation during the past century in the United States and Europe. (Odd Spring)

637 String and Keyboard Chamber Literature (3:3)
Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. (Odd Fall)

638 Exploring Musical Cultures (1-3)
Pr. consult Director of Graduate Study for specific prerequisites for each trip
Music study trips. Offered only in conjunction with a specific trip. May be repeated for credit.

639a,b Advanced Conducting (3:3), (3:3)
Pr. 472 or 419; permission of instructor required
Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation. 639a, Instrumental (Fall); 639b, Choral/instrumental (Summer).

640 Electroacoustic Music Composition (3:3:3)
Pr. 350, 550, or permission of instructor
Further exploration of compositional concepts dealing with MIDI, sound synthesis, multitracking, and recording techniques. Emphasis on live, interactive electronic music resources including Max/MSP, C-Sound, Reaktor, and others. (Spring)

641 Advanced Vocal Pedagogy (3:3)
Pr. 541
Practical application of proven pedagogical techniques in a supervised teaching situation. (Spring)

642 Orchestral Reduction Repertory: Vocal Repertoire (1:0:2)
Pr. accompanying or piano performance major
Study and performance of works within the vocal repertoire that have been transcribed from an orchestral, chamber orchestra, or instrumental ensemble to a piano arrangement.

643 Orchestral Reduction Repertory: Instrumental Repertoire (1:0:2)
Pr. accompanying or piano performance major
Study and performance of works within the instrumental repertoire that have been transcribed from an orchestral, chamber orchestra, or instrumental ensemble version to a piano arrangement.

644 Pedagogy of Music Theory (3:3)
Pr. graduate standing in music
Survey of philosophies, curricula, course content, and teaching approaches for undergraduate courses in music theory and aural skills. (Even Fall)

645 Teaching Elementary Music: Theory and Practice (3:3)
Pr. music teaching experience in elementary school or the equivalent of 465
Emphasis on strategies and materials for developing children's musicianship and problem-solving skills. Consideration of current child development and learning theories to teaching elementary general music. (Odd Spring)

646 Music Experiences: Birth through Kindergarten (3:3)
Comprehensive overview of music experiences for children from birth to seven years. Developmentally appropriate teaching materials, methods, approaches, and strategies for preschool caregivers, general educators, and music educators are emphasized. (Odd Summer)

650 Seminar in Music Education (3:3)
Salient philosophies, practices, and methods involving music education as considered in a social context; challenges in dealing with elementary and secondary students and opportunities for music education in the community. Individual research project required. (Fall and Summer)

653 Music Supervision (3:3)
Philosophical foundations of music education as related to the development of supervisory and administrative programs. Basic concepts of music education and means for evaluation of music education curricula. (Odd Spring and Summer)

654 Computers in Music Research (3:3)
Pr. 601 or 602
Use of computer systems for music research. (Spring)

656 Advanced Choral and General Music Methods for the Adolescent (3:3)
Examination of contemporary research and pedagogy with an emphasis on developing appropriate instructional strategies for use with adolescent students in choral and general music classrooms. (Even Fall)

657 Advanced Instrumental Methods (3:3)
Overview of current practice in learning and teaching music with emphasis on the development of practical strategies for implementation within the instrumental music classroom. (Odd Fall)

658 Topics in Music Technology for Educators (1:0:1)
Advanced study of music technology with an emphasis on integration into the music classroom. May be repeated when topic varies. (Summer as needed)

659 Philosophy of Music (3:3)
Pr. admission to master's or doctoral program in music
Overview of historical and current philosophies of music. Specific applications will be made to various areas of expertise, including music compostion, education, history, performance, and theory. (Spring)

660 Theory and Analysis of Rhythm (3:3)
Survey of theories and analytical approaches regarding the temporal organization of music. (Odd Fall)

662 Schenkerian Analysis (3:3)
Pr. 507 or 508 or equivalent
Theories and analytical methods of Heinrich Schenker as applied to masterworks of the tonal repertory. Selected readings from Schenkerian literature. (Spring)

663 History of Jazz (3:3)
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. (Even Spring)

664 Post-Tonal Theory (3:3)
In-depth study of theoretical and analytical approaches to post-tonal music. Readings, analyses, papers, and presentations required. (Even Fall)

668 Organ Literature (3:3)
Survey of organ literature from sixteenth century to present. Open to all graduate students by permission of instructor.

670 Woodwind Literature (3:3)
Survey of woodwind solo and chamber literature, 17th century to the present; historical perspectives, woodwind genres, performance practice, performances of representative works, and score analysis. (Odd Spring)

671 String Solo Literature (3:3)
Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. (Even Fall)

672 Piano Technique, A Pedagogical Survey (3:3)
Chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. (Odd Fall)

673 Brass Solo Literature (3:3)
Survey of brass solo literature from the seventeenth century to the present. Emphasis upon historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (Even Fall)

674 Masterpieces of Musical Styles (3:3)
Pr. music education major, passing score on music history diagnostic test
In depth study of five masterpieces of music history selected from a variety of periods.

675 Opera Performance Techniques (2:2:2)
Pr. 375 and/or permission of instructor
Techniques for the singer-actor; study of the materials and nature of music theatre; development of skills required in opera/musical theatre. May be repeated once for credit. (Fall)

678 Orff in the Music Classroom (3:3)
Pr. advanced undergraduate or graduate standing in music or permission of instructor
Practical experiences in the Orff-Schulwerk process of music teaching. Recorder proficiency, Orff instrumental technique, and orchestration for Orff instrumentarium are emphasized. Nonmusic majors may enroll. (Summer as needed)

679 Music Education Workshop (1-3)
Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis will vary as announced. May be repeated if topic differs; however, three semester hours are maximum credits allowed in master's and specialists programs. (Graded on S-U basis)

687 Aural and Keyboard Skills for Music Theory (1:5:3)
Pr. admission to the master's degree program in music theory or the certificate program for music theory pedagogy
Instruction and practice leading to the development of aural and keyboard skills sufficient for instructors of music theory and ear training. May be repeated for credit.

689 Practicum in Teaching Music Theory and Musicology (1:0:2)
Pr. admission to the certificate program in music theory pedagogy or in musicology
Supervised teaching of basic music theory and aural skills, music history, music appreciation, or world music.

690 Readings in Music Theory (3:3)
Pr. 602
Survey of the evolution and present state of the discipline of music theory. (Fall and Spring)

692a,b Portfolio Development in Music Education (1) (1)
Pr. acceptance in M.M. in music education or permission of instructor
Development of a portfolio that reflects the application of course work in music education to classroom teaching. (Fall and Spring online)

697 Directed Study in Music (1-6)
Pr. permission of supervising professor; Director of Graduate Study, and Dean
Supervised advanced research requiring a written document or composition. 697a, Music Education; 697b, Performance, Composition, Theory; 697c, Music History and Literature. (Fall, Spring, and Summer)

698 Document in Music Theory (1)
Development of research topic in music theory to publication stage. May be repeated for credit. (Fall and Spring)

699 Thesis (1-6)
Individual guidance in the development of a specific research problem. (Fall, Spring, and Summer)

701 Research Methods in Music II (3:3)
Pr. 601 and permission of instructor
Advanced research methodology and procedures in music education. (Spring as needed)

702 Musicological Research for Performers (3:3)
Pr. 602 or equivalent
Research problems and methodologies for doctoral-level performing musicians. Computer fee charged. (Spring)

703 Research Methods for Performers (3:3)
Pr. admission to the D.M.A. degree program; completion of a 600-level research course at UNCG or equivalent
Survey of research methodology and approaches appropriate for doctoral students in performance and preparation for the completion of a D.M.A. dissertation document.

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

749 Seminar in Higher Education for Performers (3:3)
Pr. admission to the D.M.A. degree program
Issues related to teaching music performance in higher education. Topics include curriculum design, teaching methods, evaluation, promotion, school/departmental structure, job searching/resume preparation, copyright, publication, etc. (Fall)

750 Doctoral Seminar (3:1:4)
Pr. 601, 650
Develop an understanding of functional aspects of teaching in higher education. Assignments in specific areas of professionalism, college curriculum, and research will provide direct experiences. (Spring as needed)

797 Directed Study in Music (1-12)
Pr. permission of supervising professor; Director of Graduate Study, and Dean, School of Music
Supervised advanced research requiring a written document or composition. 797a, Music Education; 797b, Performance, Composition, Theory; 797c, Music History and Literature. (Fall, Spring, and Summer)

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Ensembles

Open for credit to all students enrolled in the University. May be repeated for credit.

680 University Women's Choir (1:0:3)
Choral organization for women's voices. Membership by audition.

681a Men's Glee Club (1:0:3)
Choral organization for men's voices. Membership by audition.

681b Women's Glee Club (1:0:3
Choral organization for women's voices. Membership by audition.

682 University Chorale (1:0:3)
Mixed choral organization of approximately 50 singers. Membership by audition.

688 Chamber Singers (1:0:3)
Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers. Membership by audition.

691 University Orchestra (1:0:4)
Full symphony orchestra, performing important works from the symphonic repertoire of the eighteenth, nineteenth, and twentieth centuries.

693 University Wind Ensemble (1:0:4)
Performance of selected works for wind ensemble including both original and transcribed literature. Advanced performers only. Membership by audition.

694a Symphonic Band (1:0:3)
Performs literature from all eras, including contemporary works for this medium. Open to all University students.

694b University Band (1:0:3)
Performs literature from all eras, including contemporary works for this medium. Open to all University students.

695 Jazz Laboratory Ensemble (1:0:3)
Performance of literature encompassing all of the jazz idioms, with emphasis on contemporary composition. Open to all students by audition and permission of director

696 Small Ensemble (1:0:3)
Participation by advanced students in small groups, such as string quartets, and trios, brass and woodwind choirs, and vocal ensembles. Assignment by performance faculty.

School of Nursing

112 Moore Building • (336) 334-5010
www.uncg.edu/nur

Graduate Programs in Nursing

- Post-Baccalaureate Certificate
  - Nursing Administration
  - Nursing Case Management
  - Nursing Education
  - Gerontological Nursing
- M.S.N. with concentrations in:
  - Nursing Administration
  - Nursing Education
  - Adult Nurse Practitioner/ Gerontological Nurse Practitioner
  - Nurse Anesthesia
- M.S.N./M.B.A
- Post-Master's Certificates
  - Adult Nurse Practitioner/ Gerontological Nurse Practitioner
  - Nurse Anesthesia
- Ph.D.

Professors

Carolyn Blue, Ph.D.
Health promotion/health promotive behaviors, occupational health, public health.

Hazel N. Brown, Ed.D.
Parent Child nursing and nursing administration.

William Richard Cowling, Ph.D.
Healing and unitary inquiry.

Lynne G. Pearcey, Ph.D.
Psychosocial nursing, nursing administration, continuing education in nursing (Dean).

Debra C. Wallace, Ph.D.
Gerontology, minority health services and behaviors.

Visiting Professor

Charlotte Herrick, Ph.D.
Psychosocial nursing and administrative systems.

Associate Professors

Beth E. Barba, Ph.D.
Gerontological nursing, nursing home environments, end-of-life care.

Patricia B. Crane, Ph.D.
Adult/gerontological nursing, heart disease, and administration.

Margaret J. Dick, Ph.D.
Parent Child nursing.

Luba L. Ivanov, D.N.S.
Effects of migration on access and satisfaction with health services for Russian-speaking immigrants.

Ellen D. Jones, D.N.
Community and adult/gerontological nursing.

Virginia B. Karb, Ph.D.
Pharmacology in nursing, nursing education (Associate Dean for Undergraduate Programs).

Laurie M. Kennedy-Malone, Ph.D.
Community-gerontology nursing.

Eileen M. Kohlenberg, Ph.D.
Adult health nursing, nursing administration, nursing education (Associate Dean, Director of Graduate Study).

Heidi V. Krowchuk, Ph.D.
Parent Child nursing.

Susan Ann Letvak, Ph.D.
Gerontological nursing and the nursing workforce.

Lynne P. Lewallen, Ph.D.
Pregnancy, breast-feeding, and nursing education.

Anita S. Tesh, Ph.D.
Adult health nursing.

Clinical Associate Professors

Dorothy Herron, Ph.D.
Nursing education.

Betsy Lehman, M.S.
Family and community nursing.

Linda McNeal, Ph.D.
Adult health.

Jennifer Sandoval, Ph.D.
Adult health.

Lois VonCannon, M.S.N.
Adult/gerontological nursing.

Visiting Associate Professor
Nancy Courts, Ph.D.
Caregiver coping and chronic illness.

Visiting Clinical Associate Professor
Margo Packheiser, M.S.N.
Adult/gerontological nursing.

Assistant Professors
Emelia Amoako, Ph.D.
Adult/gerontological nursing.
Robin Bartlett, Ph.D.
Psychosocial nursing.
Jie Hu, Ph.D.
Health-related quality of life and symptoms in older adults with chronic disease.
Donald D. Kautz, Ph.D.
Clinical reasoning and intimacy concerns of chronically ill elders.
Eileen R. Rossen, Ph.D.
Gerontological nursing, psychosocial nursing, and late life transitions.
Mona Shattell, Ph.D.
Patient safety and psychosocial nursing.
Elizabeth Van Horn, Ph.D.
Adult health nursing.

Visiting Assistant Professors
Sue Beeson, Ph.D.
Nursing education.
Nancy Bruton-Maree, M.S.
Adult health nursing, nurse anesthesia.
Raymond Buck, Ph.D.
Biostatistics.
Sandra M. Ouellette, M.Ed.
Adult health nursing, nurse anesthesia.
Michael Rieker, D.N.P.
Nurse anesthesia.

Lecturers
Helen Brooks, M.S.N.
Adult/gerontological nursing.
Susan Fuller, M.S.N.
Adult/gerontological nursing.
Judy Miller, Ph.D.
Nursing education.
Susan Saxon, M.S.N.
Adult/gerontological nursing.

The School of Nursing offers the Master of Science in Nursing degree program which is designed to prepare persons for leadership roles in nursing education, administration, and clinical practice. The development of these functional competencies is founded upon concentration in a selected area of clinical practice and is supported by a strong research emphasis. Admission by The Graduate School does not guarantee admission to a specific concentration. The School is accredited by the National League for Nursing Accrediting Commission (NLNAC). Information about the graduate program in nursing may be obtained from the NLNAC at 61 Broadway, New York, NY 10006, (212) 363-5555. The School of Nursing also is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791. The anesthesia concentration is accredited by the Council on Accreditation of Educational Programs/Schools, 222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068-4010, (847) 692-7050.

Admission Requirements

The Student Admission, Progression, and Appeals Committee reviews the credentials of each applicant. Exceptions to the requirements can be made on recommendation of the committee.

Master's and Certificate Programs

In addition to the admission requirements set forth by The Graduate School, applicants must have the following credentials:

1. Current unrestricted licensure as a registered nurse in one of the fifty states or validated credentials by CGFNS for international applicants. Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.
2. Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency. Post-Master's Certificate applicants must hold a master's degree from an accredited program.
3. Minimum of one year clinical experience full time; one year critical care experience required for anesthesia concentration.

Nonresidential international students are required to participate in a telephone interview.

Applicants to a Post-Master's Certificate program are not required to provide GRE or MAT scores.

Nurse Anesthesia Concentration

Admission to The Graduate School does not constitute admission to the anesthesia concentration. Contact the School of Nursing for details regarding the additional admission procedures for anesthesia.

Ph.D. Program

Students will be admitted once per year to the doctoral nursing program with an application deadline of Feburary 15 for the following fall semester. Admission to the program is competitive and contingent upon available space in the program. In addition to the admission requirements set forth by The Graduate School, applicants must have the following credentials:

1. Current unrestricted licensure as a registered nurse in one of the fifty states or validated credentials by CGFNS for international applicants. Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.
2. Master's degree in nursing from a school accredited by a nationally recognized accrediting agency.

In addition to the application materials required by The Graduate School, applicants must submit a 300-word statement of research goals in doctoral program related to promotion of optimal health for ethnic minorities, women, children, or older adults.

Selected applicants must participate in an interview with Graduate Nursing Faculty.

Enrollment Requirements for All Graduate Nursing Students

1. Evidence of current liability insurance coverage appropriate to concentration or program.
2. A three hour chemistry course for anesthesia concentration.
3. Competency in basic health assessment prior to NUR 642, 651, 671, and 681.
4. Completion of inferential statistics course prior to enrollment in NUR 601.
5. An approved criminal background check prior to enrollment in clinical courses, including NUR 642, 651, 671, 681, and 742.
6. Satisfactory completion of Advanced Cardiac Life Support (ACLS) for anesthesia students. All other concentrations require Cardiopulmonary Resuscitation (CPR) prior to enrollment in clinical practica.
7. Evidence of all immunizations identified on Parts A and B of the UNCG Health History and Immunization Form, excluding the meningococcal vaccine.

Students should provide evidence of nursing licensure and CPR to the School of Nursing Graduate Program Assistant and evidence of health history and immunizations to the UNCG Student Health Services. Copies of all records should be retained by the student.

Students are responsible for all costs associated with their own health care. Students are encouraged to have health insurance, and to be familiar with its provisions.

Required Withdrawal for M.S.N. Students

Withdrawal from the program will be recommended if the student:

1. Fails to register for two consecutive semesters (fall and spring) in the nursing curriculum.
2. Has earned a "B- or below" in more than 6 semester hours of course work.
3. Has earned a "B- or below" in any nursing specialty course.
4. Has earned a failing grade in any course.
5. Has a GPA that indicates the inability to meet the 3.0 required for graduation.
6. Does not complete requirements for the degree within the time limit (5 academic years).
7. Is dismissed from the affiliated anesthesia schools.

Readmission after Withdrawal

Any student who is withdrawn or withdraws from the program must apply for readmission through normal admission procedures.

Required Withdrawal for Ph.D. Students

Students will become academically ineligible to continue if any of the following occur:

1. Grades of U, F, or WF for any semester hours of credit.
2. Grades of C, C+, or B- in 6 semester hours.
3. Degree requirements not completed within the time limit (7 academic years).

Appeal of Policies

If a student wishes to appeal a policy in the School of Nursing, the student should complete a "Student Appeal Request." The Student Admission, Progression, and Appeals Committee hears students appeals. Students may obtain the request form and discuss the appeals process with the Chair of the Committee or the Associate Dean and Director of Graduate Study.

General Information for All Nursing Graduate Students

Policy on Dismissal of Students who Present Physical and/or Emotional Problems that do not Respond to Treatment

Students can be dismissed from the School of Nursing for physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time.

Investigation and Evaluation

When faculty members identify a student who presents physical and/or emotional problems that do not respond to appropriate treatment and/or counseling, they immediately suspend the student from the course. Faculty notify the Course Chair and/or Deparment Chair within the School of Nursing. Upon determination by the faculty, Course Chair and Department Chair, that the physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified.

The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding recommending dismissal of the student from the School of Nursing.

The Dean of Nursing will send to the Dean of The Graduate School written notification of the recommendation. If the Dean of Nursing recommends dismissal from the School of Nursing, the Dean of The Graduate School will notify the student. Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Admission, Progression, and Appeals Committee. The Dean of Nursing will provide to the committee the accumulated correspondence or documentation related to the issue.

A request for an appeal should occur within seven working days of written notification of the decision from the Dean of The Graduate School.

Hearing Process

The chairman of the School of Nursing Student Appeals Committee will thereafter notify the student, the faculty member, Course Chair and Department Chair as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The Committee will hold a closed hearing within ten days at which time the faculty member, Course Chair and Department Chair will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the problem. The student will be allowed an advocate/support person at the hearing; however, the support cannot speak and cannot be an attorney.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School.

The Committee shall make its recommendation in writing to the Dean of Nursing and forward pertinent documentation. The Committee may recommend dismissal from the School of Nursing major, or reinstatement in the program.

Post Hearing Process

The Dean of Nursing may accept, reject, or modify the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report to the Committee. If the Dean of Nursing accepts the Committee's recommendation to dismiss the student from the School of Nursing, the recommendation will be forwarded to the Dean of The Graduate School who will notify the student. The Dean of Nursing will notify the faculty member(s) as to the determination.

A student who has been dismissed may reapply for admission to the School of Nursing.

Policy on Unsafe Practice

The nursing faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

Student Awareness

All students are expected to be familiar with the principles of safe practice and are expected to perform in accordance with these requirements. Within courses,

counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications.

Definition

An unsafe practice is defined as:

1. An act or behavior of the type which violates the North Carolina Nursing Practice Act, Article 9 of Chapter 90 of the North Carolina General Statutes (NCGS 90-171.37; 90-171.44).
2. An act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses Association.
3. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member or substitute familial person, another student, a faculty member or other health care provider.
4. An act or behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

Investigation and Evaluation of an Unsafe Practice

When an incident occurs which a faculty member believes may constitute an unsafe practice, he/she shall immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Course Chair and/or Department Chair within the School of Nursing.

The Course Chair and/or Department Chair will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the person named above, may require remedial work or instruction for the student. If the incident is major, or serial in nature, the Course Chair or Department Chair will notify the Dean.

The Dean, in consultation with the involved faculty members, will review the student's clinical performance evaluation(s), academic record and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, or to recommend dismissal of the student from the School of Nursing will be made. The Dean of Nursing will send written notification of the decision to reprimand or to require withdrawal from the clinical course to the student. If the Dean of Nursing recommends dismissal from the School of Nursing, the recommendation will be forwarded to the Dean of The Graduate School for approval and notification of the student.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Admission, Progression, and Appeals Committee. The Dean of Nursing will provide to the Committee the accumulated correspondence documentation related to the issue.

A request for an appeal should occur within seven working days of written notification of the decision from the Dean of Nursing or the Dean of The Graduate School.

Hearing Process

The Chair of the School of Nursing Admission, Progression, and Appeals Committee will thereafter notify the student, the faculty member, Course Chair and Department Chair as to the time and place for a hearing to determine whether an unsafe act or behavior occurred and, if so, what resolution to recommend.

The Committee will hold a closed hearing within ten days at which time the faculty member, Course and Department Chair will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support person at the hearing; however, the support person cannot speak at the hearing and cannot be an attorney.

Following the factual presentation, the Committee will convene in executive session to determine whether an unsafe practice occurred and to recommend a resolution to the incident. The Committee will base its recommendation on the evidence presented at the hearing.

The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend the following remedies: no finding of an act of unsafe practice; a reprimand to the student; or dismissal from the School of Nursing major.

Post Hearing Process

The Dean of Nursing may accept, reject, or modify the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report to the Committee. If the Dean of Nursing accepts the Committee's recommendation to dismiss the student from the School of Nursing, the recommendation will be forwarded to the Dean of The Graduate School for approval and notification of the student. The Dean of Nursing will notify the faculty member(s) as to the determination.

A student who has been dismissed may reapply for admission to the School of Nursing.

Additional Information

Master's programs of study may be reduced by up to 6 hours for qualified students. Requests for consideration may be submitted to the Director of Graduate Study.

Part-time study is facilitated by the curricular design, but all degree requirements must be met within five academic years of initial enrollment. In addition to courses required for the degree program, students may enroll in independent study courses to enhance their program of study. No foreign language is required.

PBC Requirements for the Post-Baccalaureate Certificates

in Nursing Administration, Nursing Care Management, Nursing Education, or Gerontological Nursing

Plans of Study

At least **12** credit hours must be successfully completed during a two-year time period to earn the certificate. Credits earned in the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School. Students are advised individually and select courses from one or more categories.

Nursing Administration

NUR 540 Budget Development and Analysis of Nursing Services (3)
NUR 614 Information Technology in Nursing Service Administration (3)
NUR 620 Law, Policy, and Economics of Healthcare (3)
NUR 641 Nursing Administration (4)

Nursing Case Management

NUR 540 Budget Development and Analysis of Nursing Services (3)
NUR 541 Nursing Case Management: Coordinating Systems of Care (4)
NUR 620 Law, Policy, and Economics of Healthcare (3)
NUR 641 Nursing Administration (4)

Nursing Education

NUR 551 Instructional Technologies in Nursing and Patient Education (3)
NUR 615 Theories, Design, and Evaluation of Nursing Education (3)
NUR 616 Pedagogical Strategies in Nursing Education (3)

Gerontological Nursing

NUR 561 Scope of Gerontological Healthcare (3)
NUR 581 End of Life Care (3)

Core and Support Courses

NUR 505 Computer Applications In Nursing (3)
NUR 550 Pathophysiology for Advanced Nursing (3)
NUR 580 Psychoimmunology and Holistic Care (3)
NUR 602 Research Methods in Nursing (3)
NUR 610 Theoretical Foundations of Advanced Nursing Practice (3)
NUR 620 Law, Policy, and Economics of Healthcare (3)
NUR 692 Independent Study (3)

Upon successful completion of the four courses, students receive a Post-Baccalaureate Certificate. If two or more courses are completed within the categories of nursing administration, nursing education, or gerontological nursing, the certificate will denote the specialty area(s). All courses must be completed in the nursing case management category to receive that certificate. If courses are completed across several categories or within the core and support course category, a Post-Baccalaureate Certificate in Nursing will be issued.

The student will develop a program plan with the Director of Graduate Study in the School of Nursing before enrolling in courses. At least 6 credits of course work shall be completed at the 600-level. However, exceptions may be made by the Director of Graduate Study to accommodate the individual student's learning needs and career goals.

MSN Requirements for the Master of Science in Nursing

Various Concentrations

The School of Nursing offers a graduate program of study leading to a Master of Science in Nursing degree. Students may choose one of several concentrations. The nursing administration and nursing education concentrations can be completed in **36** hours. The adult nurse practitioner/gerontological nurse practitioner concentration requires **50** hours for completion, and the nurse anesthesia concentration requires **47** hours for completion.

Required Core Courses (9 hours)

NUR 602 Research Methods in Nursing (3)
NUR 610 Theoretical Foundations of Advanced Nursing Practice (3)
NUR 620 Law, Policy, and Economics of Healthcare (3)

Required Courses by Concentration

Nursing Administration (21 hours)

NUR 540 Budget Development and Analysis of Nursing Services (3)
NUR 541 Nursing Case Management: Coordinating Systems of Care (3)
NUR 614 Information Technology in Nursing Service Administration (3)
NUR 641 Nursing Administration (4)
NUR 642 Nursing Administration: Theoretical Applications (4)
NUR 643 Nursing Administration Practicum (4)

Nursing Education (24 hours)

NUR 550 Pathophysiology for Advanced Nursing (3)
NUR 551 Instructional Technologies in Nursing and Patient Education (3)
NUR 615 Theories, Design, and Evaluation of Nursing Education (3)

NUR 616 Pedagogical Strategies in Nursing Education (3)
NUR 651 Advanced Application of Nursing Concepts in Client Care (4)
NUR 652 Advanced Application of Nursing Concepts in Professional Development (4)
NUR 653 Advanced Application of Nursing Concepts in Academic Education (4)

Adult Nurse Practitioner/Gerontological Nurse Practitioner (41 hours)
NUR 550 Pathophysiology for Advanced Nursing (3)
NUR 681 Advanced Health Assessment (4)
NUR 682 Health Promotion/Disease Prevention for Healthy Aging (3)
NUR 683 Clinical Management of the Older Adult I (6)
NUR 684 Pharmacotherapeutics for Nurse Practitioners (3)
NUR 685 Advanced Practice Nursing: Role, Theory and Practice (3)
NUR 686 Clinical Management of the Older Adult II (6)
NUR 687 Primary Care of the Adult (5)
NUR 688 Advanced Concepts in the Management of the Older Adult (4)
NUR 689 Primary Care of the Adult Practicum (4)

Nurse Anesthesia (38 hours)
NUR 604 Nurse Anesthesia Seminar (4)
NUR 605, 606, 607, 608 Scientific Foundations in Nurse Anesthesia I, II, III, IV (4) (4) (4) (4)
NUR 671 Clinical Practicum in Nurse Anesthesia I (4)
NUR 672 Clinical Practicum in Nurse Anesthesia II (4)
NUR 674 Clinical Practicum in Nurse Anesthesia IV (5)
NUR 675 Clinical Practicum in Nurse Anesthesia V (5)

Electives (3 hours)

With prior approval of the advisor, a student will select 3 hours from other 500- or 600-level nursing courses, or other related courses, for the nursing administration concentration.

Comprehensive Examination

This examination is completed in the process of meeting the requirements for the thesis or advanced nursing project. Consult with the advisor.

Thesis, Advanced Nursing Project, or Capstone Coursework

NUR 698 Advanced Nursing Project (1-6) **or** NUR 699 Thesis (1-6)

The thesis, advanced nursing project, or NUR 601 Critique and Utilization of Research in Nursing is required for the nursing education and nursing administration concentrations. Once a student enrolls in NUR 698 Advanced Nursing Project or NUR 699 Thesis the student must remain continuously enrolled for the course for a minimum of 3 credits and a maximum of 6 credits. Three credits are applied toward graduation and may be taken in one semester or divided over two or three semesters. Students who have not completed the Project/Thesis after registering for the first 3 credits must continue to register for NUR 698 or NUR 699 for one credit each succeeding semester until 6 credits are earned. If the Project is not completed after 6 credits are earned, the student should enroll for NUR 803 Research Extension for 1-3 hours until completion. If the Thesis is not completed after 6 credits are earned, the student should enroll in NUR 801 Thesis Extension for 1-3 hours credit until completion. NUR 604 Nurse Anesthesia Seminar will serve as the capstone experience for the nurse anesthesia concentration. NUR 688 and NUR 689 will meet the capstone requirements for the ANP/GNP concentration.

Additional Information

The 36 hour program of study for concentrations in nursing education or administration is designed to be completed in six semesters of full-time study, beginning in August and ending in May of the third year. The adult nurse practitioner/gerontological nurse practitioner concentration may be completed in five semesters of full-time study, beginning in August of each year.

The nurse anesthesia concentration is designed to be taught over four semesters and two summers of noncredit clinical residency. Classes begin in August of one year with graduation in May of the second year. The noncredit clinical residency continues until August of the second year, and is required for certification. A modified M.S.N. program is available for CRNAs.

MSN/MBA Requirements for the Master of Science in Nursing/Master of Business Administration

The School of Nursing and the Bryan School of Business and Economics offer a combined Master of Science in Nursing/Master of Business Administration degree. A minimum of **54** semester hours is required for this degree.

Computer Literacy

Upon entry to the M.S.N./M.B.A. degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is preferred.

Statistics

Completion of a statistics course prior to enrollment in NUR 601 is required. ECO 250 or MBA 600 is recommended to meet the program prerequisite for statistics.

Required Courses (54 hours)

NUR 610 Theoretical Foundations of Advanced Nursing Practice (3)
NUR 614 Information Technology in Nursing Service Administration (3)
MBA 602 Presentation and Interpretation of Financial Statements (1.5)
NUR 540 Budget Development and Analysis of Nursing Services (3)
NUR 620 Law, Policy, and Economics of Healthcare (3)
MBA 603 Economic Analysis (1.5)
NUR 602 Research Methods in Nursing (3)
NUR 641 Nursing Administration (4)
MBA 604 Organizational Behavior (1.5)
MBA 605 Financial Management (1.5)
NUR 642 Nursing Administration: Theoretical Applications (4)
MBA 606 Marketing Management (1.5)
MBA 607 The Operations Function (1.5)
NUR 643 Nursing Administration Practicum (4)
MBA 610 Advanced Business Statistics (1.5)
MBA 613 Economic Policy and the Global Environment (1.5)
MBA 616 Managing in a Global Environment (1.5)
MBA 617 Management Science (1.5)
MBA 620 Competitive Analysis and Strategy Formulation (1.5)
MBA 624 Strategies for Managing Human Resources (1.5)
MBA 628 Business Strategy and Information Technology (1.5)
MBA 625 Corporate Strategy and the Finance Function (1.5)
MBA 626 Advanced Marketing Management (1.5)
MBA 627 Global Operations Strategy (1.5)
MBA 629a Creating and Sustaining Competitive Advantage (3)

PMC Requirements for the Post-Master's Certificates

Adult Nurse Practitioner/Gerontological Nurse Practitioner or Nurse Anesthesia

The School of Nursing offers Post-Master's Certificate programs in two areas: nurse anesthesia and adult nurse practitioner/gerontological nurse practitioner. Students are advised individually, based on the focus of the previous master's degree. Typical course requirements for these programs are listed.

Adult Nurse Practitioner/Gerontological Nurse Practitioner (41 hours)

NUR 550 Pathophysiology for Advanced Nursing (3)
NUR 681 Advanced Health Assessment (4)
NUR 682 Health Promotion/Disease Prevention for Healthy Aging (3)
NUR 683 Clinical Management of the Older Adult I (6)
NUR 684 Pharmacotherapeutics for Nurse Practitioners (3)
NUR 685 Advanced Practice Nursing: Role, Theory and Practice (3)
NUR 686 Clinical Management of the Older Adult II (6)
NUR 687 Primary Care of the Adult (5)
NUR 688 Advanced Concepts in the Management of the Older Adult (4)
NUR 689 Primary Care of the Adult Practicum (4)

Nurse Anesthesia (38 hours)

NUR 604 Nurse Anesthesia Seminar (4)
NUR 605, 606, 607, 608 Scientific Foundations in Nurse Anesthesia I, II, III, IV (4) (4) (4) (4)
NUR 671 Clinical Practicum in Nurse Anesthesia I (4)
NUR 672 Clinical Practicum in Nurse Anesthesia II (4)
NUR 674 Clinical Practicum in Nurse Anesthesia IV (5)
NUR 675 Clinical Practicum in Nurse Anesthesia V (5)

Additional Information

Students will receive a certificate from The Graduate School upon completion of the required course of study and are eligible to take the appropriate national certification examination as a Nurse Anesthetist or Adult Nurse Practitioner and Gerontological Nurse Practitioner.

PhD Requirements for the Doctor of Philosophy in Nursing

The School of Nursing offers a graduate program of study leading to a **57** hour Doctor of Philosophy degree. Up to 15 hours of credit may be transferred into the Ph.D. in nursing program. The Director of Graduate Study may waive up to 6 hours for successful completion of previous graduate work.

Required Courses (21 hours)

NUR 710 Philosophy of Knowledge Development in Nursing (3)
NUR 712 Theory Analysis in Nursing Science (3)
NUR 741, 742 Nurse Scientists in Academia and Industry I, II (3) (3)
NUR 781 Health Promotion Models and Interventions (3)
NUR 782 Health Disparities and Outcomes (3)
NUR 783 Advanced Health Policy and Ethics (3)

Research Methodology and Statistics (12 hours)

NUR 701, 702 Statistical Applications for Nursing I, II (3) (3)
NUR 703 Qualitative Methods for Nursing (3)
NUR 704 Quantitative Methods for Nursing (3)

Directed Research (3 hours)

NUR 790 Directed Research (3)

Cognates (6 hours)

Electives (3 hours)

Preliminary Examinations

Preliminary examinations are required after the completion of ¾ of the coursework. See page 25 for additional information.

Dissertation (12 hours)

NUR 799 Dissertation (12)

NUR Nursing Courses

505 Computer Applications in Nursing (3:2:3)
Pr. basic understanding of microcomputers or permission of instructor. Not recommended for nursing administration majors
Introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs.

540 Budget Development and Analysis of Nursing Services (3:3)
Introduction to the principles of fiscal management, health care agency accounting practices and the nurse manager's role in the budgeting process.

541 Nursing Case Management: Coordinating Systems of Care (4:2:6 for Post-Baccalaureate Certificate) (3:2:3 for M.S.N.)
Pr. licensure as a registered nurse
Theory and practice of nursing case management for diverse populations across the health care continuum.

550 Pathophysiology for Advanced Nursing (3:3)
Physiological changes across the lifespan and common pathophysiological mechanisms.

551 Instructional Technologies in Nursing and Patient Education (3:3)
Selection, development, use, and evaluation of instructional media and technologies for diverse populations in nursing practice and education settings.

561 Scope of Gerontological Healthcare (3:3)
Aging theories and concepts; demographics, health problems, treatments, supports, and the role of the gerontological healthcare professional.

580 Psychoimmunology and Holistic Care (3:3)
Mind-brain-body interactions and holistic views of health. Relation of integrative, alternative and complementary therapies to holistic care.

581 End-of-Life Care (3:3)
Critical aspects of interdisciplinary approaches to quality care at end-of-life. Includes palliative care, family, advocacy, culture, special populations, systems of care, financial issues, life threatening illnesses and sudden death.

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

Admission to The Graduate School required for enrollment in 600-level courses.

601 Critique and Utilization of Research in Nursing (3:3)
Pr. 602, 610 and first concentration specialty course
Development of knowledge and skill competencies basic to the critical interpretation and utilization of research findings in solutions. Application to nursing education, management, and practice problems. (Graded on S-U basis)

602 Research Methods in Nursing (3:3)
Pr. one course in statistics that included inferential statistics (preferred within past five years)
Examines the basic concepts, strategies, and procedures used in conducting and evaluating nursing research. Emphasis will be on proposal development and quantitative and qualitative analysis of data.

604 Nurse Anesthesia Research Seminar (4:4)
Coreq. 675
Analysis of professional issues and research affecting anesthesia nursing practice.

605 Scientific Foundations in Nurse Anesthesia I (4:4)
Pr. admission to the M.S.N. concentration in nurse anesthesia or enrolled in clinical concentrations. Pr. or coreq. 610
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with neurological dysfunction.

606 Scientific Foundations in Nurse Anesthesia II (4:4)
Pr. 605, 610 or permission of instructor. Pr. or coreq. 601
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with cardiovascular and cellular dysfunction.

607 Scientific Foundations in Nurse Anesthesia III (4:4)
Pr. 601, 606 or permission of instructor, Pr. or Coreq. 620
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with respiratory dysfunction.

608 Scientific Foundations in Nurse Anesthesia IV (4:4)
Pr. 607 or permission of instructor
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with hepatic, renal, and endocrine dysfunction.

610 Theoretical Foundations of Advanced Nursing Practice (3:3)
Role of theory in nursing is evaluated using the organizing concepts of person, environment, health, and nursing.

614 Information Technology in Nursing Service Administration (3:3)
Pr. enrolled in administration concentration of M.S.N. program or permission of instructor
Prepares the student to apply principles and techniques of communication and computer technology in health care management settings.

615 Theories, Design and Evaluation in Nursing Education (3:3)
Pr. or coreq. 610
An exploration of nursing curriculum development within a broad context related to history, philosophy, and current trends.

616 Pedagogical Strategies in Nursing Education (3:3)
Pr. or coreq. 551
Concepts of instructional design and educational strategies related to nursing education in a variety of settings.

620 Law, Policy, and Economics of Healthcare (3:3)
Law, health policy, and economics related to advanced nursing practice. Policy development, state and federal statutes, and economics affecting delivery of nursing and healthcare.

641 Nursing Administration (4:4)
Pr. or coreq. 610, 614
Nursing management within the health care system. Management functions of planning, organizing and staffing studied within the framework of leadership in health care organizations.

642 Nursing Administration: Theoretical Applications (4:2:6)
Pr. 641, health assessment. Pr. or coreq. 540, 601
Management functions of directing and controlling are studied within the framework of leadership in health care organizations.

643 Nursing Administration Practicum (4:1:9)
Pr. 620, 642. Pr. or coreq. 541
Application of leadership and administrative knowledge in a practice setting and completion of an administrative project while defining self in a professional leadership role.

651 Advanced Application of Nursing Concepts in Client Care (4:1:9)
Pr. or coreq. 550, 551
Continuing development of clinical nursing competencies for a specialty or population in preparation for the educator role. Seminars, conferences, and practicum emphasize client care and education.

652 Advanced Application of Nursing Concepts in Professional Development (4:1:9)
Pr. 651. Pr. or coreq. 615, 616
Competencies in preparation for professional development roles in nursing. Seminars, conferences, and practica emphasize staff and continuing education.

653 Advanced Application of Nursing Concepts in Academic Education (4:1:9)
Pr. 652
Development of competencies in preparation for academic educator roles. Seminars, conferences, and practica emphasize nursing education in academic settings.

671 Clinical Practicum in Nurse Anesthesia I (4:0:12)
Pr. admission to the M.S.N. nurse anesthesia concentration. Pr. or coreq. 610. Coreq. 605
Delivery of basic anesthesia nursing care to persons in a variety of settings.

672 Clinical Practicum in Nurse Anesthesia II (4:0:12)
Pr. 671. Pr. or coreq. 601. Coreq. 606
Delivery of basic anesthesia nursing care to persons in a variety of settings continued.

674 Clinical Practicum in Nurse Anesthesia IV (5:0:15)
Pr. 672. Pr. or coreq. 620. Coreq. 607
Delivery of advanced anesthesia nursing care to persons in a variety of settings.

675 Clinical Practicum in Nurse Anesthesia V (5:0:15)
Pr. 674. Coreq. 604, 608
Delivery of complex anesthesia nursing care to persons in a variety of settings.

681 Advanced Health Assessment (4:3:3)
Pr. 3 credit hour baccalaureate level health assessment course, 550, 610. Coreq. 682
Builds upon prerequisite assessment skills and presents advanced principles of health assessment. Methodologies of data gathering, data analysis and theoretical integration emphasized in lecture and laboratory content.

682 Health Promotion/Disease Prevention for Healthy Aging (3:2:3)
Pr. 550, 610. Coreq. 681. Pr. or coreq. 601
Theories of aging, growth and development, stress, coping, and motivation applied through advanced practice nursing in a primary care setting.

683 Clinical Management of the Older Adult I (6:3:9)
Pr. 681, 682. Coreq. 684
Major health problems of older adults residing in the community; knowledge necessary to manage these health problems collaboratively with other health care professionals.

684 Pharmacotherapeutics for Nurse Practitioners (3:3)
Coreq. 683
Advanced principles of pharmacodynamics of major drug classes used in adults and older adults, including discussion of advanced nursing roles in prescription practices.

685 Advanced Practice Nursing: Role, Theory and Practice (3:3)
Pr. or coreq. 620
Professional development of the advanced practice nursing role in the health care delivery system.

686 Clinical Management of the Older Adult II (6:3:9)
Pr. 684
Major health problems of elderly residing in institutionalized settings. Content reflects knowledge necessary to manage health problems in collaboration with physicians, social workers, and other health professionals.

687 Primary Care of the Adult (5:3:6)
Pr. 686
Health behaviors of adults, promotion of healthy lifestyles, and the management of common acute and chronic health problems by an advanced practice nurse.

688 Advanced Concepts in the Management of the Older Adult (4:0:12)
Pr. 686
Implementation and evaluation of advanced practice strategies and leadership role of the gerontological nurse practitioner.

689 Primary Care of the Adult Practicum (4:1:9)
Pr. 687
Practicum for advanced nursing practice in primary health care for adults: Promotion of healthy lifestyles, evaluation and management of acute and chronic health problems.

692 Independent Study (1-3)
Guided readings, research, and individual project work under the direction of the School of Nursing faculty. May be used as part of minimum 36 hours required for the M.S.N. degree. May be repeated for a maximum of 6 hours credit.

698 Advanced Nursing Project (1-6)
Pr. 601, 610, one support course and one specialty course
Scholarly inquiry project developed by the student with faculty guidance. Advanced nursing project or 699 required for the M.S.N. May be repeated for a maximum of 6 hours credit. (Graded on S-U basis)

699 Thesis (1-6)
Pr. 601, 610, one support course and one specialty course
Individual guidance and direction in research to address a clinical or nonclinical problem. Thesis or 698 required for the M.S.N. May be repeated for a maximum of 6 hours credit. (Graded on S-U basis)

701 Statistical Applications for Nursing Research I (3:3)
Pr. admission to Ph.D. in nursing and completion of a course in inferential statistics, or permission of instructor
Applied descriptive and inferential statistics for nursing and health care research. Principles of hypothesis testing, inference, estimation, correlation, regression, and analysis of variance. Emphasis on selection of analysis and interpretation of results.

702 Statistical Applications for Nursing Research II (3:3)
Pr. 701 or permission of instructor
Advanced statistics for nursing and health care research, including general linear model, multifactoral ANOVA, multiple regression. Emphasis on selection and conduct of analysis and interpretation of results.

703 Qualitative Methods for Nursing (3:3)
Pr. 702 and 712, or permission of instructor
Philosophy, theory, and methods of qualitative research with an emphasis on the application to nursing and health research.

704 Quantitative Research in Nursing (3:3)
Pr. 703 or permission of instructor
Theoretical foundations, design, and techniques of quantitative research for nursing and health care.

710 Philosophy of Knowledge Development in Nursing (3:3)
Pr. admission to Ph.D. in nursing
Philosophy, inquiry, and the development of knowledge within the discipline.

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

712 Theory Analysis in Nursing Science (3:3)
Pr. 710
Nature of theory and strategies for theory development within the discipline of nursing. Analysis and evaluation of theory related to phenomena of interest.

741 Nurse Scientists in Academia and Industry I (3:3)
Pr. 704, 782 and 783
Integration of the nurse scientist role into an academic and industry environment.

742 Nurse Scientists in Academia and Industry II (3:3)
Pr. 741
Internship to apply the nurse scientist role in an academic or industry environment.

781 Health Promotion Models and Interventions (3:3)
Pr. 702 and 712, or permission of instructor
Current epidemiological, methodological, and theoretical approaches to health promotion across the lifespan. Intervention strategies are evaluated.

782 Health Disparities and Outcomes (3:3)
Pr. 704 and 781, or permission of instructor
Critical analysis of health disparities and outcomes. Differences in access, use, cost, and quality of health care services; causes of health disparities; and strategies to eliminate disparities.

783 Advanced Health Policy and Ethics (3:3)
Pr. 782 or permission of instructor
Advanced analysis and evaluation of domestic and international regulation, financing, and delivery of health care; ethical issues and stakeholders that influence policy; evaluation of policies for selected populations.

790 Directed Research (3:3)
Pr. 704 and prior approval of graduate faculty member who will supervise and evaluate the project
Directed research that culminates in a scholarly product. (Graded on S-U basis)

792 Independent Study (1-3)
Pr. permission of instructor, Director of Graduate Study and Dean of Graduate School
Guided readings, research, and individual project work under direction of faculty. (Graded on S-U basis)

799 Dissertation (1-12)
Individual direction for the completion of doctoral dissertation research.

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Nutrition

318 Stone Building • (336) 334-5313 • Fax (336) 334-4129
www.uncg.edu/nutrition

Graduate Programs in Nutrition

- Post-Baccalaureate Certificate
  Dietetic Internship
- M.S.
- Ph.D.

Professors

Deborah E. Kipp, Ph.D., R.D.
Effects of nutritional and hormonal imbalances, particularly iron and prolactin, on bone formation (Chair of Department).

George Loo, Ph.D.
Nutritional biochemistry, atherosclerosis and lipoprotein metabolism, cellular and molecular functions of phytochemicals and other natural products.

Cheryl A. Lovelady, Ph.D., R.D.
Nutrition and women's health with emphasis on nutrient needs during lactation and exercise, assessment of energy intake and expenditure.

Michael K. McIntosh, Ph.D., R.D.
Regulation of adipocyte growth and metabolism, energy metabolism, obesity, diabetes.

Laura S. Sims, Ph.D.
Domestic nutrition policy and its implications, nutrition education, hunger and food assistance.

Rosemary C. Wander, Ph.D.
Impact of dietary fat, including omega-3 fatty acids, on lipid metabolism and cardiovascular disease.

Adjunct Professors

Robert Dillard, M.D.
Nutritional needs of pre-term infants, benefits of breast-feeding for full- and pre-term infants.

Harvey W. Gruchow, Ph.D.
Epidemiology of heart disease and hypertension focusing on nutrition, infant mortality and adolescent pregnancy prevention.

Vincent C. Henrich, Ph.D.
Gene expression, regulation of steroid production and response, nuclear hormone receptors.

Mary K. Sanford, Ph.D.
Biological and nutritional anthropology, macro and trace minerals in ancient bone and hair.

Associate Professor

Martha L. Taylor, Ph.D., R.D.
Nutritional status of older adults, health promotion/disease prevention in the community, nutrition education (Director of Graduate Study and Director of Dietetic Internship Program).

Adjunct Associate Professor

Karen S. Katula, Ph.D.
Control of cell division, regulation of human cyclin B gene transcription, antioxidant regulation of gene expression and cell cycle.

Assistant Professors

Lynda M. Brown, Ph.D.
Effects of increased visceral fat on central insulin and leptin sensitivity in middle-aged rats, develop a rat model of menopause to explore the roles of aging, estrogen levels and visceral obesity on central insulin, leptin sensitivity as rats enter reproductive senescence.

Keith Erickson, Ph.D.
Micronutrients and brain development, function, and neurotoxicity.

Lauren Haldeman, Ph.D.
Design of theory-based nutrition interventions for low-income audiences, effects of food insecurity and psychosocial correlates (health beliefs, attitudes, and barriers) on eating behaviors and dietary quality.

Ron F. Morrison, Ph.D.
Transcriptional control of adipocyte differentiation and gene expression, obesity, diabetes, cellular and molecular mechanisms coupling growth arrest and cell differentiation, cell cycle, cancer.

Margaret Savoca, Ph.D.
Influence of beliefs about health and family and environmental factors on food choices of those with or at risk for chronic diseases, such as hypertension and type 2 diabetes.

The Department of Nutrition offers graduate programs leading to the Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.) degrees in nutrition. Both degrees offer specializations in community nutrition and nutrition education, human/clinical nutrition, and cellular and molecular nutrition. Background courses in general chemistry, organic chemistry, biochemistry, mammalian physiology, and general nutrition are required for all degree programs. Upon entry, a Plan of Study is developed by students and their advisors or Advisory Committees. This Plan develops strengths in the area of interest the student has chosen.

The Master of Science has both a thesis and non-thesis option. The thesis option is research-based and designed to prepare students for research, administration and practitioner positions in nutrition, or for progression to the Ph.D. program. A written thesis is required for graduation. The non-thesis option is designed to prepare students for consulting, administrative, and practitioner positions in nutrition. A comprehensive examination must be passed. The registered dietition (R.D.) credential must be obtained for a career in dietetics.

The focus of the doctoral program is the development of critical thinking, problem solving, communication, and organizational skills and the application of these skills to a nutrition-related research problem. The research goal of the department is to optimize human health. This is done through a wide variety of research approaches. Program strengths include nutritional assessment and intervention, nutritional biochemistry, molecular roles of nutrients, nutrition and disease, community nutrition, nutrition education, and life-span nutrition. Graduates of the doctoral program are prepared for careers in research, teaching at the college or university level, consulting, and management.

Post-Baccalaureate Certificate - Dietetic Internship

The Dietetic Internship at UNCG is currently granted accreditation by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association. CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. The address and phone number of CADE are: 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-4876.

Admission Requirements

The Certificate program for the Dietetic Internship is designed for students with a bachelor's degree from an accedited college or university who have completed the Didactic Program in Dietetics, as required by The American Dietetic Association, and wish to become eligible to take the national registration examination to be come a registered dietitian (R.D.). To be eligible for the Dietetics Internship, completion of the undergraduate program must be within five years of application to the internship.

Varied work experiences in dietetics and/or foodservice management are preferred. The selection process is very competitive. Due to the limited number of placements that can be made for a given year, not all applicants who meet the minimum requirements may be selected.

A separate application to the DI program is required and students must apply to such programs following the American Dietetic Association's computer matching application process. After selection into the program at UNCG, students must then submit an application to The Graduate School as well as all required application materials. In addition to these materials, applicants must provide an ADA Verification Form from their undergraduate institution and a personal essay stating their interests and experience in dietetics.

A limited number of positions in the DI program are set aside for graduate students who wish to complete both the graduate degree and DI program. Students who are eligible for these positions must complete the application form but do not have to participate in the computer matching process. Students interested in this option must contact the Director of the Dietetic Internship at UNCG for more information.

Policy on Professional Impairment

Nutrition faculty are responsible not only for the development of their students, but also to the profession and to the public. The faculty have a responsibility to teach and supervise their students, which is typically done in the context of an amicable relationship. However, they also have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, it is possible that not all students are capable of becoming competent professionals who will maintain standards of the profession. In these cases, faculty are obliged to take action when they have determined the student is professionally impaired. Students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations will be counseled early, made aware of career alternatives, and if necessary, dropped from the program.

Definition of Professional Impairment

Professional impairment has been "defined broadly as an interference in professional functioning that is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
2. An inability to acquire professional standards skills in order to reach an acceptable level of competency.
3. An inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning." (Lamb et al. 1987. Professional Psychology: Research and Practice 18: 597-603)

Examples of behaviors which may be evidence of professional impairment include the following The list contains examples, and is not intended to be definitive.

1. Violation of professional standards or ethical codes.
2. Inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency.
3. Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness or poor compliance with supervisory requirements.
4. Personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems.
5. Interpersonal behaviors and intrapersonal functioning that impair one's professional functioning such as psychopathology, inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions to Follow Manifestations of Professional Impairment

This list contains examples, and is not intended to be definitive. These actions are not hierarchical and need not be applied in each case.

1. A formal reprimand.
2. An unsatisfactory grade (U) in a practicum course with the requirement that the course be repeated, whether it was an elective or required practicum.
3. Personal therapy.
4. Leave of absence.
5. Required additional practicum or course work.
6. Increased supervision (e.g., more frequent supervision, more than one supervisor).
7. Formal probation.
8. Recommendation of withdraw from the program or changing to another program.
9. Recommendation of formal dismissal from the program by the Dean of The Graduate School.

Due Process; Evaluation of Professional Impairment

1. There is a written policy on professional impairment that is systematically distributed to all NTR graduate students, with signatures evidencing student review of the policy. Copies of this will be included in each student's folder.
2. All students will receive written notification of problems, including written descriptions of specific incidences that may evidence professional impairment, from the Director of the Graduate Program in Nutrition. Such written notification will be placed in the student's departmental file.
3. The student evidencing professional impairment will usually be given an opportunity for remediation (although individual circumstances may not allow this, and this is not legally required), with specific descriptions of problems, suggestions for remediation, time limit, and notice of consequences if remediation is not successful, all noted in writing. Such written evaluation will also be placed in the student's departmental file.
4. When the judgment is made that serious professional impairment exists and that the consequences to the student are major, the student may request a hearing in which the student may present his or her view of the situation. The hearing will be convened by the Director of the Graduate Program in Nutrition and will include member of the Graduate Committee in Nutrition, the member(s) of the faculty who are making judgments of serious professional impairment, the student's adviser, and the departmental chairperson.
5. Following a hearing, the student will receive written notification within one week that includes: the nature of the problem, opportunities for revision if any, the basis for the decision, and the opportunity for appeal. Such written evaluation will also be placed in the student's departmental file.
6. After receiving written notification, the student may request an appeal within 14 days to the Chairperson of the Department of Nutrition. The appeal panel will include some persons who are different from those making the original decision, such as a faculty member within the department or school, a faculty representative of The Graduate School, and a member of the faculty selected by the student.
7. The results of the hearing and appeal will be forwarded to the Chairperson of the Department of Nutrition, who may accept, reject, or modify the recommendations. If the Department Chairperson accepts the recommendation to change to student's program of study, or dismiss the student from the program, this recommendation will be forwarded to the Dean of the Graduate School who, upon further consideration, will notify the student in writing.

PBC Requirements for the Post-Baccalaureate Certificate
Dietetic Internship

The Department of Nutrition offers a **15** semester hour program of study leading to a Post-Baccalaureate Certificate - Dietetic Internship. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of The Graduate School.

Required Courses (15 hours)
NTR 602 Introduction to Clinical Dietetics (3)
NTR 693 Advanced Medical Dietetics (3)

NTR 602 and NTR 693 must be completed with a grade of B or better prior to enrollment in following:

NTR 606A Practicum in Clinical Dietetics: Management (3)
NTR 606B Practicum in Clinical Dietetics: Clinical (3)
NTR 606C Practicum in Clinical Dietetics: Community (3)

Additional Information
Students will receive a certificate from The Graduate School upon completion of the required course of study and are eligible to take the national certification examination for the credential of Registered Dietitian.

MS Requirements for the Master of Science
in Nutrition

The Department of Nutrition offers a graduate program of study leading to a Master of Science degree. This degree offers two options: a thesis option (**37** hours minimum) and a non-thesis option (**40** hours minimum).

THESIS OPTION (37 HOURS MINIMUM)
At least 26 hours must be in 600-level courses. The minimum requirements include:

Required Core (15 hours minimum)
NTR 609 Seminar in Nutrition (4)
NTR 625 Gene Expression and Protein Metabolism (2)
NTR 626 Energy, Carbohydrate, Lipid Metabolism (2)
NTR 627 Antioxidants and Bioactive Food Components (2)
NTR 628 Vitamins and Minerals (2)

and one of the following options:

STA 571 Statistical Methods for Research I (3)
STA 661 Advanced Statistics in the Behavioral and Biological Sciences I (3)
STA 580 Biostatistical Methods (3)
ERM 617 Statistical Methods in Education (3)
ERM 680 Intermediate Statistical Methods in Education (3)
HEA 604 Public Health Statistics (3)

Research Techniques (9 hours minimum)
NTR 673 Nutrition Research Methodology (3)

At least 6 hours in one or more of the following research courses:

NTR 601 Directed Study in Nutrition
NTR 623 Current Trends in Nutrition
NTR 653 Problems in Food and Nutrition
NTR 670 Research Skill Development

Electives (6 hours minimum)
With approval of the Graduate Advisory committee, a student will select one 3-hour course from other NTR courses at the 500- or 600-level and at least 3 additional hours in either NTR or other science courses at the 500- or 600-level.

Thesis (6 hours)
NTR 699 Thesis (6)

NON-THESIS OPTION (40 HOURS MINIMUM)
At least 26 hours must be in 600-level courses. The minimum requirements include:

Required Core (14 hours minimum)
NTR 609 Seminar in Nutrition (3)
NTR 625 Gene Expression and Protein Metabolism (2)
NTR 626 Energy, Carbohydrate, Lipid Metabolism (2)
NTR 627 Antioxidants and Bioactive Food Components (2)
NTR 628 Vitamins and Minerals (2)

and one of the following options:

STA 571 Statistical Methods for Research I (3)
STA 661 Advanced Statistics in the Behavioral and Biological Sciences I (3)
STA 580 Biostatistical Methods (3)
ERM 617 Statistical Methods in Education (3)
ERM 680 Intermediate Statistical Methods in Education (3)
HEA 604 Public Health Statistics (3)

Research Techniques (6 hours minimum)

NTR 673 Nutrition Research Methodology (3)

At least 3 hours in one or more of the following research courses:

NTR 601 Directed Study in Nutrition
NTR 623 Current Trends in Nutrition
NTR 653 Problems in Food and Nutrition
NTR 670 Research Skill Development

Electives (19 hours minimum)

The student will select at least 19 hours from other 500- or 600-level courses in NTR, other science courses, HEA, or CED, as approved by the student's advisory committee.

For those students who are completing the Dietetic Internship requirements as part of their graduate program of study, 15 elective hours will come from the DI course requirements:

NTR 602 Introduction to Clinical Dietetics (3)
NTR 693 Advanced Medical Dietetics (3)

Nine elective hours will be designated from the Supervised Practice component requirement:

NTR 606a Practicum in Clinical Dietetics: Management (3)
NTR 606b Practicum in Clinical Dietetics: Clinical (3)
NTR 606c Practicum in Clinical Dietetics: Community (3)

Successful completion of these courses is required for the student to be eligible to take The American Dietetic Association's national examination to become a registered dietition (R.D.).

Comprehensive Examination

The written examination is offered at specific times each year. Please consult with the Director of Graduate Study for the dates.

PhD Requirements for the Doctor of Philosophy in Nutrition

The Department of Nutrition offers a graduate program of study leading to a Doctor of Philosophy degree (**63** hours minimum). At least 75% of all course work, exclusive of dissertation hours, must be at the 600- or 700- level. Students entering the Ph.D. program with a Master of Science degree may be granted a waiver for some requirements if they have successfully completed equivalent course work. This decision will be made after evaluation by the student's major advisor and the doctoral Advisory/Dissertation Committee.

Required Core Courses (16 hours)

NTR 609 Seminar in Nutrition (8)
NTR 625 Gene Expression and Protein Metabolism (2)
NTR 626 Energy, Carbohydrate, Lipid Metabolism (2)
NTR 627 Antioxidants and Bioactive Food Components (2)
NTR 628 Vitamins and Minerals (2)

Research Techniques (21 hours minimum)

With approval of the Advisory/Dissertation Committee, a student will select a minimum of one statistics course (3-4 hours), NTR 673 (Nutrition Research Methodology - 3 hours), and two or three additional courses for developing technical competency to enhance research skills and competitiveness (8 hours minimum). Students will also take at least 6 hours in one or more of the following research courses:

NTR 601 Directed Study in Nutrition
NTR 623 Current Trends in Nutrition
NTR 653 Problems in Food and Nutrition
NTR 670 Research Skill Development

Electives (8 hours minimum)

With approval of the Advisory/Dissertation Committee, a student will select 6 hours from other NTR courses at the 500-700 level and an additional 2 hours minimum in NTR or a supporting program at the 500-700 level.

Comprehensive Examination

The student will consult with his/her Advisory/Dissertation Committee about the specific format of the written and oral sections of this examination.

Research and Dissertation (18 hours minimum)

NTR 790 Doctoral Research (6)
NTR 799 Dissertation Problem (12)

FOR STUDENTS WHO COMPLETED THEIR M.S. AT UNCG

Students who have completed their MS degree in the Department of Nutrition at UNCG will have already completed the majority of the Required Core Courses, Nutrition Research Methodology, and at least one statistics course. Therefore, their program of study will include primarily Research Techniques credits and Research and Dissertation credit hours. Credit received for courses taken as part of the M.S. degree cannot be counted towards the Ph.D. degree. The majority of credit hours must be at the 600-700 level. Their **minimal** coursework is shown below.

Required Core Courses (6 hours)
NTR 609 Seminar in Nutrition (6)

Research Techniques (14 hours minimum)
NTR 601 Directed Study in Nutrition
NTR 623 Current Trends in Nutrition
NTR 653 Problems in Food and Nutrition
NTR 670 Research Skill Development

Electives (8 hours minimum)
With the approval of the Advisory/Dissertation Committee, a student will select **6** hours from other NTR courses at the 500-700 level and an additional 2 hours minimum in NTR or a supporting program at the 500-700 level.

Research and Disseration (18 hours minimum)
NTR 790 Doctoral Research (6)
NTR 799 Dissertation Problem (12)

NTR Nutrition Courses

Students must earn a "C" or better in prerequisite courses for NTR 531, 560, and 573 in order to enroll in these classes.

500 Supervised Professional Experience (1-4:0:3-12)
Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

531 Nutrition and Human Metabolism (4:4)
Pr. grade of C or better in 413, BIO 277, and the following CHE courses: 103 or 111, 104 or 114, 110 or 112, 205 or 351, and 206 or 354; or their equivalents as determined by instructor
Structure, function, and metabolism of nutrients and related compounds; integration of nutrient metabolism at the cellular level with total body function; practical application of basic principles of nutrient metabolism.

534 Nutrition and Human Metabolism Laboratory (2:1:3)
Pr. general chemistry and organic chemistry with labs; 531 (may be taken concurrently)
Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism.

543 Maternal and Infant Nutrition (3:3)
Pr. 213 or equivalent, and BIO 277 or equivalent
Nutritional needs of pregnant and lactating women and infants, methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development.

550 Nutrition Assessment (3:2:3)
Pr. 213, 313, 413, BIO 277
Assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy.

553 Child and Adolescent Nutrition (3:3)
Pr. 213 or equivalent, and BIO 277 or equivalent
Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.

560 Advanced Nutrition (4:4)
Pr. grade of C or better in 213, 313, 531, and BIO 277, or equivalents as determined by the instructor
Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work and aging.

573 Medical Nutrition Therapy (4:3:2)
Pr. grade of C or better in 313, 413, 531, 550, 560, and BIO 277
Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders.

576 Nutrition and Physical Fitness (3:3)
Pr. 213, 413, BIO 277, or equivalents; ESS 375 or ESS 575 recommended
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as ESS 576)

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

601 Directed Study in Nutrition (1-6)
Pr. permission of graduate faculty member
May be repeated for credit. (Graded on S-U basis)

602 Introduction to Clinical Dietetics (3:2:2)
Pr. admission into the DI program or 573 and 560
Preparation for clinical supervised practice experiences in dietetics; helping relationships skills, human resource management, marketing strategies for revenue generating services in dietetics, appropriate professional conduct in patient care. (Fall)

606a,b,c Practicum in Clinical Dietetics (3-6), (3-6), (3-6)
For Dietetic Internship students only. Practical experience in the professional areas of dietetics: management, clinical, and community. Required for Dietetic Internship students. Combination of credit not to exceed 9 s.h.

607 Nutrition Education (3:3)
Pr. 213 or equivalent or permission of instructor
Philosophy, principles, methods, and materials involved in nutrition education. Emphasis on development of nutrition education curriculum and programs in school and community.

609a,b Seminar in Nutrition (1)(2)
Review, analysis and presentation of recent research findings and issues in food and nutrition. May be repeated for credit when topic varies. Enrollment for two credits requires presentation of seminar. (NTR 609a, 1 hour credit, graded S-U; NTR 609b, 2 hours credit, graded by letter grade)

619 Nutrition Consultation Methods (3:2:3)
Pr. 573, 560 or permission of instructor
Exploration of techniques and constraints for interviewing and eliciting change through nutritional consultation.

623 Current Trends in Nutrition (3:3)
Pr. a basic nutrition course and/or permission of instructor
Emphasis on current trends in nutrition research/education from a molecular, cellular and/or human perspective. May be repeated for credit when topic varies.

625 Gene Expression and Protein Metabolism (2:4)
Pr. previous course in general nutrition, biochemistry and mammalian physiology and unconditional admission to the graduate program in Nutrition or other life sciences, or permission of instructor
Integration of cell biology and protein metabolism in relation to gene expression and regulation of enzyme activity in mammalian cells. Critical analysis of recent literature. (Fall)

626 Energy, Carbohydrate, Lipid Metabolism (2:4)
Pr. 625, previous course in general nutrition, biochemistry and mammalian physiology, and unconditional admission to the graduate program in Nutrition or other life sciences; or permission of instructor
Analysis of energy intake and metabolism; carbohydrate and lipid absorption, transport, and tissue-specific utilization. Clinical applications. Critical analysis of recent literature.

627 Antioxidants and Bioactive Food Components (2:4)
Pr. 625, previous course in general nutrition, biochemistry and mammalian physiology, and unconditional admission to the graduate program in Nutrition or other life sciences; or permission of instructor
Metabolism and function of selected bioactive food components, such as flavonoids, stanols and sterols, anthocyanins, carotenoids, polyphenolics, indole-3-carbinol. Clinical applications. Critical analysis of recent literature.

628 Vitamins and Minerals (2:4)
Pr. 625, previous course in general nutrition, biochemistry and mammalian physiology, and unconditional admission to the graduate program in Nutrition or other life sciences; or permission of instructor
Metabolism functions of selected vitamins. Regulation of selected trace metals emphasizing nutrient-gene interactions. Clinical applications. Critical analysis of recent literature.

643 Nutrition and Aging (3:3)
Pr. 213, BIO 277 or equivalent, or permission of instructor
Explore the nutritional issues associated with aging and the older adult (65 years+). Theories of aging; aging and chronic diseases; effects of aging on nutrient requirements; nutrition programs and services.

653 Problems in Food and Nutrition (2-4)
Pr. permission of instructor
Individual student problems related to food and nutrition. May be repeated for credit. (Graded on S-U basis)

666 Teaching Practicum in Nutrition (3:3)
Pr. admission to the graduate program in food, nutrition, and food service management or permission of instructor.
Provides a supervised, structured learning experience in teaching for graduate students in the Department of Nutrition. Professors provide guidance for graduate students during the experience.

670 Research Skill Development (2-6)
May be repeated for credit. (Graded on S-U basis)

673 Nutrition Research Methodology (3:3)
Pr. 531 or equivalent as determined by the Department
Diverse research techniques used in cellular, small animal, and human experimental studies in nutritional sciences. Orientation to research methodologies, grant proposal writing, ethical use of human (IRB) and animal (IACUC) models, and policy in nutrition.

676 Nutrition and Physical Performance (3:3)
Pr. course work in biochemistry and physiology required, 531, 560 or equivalent courses, BIO 277
Effects of nutrition on physical performance, alternations in nutrient metabolism from increased activity, interaction of diet and exercise on aging and disease processes, training and competition diets examined.

693 Advanced Medical Dietetics (3:3)
Pr. 573 or equivalent
Development of nutritional therapies for certain disease conditions. Evaluation of the physiological and biochemical bases for such therapies. (Fall)

695 Nutritional Genomics (3:3)
Pr. permission of instructor
Comprehensive evaluation of principles and applicability of methodologies used to evaluate the regulation of gene expression in the field of nutrition science. May be repeated for credit.

696 Nutritional Proteomics (3:3)
Pr. permission of instructor
Comprehensive evaluation of principles and applicability of methodologies used to evaluate protein expression and function in the field of nutrition science. May be repeated for credit.

699 Thesis (1-6)
Required of all candidates for the Master of Science degree. Credit may be divided over two or more semesters. (Graded on S-U basis)

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

790 Doctoral Research (1-6)
Pr. approval of graduate faculty member
Individual work on problems related to student's primary area(s) of specialization. Empirical research or critical reviews and integrations of literature. May be repeated for credit. (Graded on S-U basis)

799 Dissertation Problem (1-12)
Pr. completion of oral and written comprehensive examinations
Required of all candidates for the Doctor of Philosophy degree. May be repeated for credit. (Graded on S-U basis)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Philosophy

216 Foust Building • (336) 334-5059
www.uncg.edu/phi

Professors

Joshua Hoffman, Ph.D.
Analytical metaphysics (theory of substance, theory of categories), analytical philosophy of religion, history of philosophy.

Jarrett Leplin, Ph.D.
Philosophy of science, epistemology.

Terrance McConnell, Ph.D.
Ethical theory, medical ethics, political philosophy.

Gary Rosenkrantz, Ph.D.
Metaphysics, epistemology, philosophy of mind, philosophy of religion (Head of Department).

Michael Zimmerman, Ph.D.
Ethics, action theory.

Associate Professors

Heather Gert, Ph.D.
Ethics, Wittgenstein.

Janine Jones, Ph.D.
Philosophy of mind, philosophy of language.

John King, Ph.D.
Epistemology, logic, history and philosophy of science, philosophy of mind.

Adjunct Associate Professor

John Young, Ph.D.
Philosophy of language, ethics, ancient and medieval philosophy, philosophy of religion.

Assistant Professor

David Lefkowitz, Ph.D.
Political philosophy, philosophy of law, ethics.

Graduate Programs in Philosophy

- No graduate degree program offered; see Master of Arts in Liberal Studies on page 207.

PHI Philosophy Courses

520 Advanced Topics in Biomedical Ethics (3:3)
Pr. 220 or permission of instructor
Detailed examination of a particular issue in biomedical ethics, such as research ethics, assisted suicide and euthanasia, and the acquisition and allocation of organs for transplantation. May be repeated for credit when topic varies.

523 Philosophy of Social and Behavioral Science (3:3)
Central issues in philosophy of social and behavioral science from Hume to the present; explanation, theory construction, methodology of the social sciences, the status of the sociology of knowledge.

525 Philosophy of Physical Science (3:3)
Pr. one course in physical science and one in philosophy or permission of instructor
Current issues in the philosophy of science such as scientific progress and scientific change, scientific methods, relations between experiment and theory, scientific explanation, rationality and scientific realism, relations between philosophy of science and history of science. Examples drawn from modern history of physical science.

527 Philosophy of Biological Science (3:3)
Pr. one course in biology and one in philosophy or permission of instructor
Examination of concepts of law, theory, explanation, evidence, classification, and reduction using examples from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter, and the place of biology among the natural sciences.

545 Social Philosophy (3:3)
Pr. one course in philosophy or permission of instructor
Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, conservatism, and a study of such major figures as Hobbes, Locke, Mill, and Rawls.

555 Epistemology (3:3)
Pr. one course in philosophy or permission of instructor
Skepticism, the analysis of knowledge, confirmation and induction, a priori knowledge, knowledge and truth.

559 Philosophy of Mind (3:3)
Pr. one course in philosophy or permission of instructor
The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

565 Philosophy of Language (3:3)
Pr. one course in philosophy or permission of instructor
Theories of truth, meaning, and reference. The origin and nature of human language and its relation to animal and machine language.

575 Advanced Logic (3:3)
Pr. 311 or permission of instructor
Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and Type Theory. Introduction to modal logic.

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

590 Aesthetics (3:3)
Pr. 322 or permission of instructor
Readings in the major philosophies of art. Analysis of the justification of evaluative judgments about art, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience.

601 Advanced Topics in Philosophy (3:3)
Pr. permission of instructor
Topics may include relativism, legal ethics, and artificial intelligence. May be repeated for credit when topic varies.

620 Ethics and Genetics (3:3)
Pr. matriculation to third semester of M.S. genetic counseling program or permission of instructor
Ethical issues in the acquisition and application of knowledge about the human genome. Topics include genetic testing and abortion, predictive testing, testing for minors, confidentiality, gene therapy, and human cloning.

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

Department of Physics and Astronomy

237 McIver Building • (336) 334-5844
www.uncg.edu/phy

Professor

Gerald W. Meisner, Ph.D.
Experimental elementary particle physics, physics education, instructional use of telecomputing systems.

Associate Professors

Stephen C. Danford, Ph.D.
Observational stellar astronomy (Head of Department).

Promod Pratap, Ph.D.
Biophysics of biological membranes, biological energetics, thermodynamics of biochemical reactions.

Assistant Professors

Edward H. Hellen, Ph.D.
Biophysics, nonlinear dynamics, fluorescence techniques, nerve signal propagation.

Anatoly Miroshnichenko, Ph.D.
Observational astrophysics, interstellar and circumstellar matter.

Graduate Programs in Physics and Astronomy

- No graduate degree program offered.

Graduate level physics and astronomy courses prepare students for graduate study or for careers in industry, government, or teaching and may be used by teachers in elementary, middle, and secondary schools for licensure renewal.

PHY Physics Courses

501, 502 Conceptual Physics for Teachers (3:3), (3:3)
Basic laws of physics introduced through extensive use of demonstrations. Concepts emphasized; mathematical manipulation minimal. Teaching materials, strategies developed.

543 Biophysics (3:3)
Pr. PHY 211, 212 or 291, 292, MAT 191, BIO 355, CHE 111, 114, or permission of instructor
Cellular biophysics with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes. (Same as BIO 543)

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

601 Teaching Concepts in Physics and Astronomy (3:3).
Pr. permission of instructor
Research in physics education, implications for instruction.

603, 604 General Physics for Teachers (3:3), (3:3)
Pr. one year of college physics, one year of college mathematics, or permission of instructor
Concepts and theories, with some performance of demonstration and laboratory experiments. Develop basic knowledge of mechanics, properties of matter, heat, waves, electromagnetic fields, atomic structure and spectra, particle and wave theories.

605 Advanced-Placement Physics for Teachers (3:3)
Pr. permission of the instructor
Concepts of mechanics, heat and wave motion presented in terms of the calculus.

606 Advanced-Placement Physics for Teachers (3:3)
Pr. permission of the instructor
Concepts of electricity and magnetism, optics and modern physics presented in terms of the calculus.

607, 608 Modern Physics for Teachers (3:3), (3:3)
Pr. permission of instructor
Recent developments in physics.

612 Experimental Physics for Teachers (1-3)
Pr. one year college physics, one year college mathematics, and permission of instructor
Laboratory study of basic experiments. Principles of experimentation, laboratory techniques, laboratory safety, and techniques of data analysis. With permission of instructor, may be repeated for credit.

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

AST Astronomy Courses

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

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

Department of Political Science

237 Graham Building • (336) 334-5989
www.uncg.edu/psc

Professors

James Clotfelter, Ph.D.
Southern politics, public policy (health, defense).

William Crowther, Ph.D.
Comparative politics, political economy, Eastern Europe, inter-ethnic relations.

Ruth Hoogland DeHoog, Ph.D.
Public administration, urban management, privatization, organization theory and behavior (Head of Department).

Charles L. Prysby, Ph.D.
Research methods, elections, voting behavior, political parties, southern politics, contextual analysis.

Jerry Pubantz, Ph.D.
International politics, Middle East politics, the United Nations, American Foreign Policy, and globalization.

Associate Professors

Susan J. Buck, Ph.D.
Environmental policy and law, public policy, administrative law.

Robert J. Griffiths, Ph.D.
Comparative and international politics, African politics, civil-military relations, politics of development.

Kenneth A. Klase, D.P.A.
Public administration, public budgeting and finance, public financial management (Director of Graduate Study).

Gregory E. McAvoy, Ph.D.
Public policy, research methods, environmental policy, program evaluation.

Assistant Professors

David Holian, Ph.D.
The presidency, legislative politics, mass media, public opinion, and political methodology.

Susan W. Johnson, Ph.D.
American politics, judicial politics, Supreme Court decisionmaking, Canadian Supreme Court.

Carisa Showden, Ph.D.
Modern and contemporary political theory, feminist theory, women in U.S. politics.

Takashi Tsukamoto, Ph.D.
Urban politics, community and economic development, urban development policy.

Lecturer

J. Alan Boyette, Ph.D.
State politics, federalism and intergovernmental relations, public policy (environment, education, campaign finance).

Graduate Programs in Political Science

- Post Baccalaureate Certificates
  - Nonprofit Management
  - Urban and Economic Development
- M.P.A.
  - Elective Concentrations:
  - Community and Economic Development
  - Local Government Management
  - Nonprofit Management
- M.A.

The M.P.A. degree is intended for public service professionals in local, state, and federal agencies; private, nonprofit agencies and voluntary organizations; public affairs offices in private businesses; and legislative staff positions. It provides professional training designed to meet current demands in public service positions and build the foundation for long-term development and advancement in a public service career. The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

The Master of Public Affairs is linked to the Bachelor of Arts in economics and the Bachelor of Arts in political science so that a student may earn both degrees in approximately five years. Undergraduates must be formally admitted to one of these programs. Please see the appropriate departmental

listing in the *Undergraduate Bulletin* for the details of these accelerated programs of study.

The M.A. degree in political science is for persons who wish to teach in community colleges and secondary schools or continue graduate study in a doctoral program or a professional school.

The nonprofit management certificate is designed to meet the training needs of nonprofit professionals in the Triad region. The urban and economic development certificate is designed to meet the training needs of those currently working in or who plan to work in urban planning or community and economic development in the Triad region.

PBC Requirements for the Post-Baccalaureate Certificates in Nonprofit Management or Urban and Economic Development

NONPROFIT MANAGEMENT

The Department of Political Science offers a program of study leading to a **15** semester hour Post-Baccalaureate Certificate in nonprofit management. At least 9 hours must be taken in the M.P.A. curriculum.

Certificate graduates will be prepared for management positions in the nonprofit sector, including positions in human service agencies, foundations, or professional associations. The certificate program could prove to be useful to government and business professionals as well, especially if they have significant voluntary or nonprofit agency responsibilities. The program combines core courses and electives that allow a student some choice and tailoring to specific interests.

Core Requirements (6 hours)

PSC 540 Nonprofit Management and Leadership (3)
PSC 550 Philanthropy and Resource Development (3)

Choice Requirements (3 hours)

PSC 511F Problems in Public Management: Financial Management (1) **or** PSC 511R Problems in Public Management: Nonprofit Budgeting (1)

Plus two of the following:

PSC 511B Problems in Public Management: Marketing for Public and Nonprofit Agencies (1)
PSC 511D Problems in Public Management: Strategic Planning (1)
PSC 511F Problems in Public Management: Financial Management (1)
PSC 511G Problems in Public Management: Grant Writing (1)
PSC 511N Problems in Public Management: Nonprofit Law (1)

Electives (6 hours)

Students must take 6 hours in a combination of one-hour courses (PSC 511): financial management or nonprofit management (whichever was not chosen above), strategic planning, marketing, legislative relations, volunteer management, media relations, oral communication skills, grantwriting, nonprofit law; and/or 3 hour courses from the M.P.A. curriculum or approved courses outside the department in human development and family studies, social work, public health, business administration, and/or counseling.

URBAN AND ECONOMIC DEVELOPMENT

The Departments of Political Science and Geography jointly offer a program of study leading to a Post-Baccalaureate Certificate in urban and economic development. This certificate requires courses emphasizing the knowledge and skills to prepare students to work in organizations focusing on urban planning and community economic development activities in government and nonprofit organizations.

The certificate requires **18** semester hours of course work (12 hours of core courses and 6 hours of approved electives).

Required Core Courses (12 hours)

GEO 502 Urban Planning (3)
GEO 533 Industrial Development: State and Local (3)
PSC 520 The Urban Political System (3)
PSC 630 Community and Economic Development Theory and Practice (3)

Electives (6 hours)

Select two from the following:

GEO 602 Regional Planning (3)
GEO 603 Understanding Geographic Information Systems (3)
GEO 622 GIS Applications in Urban Planning (3)
GEO 631 Transportation Planning (3)
PSC 613 Local Government Administration (3)
PSC 620 Urban Development Policy (3)

MPA Requirements for the Master of Public Affairs

With Concentrations Offered in Community and Economic Development, Local Government Management, and Nonprofit Management

The Department of Political Science offers a graduate program of study leading to a **40** hour M.P.A. degree. Students with no work experience in public or nonprofit agencies must complete an additional 3 hour supervised internship.

The program provides a foundation in the major substantive areas of public affairs: policy-making and policy analysis; administration, management and organizational behavior; quantitative analysis and evaluation; and the political context of public administration. Beyond these areas, students can develop a specialization in courses in political science and up to 9 hours in other departments (e.g., geography, social work, public health education).

Prerequisite (3 hours)

The program requires students to have completed an undergraduate course in American government, politics, or public policy.

Core Courses (23 hours)

The eight required courses are to be taken in approximately the following order, when possible:

PSC 600 Public Administration and Management (3)
PSC 601 Politics of Public Policy (3)
PSC 602 Quantitative Analysis and Program Evaluation (3)
PSC 603 Budgeting and Fiscal Administration, with lab (4)
PSC 604 Public Personnel Management (3)
PSC 511J Problems in Public Management: Legal Issues in Public Administration (1)
PSC 612 Organizational Behavior and Leadership (3)
One applied research tools course choosen from 503, 504, 610, or 611 (3)

Electives (17 hours)

Regularly offered courses:

PSC 504 Public Management Information Systems (3)
PSC 510 Topics in Public Policy (1-3)
PSC 511 Problems in Public Management (1)
PSC 512 Federalism and Intergovernmental Relations (3)
PSC 516 Administrative Law (3)
PSC 520 The Urban Political System (3)
PSC 530 Administrative and Elected Leadership (3)
PSC 540 Nonprofit Management and Leadership (3)
PSC 550 Philanthropy and Resource Development (3)
PSC 560 Special Topics in Public Administration (1-3)
PSC 610 Public Policy Analysis (3)
PSC 613 Local Government Administration (3)
PSC 615 Human Resource Development and Performance Management (3)
PSC 620 Urban Development Policy (3)
PSC 630 Community and Economic Development Theory and Practice (3)

Students may take up to 9 hours from approved graduate courses in other departments.

Experiential Component

Students not having approved prior work experience will complete a supervised internship (PSC 695) in a public or nonprofit agency for 3-6 hours credit, depending on the duration of the placement, together with a directed field study (PSC 696). Students with prior work who desire experience in a new area of public affairs may choose to complete an internship as well.

Comprehensive Examination

The required exam consists of two parts: (1) a written essay examination (based on core courses) when halfway through the graduate program, and (2) a summary of learning paper completed near the end of graduate work.

COMMUNITY AND ECONOMIC DEVELOPMENT CONCENTRATION

This concentration combines the M.P.A. core requirements with courses emphasizing the knowledge and skills to prepare students to work in organizations focusing on community and economic development activities. The prerequisite, comprehensive exam, and the experiential component are the same as for the M.P.A.

Required Courses (35 hours)

Students must complete all of the M.P.A. core courses including the required research tools course. They must also complete 15 hours of course work related to community and economic development skills and knowledge. Required courses are:

PSC 520 The Urban Political System (3)
PSC 620 Urban Development Policy (3)
PSC 630 Community and Economic Development Theory and Practice (3)
PSC 511J Problems in Public Management: Legal Issues in Public Administration (1)

Plus one of the following courses:

GEO 502 Urban Planning (3)
GEO 533 Industrial Development: State and Local (3)

Electives (5 hours)

With the approval of the Director of Graduate Study, students may select additional course work from political science or other departments, such as geography, sociology, business administration, or economics.

Internship (3 hours)

An internship (PSC 695) is required for students who have no prior experience in a professional or management position in community and economic development.

LOCAL GOVERNMENT MANAGEMENT CONCENTRATION

This concentration combines the M.P.A. core requirements with courses emphasizing the knowledge and skills to prepare students to work as local government managers. The prerequisite, comprehensive exam, and experiential component are the same as for the M.P.A.

Required Courses (29 hours)

Students must complete all of the M.P.A. core courses including the required research tools course (23 hours). For the concentration, they must complete 6 hours of required course work related to local government management skills and knowledge.

PSC 520 Urban Political Systems (3)
PSC 613 Local Government Administration (3)

Electives (11 hours)

Students complete an additional 11 hours of elective course work. Nine of these elective hours together with the 6 hours of required concentration courses listed above complete a 15 hour concentration in local government management.

Recommended courses include:

PSC 560F Special Topics in Public Administration: Public Financial Management (2)
PSC 512 Federalism and Intergovernmental Relations (3)
PSC 530 Administrative and Elected Leadership (3)
PSC 510K Topics in Public Policy: Ethics in Public Policy (3)

With the approval of the Director of Graduate Study, students may select additional course work from political science or other departments, such as geography, sociology, business administration, or economics.

Internship (3 hours)

An internship (PSC 695) is required for students who have no prior experience in a professional or management position in a government agency.

NONPROFIT MANAGEMENT CONCENTRATION

This concentration combines the M.P.A. core requirements with courses emphasizing the knowledge and skills to prepare students to work in or with the nonprofit sector. The prerequisite, comprehensive exam, and the experiential component are the same as for the M.P.A.

Required Courses (31 hours)

Students must complete all but one of the M.P.A. core courses (PSC 511N substitutes for PSC 511J). The research tools requirement in the M.P.A. core will be met by PSC 611. They must also complete 15 hours of course work related to nonprofit management skills and knowledge. Required courses are:

PSC 540 Nonprofit Management and Leadership (3)
PSC 550 Philanthrophy and Resource Development (3)

Plus three of the following four one-hour Problems in Public Management:

PSC 511B Marketing for Public and Nonprofit Agencies (1)
PSC 511D Strategic Planning (1)
PSC 511F Financial Management (1)
PSC 511G Grant Writing (1)

Electives (9 hours)

With the approval of the Director of Graduate Study, students may select courses from political science or up to 9 hours in other departments, such as social work; recreation, tourism, and hospitality management; or sociology.

Internship (3 hours)

An internship (PSC 695) is required for students who have no prior experience in a professional or management position in a nonprofit agency.

M.P.A. WITH POST-BACCALAUREATE CERTIFICATE IN GERONTOLOGY

Students with an interest in public service work related to the elderly and meeting the needs of an aging society may complete elective course work in the M.P.A. degree by jointly completing the Post-Baccalaureate Certificate in Gerontology.

MA Requirements for the Master of Arts in Political Science

The Department of Political Science offers a graduate program of study leading to a **30** hour M.A. degree. Course offerings and the thesis focus on public administration and policy.

Required Courses (6 hours)

Two courses must be taken in the first 18 hours:

PSC 601 Politics of Public Policy (3)
PSC 602 Quantitative Analysis and Program Evaluation (3)

Electives (24 hours)

Students select from departmental offerings. Up to 6 hours may be taken as independent study courses.

Thesis

See the Director of Graduate Study for details.

PSC 699 Thesis (3-6)

Comprehensive Examination

A written comprehensive examination is required when 18 hours of course work have been completed.

PSC Political Science Courses

501 Selected Topics in Political Science (1-3)
Pr. major in political science or permission of instructor
Opportunity for advanced students to study in depth a topic of special interest. May be repeated for credit when topics vary.

503 Survey Methods for Policy Research (3:3)
Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in the public sector.

504 Public Management Information Systems (3:3)
Overview of management information systems in public and nonprofit organizations, covering broad questions of design, management, training, utilization, and impact of decision making.

505 Problems in Politics (3:3)
Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline.

510 Topics in Public Policy (1-3)
Pr. permission of instructor
Intensive analysis of a major area of public policy. Examination of the sources of policy making, the policy-making process and the impact of policy. Students may repeat the course but not the same topic. 510a, Politics of Education; 510b, Criminal Justice; 510c, Labor Relations; 510d, Foreign and Defense Policy; 510e, Environmental Policy; 510f, Urban Development Policy; 510g, Health and Social Policy; 510h, Global Challenges; 510i, Press and Politics; 510j, Industrial Policy; 510k, Ethics in Public Policy.

511 Problems in Public Management (1)
Pr. permission of instructor
Intensive examination of important current problems related to the management of public institutions. 511J, Legal Issues in Public Administration, is a required course. Students may repeat the course when topics vary for a maximum of six credit hours.

512 Federalism and Intergovernmental Relations (3:3)
Pr. permission of instructor or 210, or 310; or graduate standing
Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation and recent developments in sub-national governments.

516 Administrative Law (3:3)
The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion.

520 The Urban Political System (3:3)
Examination of major topics in the study of urban government and politics, including citizen participation, interest groups, parties, types of elections, forms of government, community power, and racial politics.

530 Administrative and Elected Leadership (3:3)
Pr. permission of instructor
Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; and relationships among executive offices, administrative offices, and legislative bodies.

535 Citizen Participation in Policy Making (3:3)
Pr. permission of instructor
Political participation and citizen involvement in governmental policy making. Both citizen-initiated and government-sponsored efforts to increase popular input will be analyzed. Assessment of the impact of citizen participation on policy-making in specific areas of policy and on the performance of government in general.

540 Nonprofit Management and Leadership (3:3)
Pr. senior or graduate standing
Overview of major concepts and concerns of nonprofit organizations, including tax-exempt status, incorporation, nonprofit-government relations, board-director-staff relations, volunteers, service and program planning, implementation, resource development.

550 Philanthropy and Resource Development (3:3)
Pr. 540 and senior or graduate standing
Major concepts, strategies, issues, and approaches to resource development and philanthropy in nonprofit and educational organizations.

560 Special Topics in Public Administration (1-3)
Pr. permission of M.P.A. Program Director or instructor
Specific topic identified by extension to basic title: e.g., Special Topics in Public Administration: Public Financial Management; Financial Analysis Techniques; Grants and Contract Administration. Students may repeat three credit hour courses when topics vary. One credit hour courses may be repeated for a maximum of three credit hours when topics vary.

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

600 Public Administration and Management (3:3)
Pr. admission to the M.P.A. program or permission of instructor
Political environment, structure and process of public bureaucracies; organizational theory; professional ethics; and administrative functions including management, budgeting, and personnel.

601 Politics of Public Policy (3:3)
Pr. admission to the M.P.A. program or permission of instructor
Public policy process from agenda-setting to policy formation, legitimation, and implementation.

602 Quantitative Analysis and Program Evaluation (3:3)
Pr. admission to the M.P.A. program or permission of instructor
Basic principles of research design, measurement, data analysis, and computer usage for research in politics and public policy.

603 Budgeting and Fiscal Administration (3:3)
Pr. 600 or permission of instructor
Purposes of budgets. The political and economic environment that surrounds the budgetary process in government. Budget preparation, enactment, execution, and decision making at the federal, state, and local levels. Must be enrolled in PSC 603 and PSC 603L at the same time.

603L Budget Analysis Laboratory (1:1)
Pr. 600 or permission of instructor
Problems and exercises designed to assist students in understanding public budgeting. Emphasis on analyzing and communicating budget data. Must be enrolled in PSC 603 and PSC 603L at the same time.

604 Public Personnel Management (3:3)
Pr. 600 or permission of instructor
Employment practices as applied in the public sector; merit and merit systems, position management, equal employment opportunity and affirmative action, unionization, employee rights, and representative bureaucracy.

610 Public Policy Analysis (3:3)
Pr. 602
Approaches to analyzing public policy; cost-benefit analysis, decision-analysis, and other analytical methods used in policy development and evaluation.

611 Program and Policy Evaluation (3:3)
Pr. 602 or permission of instructor
Structure of program evaluation; identification and measurement of program outcomes; use of experiments and quasi-experiments in evaluation; development of performance measures; analysis of program evaluation data.

612 Organizational Behavior and Leadership (3:3)
Pr. 600 or permission of instructor
Behavior of public and nonprofit organizations. Problems of leadership, group dynamics, conflict resolution, and organizational change.

613 Local Government Administration (3:3)
Pr. permission of instructor
Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government.

615 Human Resource Development and Performance Management (3:3)
Public and nonprofit employee performance evaluation and development: theories of motivation, workforce trends, training techniques and trends, career development, employee performance and evaluation techniques. Workshop format with group exercises.

620 Urban Development Policy (3:3)
Examines nature and evolution of U.S. urban development policy, including urban renewal, the war on poverty, and empowerment zones.

630 Community and Economic Development Theory and Practice (3:3)
Pr. permission of M.P.A. program director or instructor
Critical analysis of community and economic development theory and practice and its historical and theoretical roots, methods, strategies, and tactics.

690 Public Affairs Seminar (3:3)
Role of the public official in organizations and policy making. Analysis of position and responsibilities in the context of literature on organizations, administration, management, and policy making. Open to advanced students in public affairs who have had work experience or internships in public agencies.

695 Public Affairs Internship (3-6)
Pr. 600, 601, 602, at least three other graduate level courses in political science, and permission of instructor
A full-time work and learning experience in a public or nonprofit agency of approximately three months duration designed to provide the graduate student with practical experience in the ongoing operations of an agency of government or an organization engaged in public affairs activities.

696 Directed Field Research (3-6)
Pr. 600, 601, 602, three other graduate level courses, and permission of instructor
Field research on selected problems and issues in public policy, including research design, data collection, data analysis, and interpretation of results. Open to advanced graduate students in the Master of Public Affairs program.

697, 698 Special Problems in Political Science (1-3), (1-3)
Independent study or research in political science. Prior consent of faculty member with whom student wishes to work.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Psychology

296 Eberhart Building • (336) 334-5013
www. uncg.edu/psy

Professors

Arthur D. Anastopoulos, Ph.D.
Attention-Deficit/Hyperactivity Disorder in children, adolescents, and adults, including multi-method assessment, multi-modal treatment, parent-child interactions, and parent training.

Susan D. Calkins, Ph.D.
Social and emotional development in infancy and early childhood.

Anthony DeCasper, Ph.D.
Early development of human perception and learning from the prenatal period to the pre-school years.

Robert Guttentag, Ph.D.
Cognitive development, children's learning and remembering.

Timothy Johnston, Ph.D.
Comparative studies of behavioral development and evolution, and the history of developmental theories in psychology and biology.

Susan P. Keane, Ph.D.
Social development in children, including parent-child interactions, and the etiology, assessment, and treatment of peer difficulties and neglect.

Cheryl Logan, Ph.D.
Animal communication, especially the reproductive functions of mockingbird song, history of psychology.

George F. Michel, Ph.D.
Developmental psychobiology, sensorimotor development during infancy, neuroendocrine processes in mammalian parental care (Head of Department).

Rosemery Nelson-Gray, Ph.D.
Adult depression and personality disorders; theory and techniques of behavioral assessment.

Walter Salinger, Ph.D.
Physiology of behavior, particularly pre- and postnatal neural development, infant and adult neural plasticity, visual physiology.

John Seta, Ph.D.
Processes related to social cognition and groups.

Terri L. Shelton, Ph.D.
Developmental psychopathology, assessment and treatment of young children.

Jacquelyn White, Ph.D.
Gender issues and interpersonal violence with a particular focus on intimate partner aggression and victimization.

Associate Professors

Michael J. Kane, Ph.D.
Attention and memory, particularly where they interact in the "working memory" system and how they contribute to intelligence and higher-order cognitive processes.

Thomas R. Kwapil, Ph.D.
Schizophrenia and related illnesses studied from experimental and developmental psychopathology perspectives.

Douglas W. Levine, Ph.D.
Areas of quantitative research includes power analysis, classification problems, categorical data analysis, and using re-sampling methodologies in factor analysis (Director of Graduate Study).

Edward J. Wisniewski, Ph.D.
Cognitive processes underlying concept formation and conceptual combination, judgment and decision making.

Assistant Professors

Wesley D. Allan, Ph.D.
Child anxiety disorders, focusing on social phobia and related family factors.

Peter Delaney, Ph.D.
Planning and problem solving, memory, expertise and skill.

Heidi Gazelle, Ph.D.
Social and emotional development in middle childhood and early adolescence, peer relations, developmental psychopathology, internalizing problems.

Graduate Programs in Psychology

- M.A.
  with concentrations in:

  Clinical Psychology

  General Experimental Psychology

- Ph.D.
  with concentrations in:

  Clinical Psychology

  Cognitive Psychology

  Developmental Psychology

  Social Psychology

Stuart Marcovitch, Ph.D.
Cognitive development, particularly conscious and unconscious influences on behavior.
Lili Sahakyan, Ph.D.
Retrieval processes in human long-term memory, the role of context in memory.
Paul Silvia, Ph.D.
Self-awareness, self-regulation, cognition and emotion.

The Psychology Department offers graduate work leading to the Master of Arts and the Doctor of Philosophy degrees.

At both the M.A. and the Ph.D. levels, the objective is to provide the combination of a sound scholarly foundation with methodological and practical skills that will enable the student to function in a variety of academic, research, and service settings. The program has an experimental orientation, with four major areas of concentrations:

- Clinical (Allan, Anastopoulos, Keane, Kwapil, Nelson-Gray)—includes research training and clinical training in a variety of service settings.
- Developmental (Calkins, DeCasper, Gazelle, Guttentag, Johnston, Marcovitch, Michel, Salinger)—includes basic research in behavioral, cognitive, language, and social development in infant, child, adolescent, and adult humans and in animals.
- Cognitive (Delaney, Guttentag, Kane, Sahakyan, Wisniewski) — includes basic research in human memory, cognition, and language.
- Social (Calkins, Logan, Seta, Silvia, and White) —includes basic research in social phenomena, e.g., aggression, attitudes, communication, gender relations, intergroup comparison, and social competence.

Graduate Degrees

The Psychology Department offers two graduate training tracks. Students may apply to either or both tracks. One track leads to a terminal Master of Arts in general experimental psychology; the other leads to a Ph.D. with specializations in clinical, cognitive, developmental, and social psychology. The clinical program is fully accredited by the American Psychological Association.

The goal of the terminal M.A. is the Master of Arts degree. Those who successfully complete the terminal M.A., however, may apply to the Ph.D. program. In addition, students with master's degrees from other institutions are welcome to apply to the Ph.D. program. Their past work is evaluated to determine which requirements of our program have been satisfied.

Policy on Professional Impairment

Clinical faculty bear a double loyalty—not only to their students, but also to the profession and to the public. On the one hand, clinical faculty have a responsibility to teach and supervise their students, which is typically done in the context of an amicable relationship. On the other hand, clinical faculty have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, it is possible that not all students are capable of becoming competent professionals who will maintain the standards of the profession. In these cases, faculty are obliged to take action when they have determined the student is professionally impaired.

Specifically, the Accreditation Handbook of the American Psychological Association (1979) specifies that: "programs must develop an explicit, comprehensive system for evaluation" (p. 8); and "students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations should be counseled early, made aware of career alternatives, and if necessary, dropped from the program" (page 14).

Definition of Professional Impairment

Professional impairment has been "defined broadly as an interference in professional functioning that is reflected in one or more of the following ways:

- an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
- an inability to acquire professional skills in order to reach an acceptable level of competency.
- an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning" (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis; Professional Psychology: Research and Practice, 1987, 18, 597-603).

Documents that describe standards of professional practice and local expected procedures include: APA Ethical Principles of Psychologists, APA Standards for Providers of Psychological Services, Joint Standards for Educational and Psychological Testing (laws and statutes that regulate professional practice within North Carolina), UNCG Psychology Clinic Manual.

Examples of behaviors which may be evidence of professional impairment include the following. This list contains examples, and is not intended to be definitive:

1. Violation of professional standards or ethical codes, e.g., breaches of client confidentiality, or engaging in dual relationships with clients

2. Inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency
3. Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness in client record-keeping or poor compliance with supervisory requirements
4. Personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems, interpersonal behaviors and intra-personal functioning that impair one's professional functioning, such as psychopathology (including personality disorders), inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions to Follow Manifestations of Professional Impairment

This list contains examples and is not intended to be definitive. These actions are not hierarchical and need not be applied in each case:

- a formal reprimand
- an unsatisfactory grade (U) in a practicum course with the requirement that the course be repeated, whether it was an elective or required practicum
- reduced practicum case-load
- personal therapy
- leave of absence
- required additional practicum or course work
- increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audiotapes)
- formal probation
- recommendation to withdraw from the program
- recommendation of formal dismissal from the program by the Dean of The Graduate School.

Due Process: Evaluation of Professional Impairment

1. There is a written policy on professional impairment which is systematically distributed to all clinical students, with signatures evidencing student review of the policy.
2. All students routinely receive evaluations in writing, including written notification of problems, through semi-annual practicum evaluations and through annual letters prepared by the clinical faculty. Students may also receive in writing descriptions of specific incidences that may evidence professional impairment. Such written evaluation will also be placed in the student's departmental file.
3. The student evidencing professional impairment will usually be given an opportunity for remediation (although individual circumstances may not allow this, and this is not legally required), with specific descriptions of problems, suggestions for remediation, time limit, and notice of consequences if remediation is not successful, all noted in writing. Such written evaluation will also be placed in the student's departmental file.
4. When the judgment is made that serious professional impairment exists and that the consequences to the student are major, the student may request a hearing in which the student may present his or her view of the situation. The hearing will be convened by the Director of Clinical Training, and will include the clinical faculty who are making judgments of serious professional impairment (e.g., student's faculty clinical supervisor or agency clinical supervisor and/or the Director of the UNCG Psychology Clinic), the Director of Graduate Study, and the student's advisor.
5. Following a hearing, the student will receive written notification within one week that includes: the nature of the problem, opportunities for revision if any, the basis for the decision, and the opportunity for appeal. Such written evaluation will also be placed in the student's departmental file.
6. After receiving written notification, the student may request an appeal within 14 days to the Head of the Department of Psychology. The appeal panel will include some persons who are different from those making the original decision, such as a psychologist from the community, a faculty representative of The Graduate School, and a member of the faculty selected by the student.
7. The results of the hearing and appeal will be forwarded to the Head of the Psychology Department, who may accept, reject, or modify the recommendations. If the Department Head accepts a recommendation to dismiss a student from the program, this recommendation will be forwarded to the Dean of The Graduate School who, upon further consideration, will notify the student in writing.

MA Requirements for the Master of Arts
in Psychology with Concentrations in General Experimental and Clinical Psychology

GENERAL EXPERIMENTAL CONCENTRATION (36 HOURS)

The terminal Master of Arts degree in general experimental psychology requires **36** hours—12 hours in four core courses, 8 hours of statistics, 10 hours of electives and 6 hours of thesis.

Core Courses (12 hours)

Each student must take at least one core course from four of six core areas:

Behavioral
PSY 617 Behavior Theory (3)

Clinical
PSY 661 Psychological Disorders in Children (3)
PSY 662 Psychological Disorders in Adults (3)

Cognitive
PSY 652 Cognitive Processes (3)

Developmental
PSY 643 Developmental Psychology (3)

Biological
PSY 625 Advanced Animal Behavior (3)
PSY 650 Physiology of Sensory and Behavioral Processes (3)

Social
PSY 647 Advanced Social Psychology (3)

Statistics and Methodology (8 hours)

PSY 609, 610 Statistical Methods in Psychology I, II (4) (4) or alternatives with permission of the Director of Graduate Study

Additional Courses (10 hours, plus 6 hours of thesis)

In addition to 6 hours of PSY 699 Thesis, additional courses are to be selected from 600-level psychology courses or with the permission of the Director of Graduate Study, graduate level courses in other departments.

CLINICAL CONCENTRATION (55 HOURS MINIMUM)

Clinical students in the Ph.D. track are required to satisfy all requirements for the M.A. degree in clinical psychology as part of their Ph.D. requirement. A minimum of **55** hours is required for the M.A. component of the Ph.D. These include 15 hours in five core courses*, 3 hours in a research methods course, 8 hours in statistics, and 9 hours in practicum training (PSY 642). It is important to note that the department does not accept students who seek a terminal M.A. degree in clinical psychology, only those seeking a Ph.D.

Core Courses (15 hours)

PSY 661 Psychological Disorders in Children (3)
PSY 662 Psychological Disorders in Adults (3)

Nine additional hours are chosen from the following non-clinical courses:

Behavioral
PSY 617 Behavior Theory (3)

Cognitive
PSY 652 Cognitive Processes (3)

Developmental
PSY 643 Developmental Psychology (3)

Biological
PSY 625 Advanced Animal Behavior (3)
PSY 650 Physiology of Sensory and Behavioral Processes (3)

Social
PSY 647 Advanced Social Psychology (3)

*Students earning a Ph.D. must take a course on the biological basis of behavior and the social basis of behavior.

Clinical Courses (15 hours)

PSY 622 Theory and Methods of Psychotherapy (3)
PSY 623 Theory and Methods of Personality Assessment (3)
PSY 626 Theory and Methods of Behavioral Assessment and Therapy (3)
PSY 640 Theory and Methods of Intellectual Assessment (3)
PSY 735 Contemporary Problems: Ethics and Cultural Diversity (3)

Research Tools Courses (17 hours including 6 hours of thesis)

PSY 609, 610 Statistical Methods in Psychology I, II (4) (4)
PSY 624 Research Methods in Clinical Psychology (3)
PSY 699 Thesis (6)

Clinical Practicum Training (8 hours)

PSY 642 Practicum in Clinical Intervention (8) (Taken over four semesters)

PhD Requirements for the Doctor of Philosophy

in Psychology with Concentrations in Cognitive, Developmental, Social, and Clinical Psychology

COGNITIVE, DEVELOPMENTAL, AND SOCIAL PSYCHOLOGY CONCENTRATIONS (72 HOURS MINIMUM)

Students must satisfy all requirements for the M.A. degree as part of their Ph.D. requirement, and all courses taken to satisfy the M.A. degree may be applied towards the Ph.D. requirements. Completion of the requirements for the terminal M.A. satisfies the M.A. requirement of the Ph.D. A minimum of **72** hours is required for the Ph.D. degree.

Core Courses and Electives (48 hours minimum, including hours acquired in M.A.)

In addition to core courses and electives taken to satisfy the M.A. requirements, students complete 18-30 hours in their area of concentration (cognitive, developmental, or social) and 18-30 hours outside their area of concentration. Of these hours, only 6 hours of independent study courses (PSY 601) can be counted; at least an additional 3 hours of research tools courses beyond the M.A. statistics requirements must be taken; and at least four psychology seminars (PSY 735) must be taken.

Research (24 hours minimum, including hours acquired in M.A.)

In addition to the thesis completed to satisfy the M.A. requirements, all students complete the following:

PSY 751	Independent Doctoral Research (6)
PSY 799	Doctoral Dissertation Research (12)

Preliminary Examination

This examination is scheduled in consultation with the doctoral advisory committee.

CLINICAL PSYCHOLOGY CONCENTRATION (100 HOURS)

The Ph.D. in clinical psychology requires **100** semester hours including internship hours. All credits taken to satisfy the M.A. component may be applied toward the Ph.D. requirements.

Core Courses and Seminars (21 hours, including hours acquired in M.A.)

In addition to the 15 hours of core courses taken to satisfy the M.A. requirements, students complete two advanced seminars outside the clinical area that meet the following criteria and are approved in advance by the student's doctoral committee:

- One from another area in psychology (PSY 735) or from another department.
- One must address research design/statistical issues.

For APA accreditation purposes, one of the seven non-clinical courses must address social bases of behavior, and one must address biological bases of behavior.

Clinical Courses and Seminars (21 hours, including hours acquired in M.A.)

In addition to the 15 semester hours of clinical courses taken for the master's degree, students complete two advanced clinical seminars (PSY 735).

Research Tools Courses (36 hours, including hours acquired in M.A.)

In addition to the 9 hours of courses and 6 hours of thesis taken for the master's degree, students complete the following:

PSY 721	Teaching of Psychology (1)
PSY 751	Independent Doctoral Research (6)
PSY 799	Doctoral Dissertation Research (12-24)

Clinical Practicum Training Courses (22 hours, including hours acquired in M.A.)

In addition to the 8 hours of PSY 642 taken for the master's degree, student complete the following:

PSY 642	Practicum in Clinical Intervention (6) (Taken over two semesters)
PSY 762	Advanced Practicum in Clinical Psychology (6) (Taken over two semesters)
PSY 763	Internship in Clinical Psychology (2) (Taken over two semesters for clinical internship year)

Preliminary Examination

This examination is scheduled in consultation with the doctoral advisory committee.

PSY Psychology Courses

515 History and Systems of Psychology (3:3)
Pr. a minimum of 12 hours of psychology, including 121, senior standing, or permission of instructor
Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.

519 Special Topics in Psychology (3:3)
Pr. appropriate introductory 200-level core course or equivalent, or permission of instructor
Intensive examination of current theories and research in a specific area of biopsychology, learning, development, cognition, social psychology or clinical psychology. Check with department for offerings. May be repeated for credit when topic varies.

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

601 Graduate Problems in Psychology (1-3)
Work individually or in small groups in psychological problems of special interest. Work may represent either a survey of a given field or an intensive investigation of a particular problem. For students with a strong background in psychology; students should consult instructor before registering. (Graded on S-U basis)

602 Seminar in Systematic Issues (3:3)
Pr. 515 or equivalent, or permission of instructor
Contemporary state of knowledge with regard to the logic and language of psychology.

604 Behavior of Individuals in Work Organizations (3:3)
Pr. permission of instructor
Factors determining the behavior of individuals in work organizations including personal attributes such as motivation, attitude, personality, interest, skills, and knowledge; and organizational attributes such as formal structure, technology and work flow, leadership, role taking, and reward systems.

608 Personality and Social Development (3:3)
Pr. HDF 651 and HDF 652 or permission of instructor
Integrates theory and research focusing on dimensions of normal personal-social growth from infancy through childhood. Importance of peer and family relations in the development of social attitudes, self-concept, prosocial behaviors, social conformity, and moral reasoning. (Same as HDF 608)

609 Statistical Methods in Psychology I (4:3:1)
Pr. psychology graduate student or permission of instructor
Summarizing and comparing distributions. Thorough review of statistical estimation and hypothesis testing for linear models, e.g., t-test, one-way ANOVA, multiple comparisons.

610 Statistical Methods in Psychology II (4:3:1)
Pr. 609 or permission of instructor
Statistical estimation and hypothesis testing for linear models, e.g., ANOVA for crossed, nested, incomplete, and repeated measures designs, ANCOVA; multiple regression and correlation; general linear model.

611 Experimental Design in the Behavioral Sciences (3:3)
Pr. STA 662 or permission of instructor
Development of strategy, from generation of hypotheses through data analysis and interpretation. Consideration of choice of designs and statistical procedures, including covariance and multivariate analysis.

612 Psychological Perspectives on Language (3:3)
Pr. 481 or 483 or permission of instructor
Traditional psychological perspectives as they relate to language phenomena. Empirical questions and findings in comprehension and memory for language. Relationship between language and thought.

613 Matrix Algebra Useful for Statistics (1:1)
Pr. one basic graduate statistics course
Matrix manipulation and understanding the language of matrix algebra rather than formal mathematics.

614 Child Language: The Psychological Perspective (3:3)
Pr. undergraduate course in cognitive development or psycholinguistics, or permission of instructor
In-depth analyses of children's language acquisition and its role in development of cognitive functioning. Methodologies, findings, and issues as they relate to more general psychological questions.

617 Behavior Theory (3:3)
Pr. 515 or permission of instructor
Theories of behavior and learning, from 1900 to present.

622 Theory and Methods of Psychotherapy (3:3)
Pr. or coreq. 661, 662 and permission of instructor
Psychotherapy concepts and research from interpersonal, behavioral, humanistic, and cognitive perspectives. Supervised introductory practicum experience in therapeutic methods.

623 Theory and Methods of Personality Assessment (3:3)
Pr. or coreq. 622, malpractice insurance, and permission of instructor
Construction, evaluation, and interpretation of objective and projective measures of personality as used with normal and clinical groups. Laboratory practice in personality assessment and in diagnosis.

624 Research Methods in Clinical Psychology (3:3)
Pr. or coreq. 622, STA 661 and 662, and permission of instructor
Broad-based methodological perspective on approaches to research in clinical psychology; personality, psychopathology, psychotherapy, epidemiology, behavioral medicine, and clinical child psychology.

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

626 Theory and Methods of Behavioral Assessment and Therapy (3:3)
Pr. 622 and permission of instructor
Evaluation of research and theory underlying behavioral assessment and behavior therapy. Supervised introductory experiences in the use of behavioral assessment and therapy techniques.

640 Theory and Methods of Intellectual Assessment (3:3)
Pr. 661, 662, malpractice insurance, and permission of instructor
Research and theory underlying intellectual assessment. Supervised introductory experience in the use of standardized intelligence tests, including evaluation and communication of test results.

642 Practicum in Clinical Intervention (1-6)
Pr. 622, 661, 662, and malpractice insurance
Supervised application of psychological principles to the assessment and therapeutic change of individual or group behavior, generally with clients in the UNCG Psychology Clinic. Open to clinical psychology graduate students.

643 Developmental Psychology (3:3)
Pr. 455 or 456 or 457 or permission of instructor
Systematic survey of theories and content of developmental psychology. Developmental issues and research examined in areas including attention, memory, language, socialization, sex roles, and aggression.

644 Human Behavioral Development (3:3)
Pr. 326 or 342 or permission of instructor
Theory and research on the biological-behavioral analysis of pre- and postnatal development; learning and perception, including biological factors in infancy through childhood.

645 Cognitive Development (3:3)
Pr. 455 or 456 or 457 or permission of instructor
Theory and research in relation to attention, memory, problem solving and language. Emphases on Piagetian and information-processing approaches.

646 Social Bases of Personality (3:3)
Major personality theories; social bases of individual differences. Research methodologies and specific areas of research.

647 Advanced Social Psychology (3:3)
Pr. 460 or 461 or 462 or permission of instructor
Theoretical concepts, research methodologies, and empirical findings; aggression, attitude change, attribution, and exchange theory.

650 Physiology of Sensory and Behavioral Processes (3:3)
Pr. 435, 436, 438, or permission of instructor
Neural substrates of motivation, emotion, sleep, motor acts and coordination, learning, language, complex processes, and psychopathology.

650L Physiological Psychology Laboratory (1:0:3)
Pr. enrollment in or completion of 650
Fundamental neuroanatomy with guided dissections, experiments, demonstrations, and training in surgical and other techniques useful in understanding and executing research in physiological psychology. (Graded on S-U basis)

651 Experimental Analysis of Operant Behavior (3:2:3)
Pr. 442 or 444 or permission of instructor
Research methods used in the study of operant behavior; current status of research and theory relevant to basic processes in operant behavior.

652 Cognitive Processes (3:3)
Pr. 481 or 483 or permission of instructor
Human intellectual functioning including pattern recognition, attention, memory, comprehension, reasoning, and problem solving.

655 Sensation and Perception (3:3)
Pr. 435 or 436 or 438 or permission of instructor
Sensory/perceptual processes emphasizing visual and auditory systems from stimulus transduction to higher order information processing.

661 Psychological Disorders in Children (3:3)
Pr. permission of instructor
Empirical approach to etiology, assessment, and treatment of psychological problems of children, emphasis on development factors. Not intended for students without a strong background in abnormal psychology, child development, and developmental theory.

662 Psychological Disorders in Adults (3:3)
Pr. permission of instructor
An empirical approach to the etiology, assessment and treatment of psychological problems of adults.

681 Family-Centered Interdisciplinary Practice: System of Care (3:3)
Pr. exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, or permission of instructor
System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: 1) family-centered; 2) client partnerships; 3) community services; 4) cultural competency; 5) interagency collaboration. Participatory research with families included. (Same as HDF 681, HEA 681, RPT 681, SWK 681)

691 Advanced Clinical Topics in Couple and Family Counseling/Therapy (3:3)
Pr. 622
Advanced seminar in the scientific foundations for practice of couple and family counseling/therapy. May be repeated for credit when topic varies.

699 Thesis (1-6)

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

721 Teaching of Psychology (1:2)
Pr. admission to the graduate program in psychology, or permission of instructor
Introduction to principles and practices of good undergraduate teaching for graduate students in psychology. Covers basics such as course planning, teaching techniques, legal and ethical issues. (Graded on S-U basis.)

735 Contemporary Problems (3:3)
Pr. 600-level course in appropriate content areas
Specific course title identified each semester by subscript, e.g., Contemporary Problems: Advanced Research Methods in Developmental Psychology. May be repeated for credit when topic varies.

751 Independent Doctoral Research (1-6)
Individual work on psychological problems of special interest culminating in an intensive, critical review of literature in a given field or scientific investigation of problem. Before registering, student should obtain the approval of graduate faculty member who agrees to monitor and evaluate the proposed research. (Graded on S-U basis.)

762 Advanced Practicum in Clinical Psychology (1-12)
Pr. 642, malpractice insurance
Supervised application of psychological principles to the assessment and therapeutic change of individual and group behavior, generally with clients in the UNCG Psychology Clinic. Open only to clinical psychology graduate students. (Graded on S-U basis)

763 Internship in Clinical Psychology (1-12)
Pr. 642, 762, malpractice insurance
Application of psychological principles to the assessment and therapeutic change of individual or group behavior in an APA-accredited off-campus setting. Students are individually supervised by appropriate agency staff. Open only to clinical psychology graduate students. (Graded on S-U basis)

799 Doctoral Dissertation Research (1-24)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Public Health Education

437 Health and Human Performance Building
(336) 334-5532 • www.uncg.edu/phe

Graduate Programs in Public Health Education

- M.P.H.
  Community Health Education
- Dr.P.H.
  Community Health

Professors

H. William Gruchow, Ph.D.
Men's health, obesity prevention, philosophy of health.

Keith A. Howell, Ph.D.
Research administration.

Joseph Telfair, Ph.D.
Program evaluation and research; women, teens, and children with chronic conditions; health care for the poor, people of color, and persons in rural areas; social and community aspects of HIV/AIDS.

Associate Professors

Daniel L. Bibeau, Ph.D.
Stroke prevention in the community, worksite and community health promotion/wellness programs (Head of Department).

Vincent T. Francisco, Ph.D.
Applied research, community health promotion, measurement of behavior change in communities (Director of Dr.P.H. Graduate Study).

Lynette Lawrance, Ph.D.
Women's and adolescent health issues, sexuality and tobacco education, school health programs.

Beverly Levine, Ph.D.
Cancer prevention, cancer risk modeling, biostatistics and epidemiologic methods, philosophy of statistics.

Kay A. Lovelace, Ph.D.
Public health systems and infrastructure, including preparedness, workforce development, inter-organizational relationships; youth tobacco use prevention (Director of M.P.H. Graduate Study).

Tracy Nichols, Ph.D.
Health promotion for women and families, adolescent girls, physical activity promotion, deliquency prevention.

Paige Hall Smith, Ph.D.
Promoting safe, healthy and meaningful lives for women and girls.

David Wyrick, Ph.D.
Adolescent health, prevention science, research and evaluation methodology, web-based applications.

Assistant Professors

Robert E. Aronson, Dr.P.H.
Constructs of masculinity and implications for health and social issues, community health ethnography, social inequalities and health.

Sharon D. Morrison, Ph.D.
Immigrant and refugee health, health literacy, HIV/AIDS in international settings, global and cross-cultural health research.

Mark Schulz, Ph.D.
Farmworkers' occupational skin disease, epidemiology of bicycle injuries, syphilis screening, determinants of physical activity.

Robert W. Strack, Ph.D.
Adolescent health, photovoice methodology, community-based program planning and evaluation.

The Department of Public Health Education offers the Master of Public Health (M.P.H.) degree and the Doctor of Public Health (Dr.P.H.) degree, both in community health education.

The M.P.H. program is a professional preparation program for students interested in careers that involve the development and management of population-based health promotion and disease prevention activities within communities. The program is designed to meet the needs of qualified students from a variety of academic and professional backgrounds. In the program students receive academic preparation in the traditional public health fields of epidemiology, statistics, environmental health, and health policy with course work and field-based experiences emphasizing the development of practitioner competencies. The degree program prepares graduates for careers in public health and health care settings at local, state, regional, or national levels.

M.P.H. applicants can be admitted as either full-time or part-time students. All required courses except the internship are offered in the evenings. Full-time students are expected to take four courses each fall and spring semester for two years. Part-time students usually take two courses each fall and spring semester, and two courses each summer, over three years.

The M.P.H. program is accredited by the Council on Education for Public Health. Additionally, the curriculum includes the development of graduate professional competencies recommended by the Society for Public Health Education and the American Association for Health Education.

The Dr.P.H. program emphasizes community-based participatory research in public health. Program requirements are designed to prepare students academically and professionally for conducting significant public health research to facilitate the resolution of public health outcomes important to the community and field. Students, faculty members, and community partners form research teams whose work is guided by a prevention research model recently developed by the Centers for Disease Control and Prevention and workforce preparation guidelines developed by the Institute of Medicine.

Dr.P.H. applicants can be admitted as either full-time or part-time students.

Admission Requirements

In addition to the minimum admission materials required by The Graduate School, applicants should submit a description of work experiences and a written statement of professional goals.

MPH Requirements for the Master of Public Health in Community Health Education

The Department of Public Health Education offers a graduate program leading to a **48** hour M.P.H. degree. The degree consists of 42 semester hours of course work and a 6 hour internship/practicum in a community setting. The courses are distributed in the following manner:

Core Courses (18 hours)

HEA 601 Principles of Community Health Education (3)
HEA 602 Epidemiology (3)
HEA 604 Public Health Statistics (3)
HEA 608 Environmental Health (3)
HEA 612 Management of Community Health Organizations (3)
HEA 645 Health Policy (3)

Required Professional Courses (9 hours)

HEA 603 Community Health Analysis (3)
HEA 609 Community Health Interventions (3)
HEA 625 Community Health Research and Evaluation (3)

Electives (12 hours)

Each student will take four elective courses chosen in consultation with his/her advisor.

Capstone Experience (9 hours)

In addition to the field-based learning experiences in courses throughout the program, students are required to integrate and synthesize their acquired skills and knowledge in an applied situation that approximates some aspect of professional practice in community health education. This is done through an internship/practicum in a community health agency. Prior to the internship/practicum, students plan their work in an applied program planning class.

HEA 648 Applied Program Planning (3)
HEA 650 Community Health Internship/Practicum (6)

DrPH Requirements for the Doctor of Public Health
in Community Health Education

The Department of Public Health Education offers a graduate program leading to a Doctor of Public Health in community health education after **63** hours (minimum) of post-master's degree coursework. Assessment of courses or experiences applicable to the degree occurs at the time of admission into the program. The student's doctoral program committee will work with each candidate to develop a course of study within the framework of the program and informed by the student's personal interests, past coursework, and professional experiences.

Public Health Core (0-15 hours)

Entering doctoral students who have not completed one or more of the core public health courses must complete these courses as part of their program in addition to the minimum 63 credit hours.

HEA 601 Principles of Community Health Education (3)
HEA 602 Epidemiology (3)
HEA 604 Public Health Statistics (3)
HEA 608 Environmental Health (3)
HEA 645 Health Policy (3)

Research Core (33 hours)

HEA 751 Foundations of Research in Public Health Education (3)
HEA 752 Quantitative Methods in Public Health (3)
HEA 753 Qualitative Methods in Public Health (3)
ERM 680 Intermediate Statistical Methods in Education **or** equivalent (3)
ERM 681 Design and Analysis of Educational Experiments **or** equivalent (3)
ERM 667 Foundations of Educational Measurement Theory **or** equivalent (3)
HEA 755 Community Research Practicum (12)
HEA 765 Advanced Program Evaluation in Public Health Education (3)

Health-related Electives (15 hours)

Electives are selected from the following or under the advisement of the student's doctoral program committee. A minimum 6 semester hours of HEA courses are required.

HEA 609 Community Health Interventions (3)
HEA 612 Management of Community Health Organizations (3)
HEA 617 Conflict Resolution and Coalition Building (3)
HEA 622 Social Epidemiology (3)
HEA 640 Global Health Issues (3)
HEA 666 Health Communication (3)
HEA 671 Immigrant and Refugee Health (3)
HEA 676 Problems Seminar: Health and Aging (3)
HEA 758 Advanced Theoretical Basis for Community Health Education (3)
HEA 759 Community Based Health Education Research (3)
HEA 760 Teaching in Community Health Education (required for Teaching Assistants) (3)
ESS 745 Social Psychology and Physical Activity (3)
HDF 710 The Ecology of Human Development (3)
PSC 620 Urban Development Policy (3)
NTR 643 Nutrition and Aging

Dissertation (15 hours)

HEA 799 Dissertation (15)

HEA Public Health Education Courses

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

600 Contemporary Problems in Health (3:3)
Current personal, community, and world health problems through critical analysis of literature and research.

601 Principles of Community Health Education (3:3)
Pr. admission to the M.P.H. program or permission of instructor
Factors affecting health and disease, principles underlying health education practice, and the role of health education in health promotion and disease prevention. (Fall)

602 Epidemiology (3:3)
Disease etiology and identification of risk factors, utilizing epidemiologic and biostatistical concepts and methods. Applications of epidemiology and biostatistics to assess the efficacy of community health programs. (Spring)

603 Community Health Analysis (3:3)
Pr. admission to the M.P.H. program or permission of instructor
Assessment of community structure, residents, organizations and associations, to determine health-related capacities, needs, and interests. Emphasizes the use of both primary and secondary data sources for community analysis. (Fall)

604 Public Health Statistics (3:3)
Pr. admission to the M.P.H. program or permission of instructor
Investigation of data sources and methods used to gather, analyze and interpret health data; emphasis on computer applications. (Fall)

606 Workshops in Health Education (1-3)
Current and comprehensive health or health education concerns of schools and society. No more than 3 hours of this course may be applied to a graduate degree program.

608 Environmental Health (3:3)
Analysis of local, national, and international environmental issues influencing the health of individuals and communities; air and water quality, waste management, disease control, occupational settings, population, and environmental planning. (Fall)

609 Community Health Interventions (3:3)
Pr. 601, 603, 604, 608. Pr. or coreq. 602
Overview of theories, successful intervention strategies, and methods of implementation across the social ecology and their application to the development of health education programs. (Spring)

612 Management of Community Health Organizations (3:3)
Pr. admission to a graduate degree program or permission of instructor
Analysis and skill development in management of community health organizations, including self-reflection, planning, staffing, marketing, building and managing agency and community teams. Literature reviews, community interviews, case study and experiential analysis. (Spring)

616 Workplace Health Promotion (3:3)
Pr. admission to a graduate degree program or permission of instructor
Public and private worksite health promotion programs. Skills and knowledge to oversee the planning, implementation, and evaluation of these programs. Links to employee benefits and successful programs to be critically examined.

617 Conflict Resolution and Coalition Building (3:3)
Pr. admission to a graduate degree program or permission of instructor
Theory, analysis, and skill development in conflict resolution, negotiation, and coalition building for health education and human service professionals.

620 School Health Programs (3:3)
Pr. 601, 602 or permission of instructor
The components of comprehensive school health programs, review of research and evaluation literature. The role of school health coordinators or administrators is examined in the context of North Carolina schools.

622 Social Epidemiology (3:3)
Pr. or coreq. HEA 602, 604
Content, methods and theory of social epidemiology.

625 Community Health Research and Evaluation (3:3)
Pr. 601, 602 and completion of or concurrent enrollment in 603, or permission of instructor
Issues, problems, and techniques involved in evaluation of community health education programs. (Fall)

635 Health Education in the Community and School (3:3)
Pr. permission of instructor
Planning, preparation, and presentation of health education information and programs for school and community groups.

640 Global Health Issues (3:3)
Examine global health issues with an analysis of the determinants of health status in selected world regions and analyze global prevention efforts. Study of international organizations' roles and programs.

645 Health Policy (3:3)
Pr. admission to a graduate degree program or permission of instructor
Health policy process in the US; examination of historical and current health policy issues, and survey of methods for analyzing health policy options. (Spring)

648 Applied Program Planning (3:3)
Pr. GPA of 3.0 or better and 610, 611, 645, or permission of instructor
Methods and models of planning health education programs for various settings. (Fall)

650 Community Health Internship/Practicum (6)
Pr. GPA of 3.0 or better and 648, or permission of instructor
Supervised experience in the observation, delivery, and evaluation of health education services in community settings. (Graded on S-U basis) (Spring)

660 Human Sexual Relationships (3:3)
The development of human sexuality and ensuing interpersonal relationships and sexual behavior in today's society. (Summer)

662 Gender and Health (3:3)
Pr. admission to a graduate degree program or permission of instructor
Health issues and health problems with respect to gender differences, similarities and historical conceptions.

665 Violence and Public Health (3:3)
Pr. admission to a graduate degree program or permission of instructor
The origins and epidemiology of violence, factors influencing our social response to violence and role of public health professionals in a community response. Literature and field-based analysis.

666 Health Communication (3:3)
Pr. or coreq. 601 or permission of instructor
Overview of theory, practice of designing/implementing/evaluating public health communication campaigns and programs. Focus on audience, message, and channel factors; mass media, social marketing and risk communication strategies.

670 Adolescent Health (3:3)
Survey of adolescent health problems and needs. Focus on epidemiological trends, behavioral and social etiological factors, and public health interventions to reduce specific adolescent health problems.

671 Immigrant and Refugee Health (3:3)
Pr. admission to a graduate program in public health education or permission of instructor
Overview of health status of immigrant and refugee populations. Focus on migration, resettlement, adaptation, epidemiological, behavioral, cultural, socioeconomic, legal, and political factors impacting health, and interventions to address needs.

676 Problems Seminar (3)
Pr. previous course work in appropriate content areas or permission of instructor
Specific course title identified each semester by subscript, e.g., Problems Seminar: Professional Literature in Health Education. May be repeated for credit.

680 Community Health Seminar (3:3)
Pr. or Coreq. 648, 650 or permission of instructor
Culminating experience to help students synthesize and integrate community health education knowledge, theory, and principles. (Spring)

681 Family-Centered Interdisciplinary Practice: System of Care (3:3)
Pr. exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, or permission of instructor
System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: 1) family-centered; 2) client partnerships; 3) community services; 4) cultural competency; 5) interagency collaboration. Participatory research with families included. (Same as HDF 681, PSY 681, RPT 681, SWK 681)

695 Independent Study (1-3)
Pr. demonstrated competency for independent work and permission of departmental academic adviser and the instructor
Intensive study in an area of special interest in health education. May be repeated once for credit.

697 Community Health Field Project (1-3)
Pr. 601, 602, 603 and 625, or permission of instructor
Supervised community health education field project including a major literature-based paper. May be repeated for up to 6 credit hours.

698 School Health Field Project (1-3)
Pr. 601, 602, 620 and a related research or evaluation course or permission of instructor
Supervised school health setting project including a major literature-based paper. May be repeated for up to 6 credit hours.

699 Thesis (1-6)
Pr. permission of instructor and application due March 15 prior to final year of study.
May be repeated for up to 6 credit hours, minimum of 3 credit hours required for graduation.

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

725 Advanced Community Health Projects (1-6)
Pr. permission of instructor
Scholarly inquiry project developed by the student with faculty guidance. May be repeated for a maximum of 6 credit hours. (Graded on S-U basis.)

735 Topics in Community Health Research (3:3)
Pr. permission of instructor
Specific course title identified each semester offered by subtitle (e.g., Organizational Behavior, Women and Girls Health, Applied Research in Communities). May be repeated for credit when topic varies. (formerly PSY 683)

751 Foundations of Research for Public Health Education (3:3)
Pr. admission to Dr.P.H. program or permission of instructor
Central issues in the philosophy of social and behavioral science with application to public health. Assumptions, models, and methodologies necessary to pursue research in community health education.

752 Quantitative Methods in Public Health (3:3)
Pr. 751
Research methods and ecologic, experimental, and observational research designs in community health education. Topics include advanced study designs, reliability, validity, generalizability, bias, sampling and power.

753 Qualitative Methods in Public Health (3:3)
Pr. 751, 752 or permission of instructor
Competing paradigms in qualitative research, integration of qualitative and quantitative methods, sampling, data collection and analysis in qualitative research for public health.

755 Community Research Practicum (3:1:6)
Pr. admission to Dr.P.H. program or permission of instructor
Supervised practicum experiences in developing, conducting, funding, and disseminating community-based participatory research in public health education. Must be taken four times for credit.

758 Advanced Theoretical Basis for Community Health Education (3:3)
Pr. 609, 751, 752, or permission of instructor
Examination of theories used by health educators to conduct research in organizational, community, or individual change and improvement in health and quality of life.

759 Community-Based Health Education Research (3:3)
Pr. 751, 752, 753, 754, 765 (concurrent), ERM 667, ERM 680, ERM 681, permission of instructor
Foundational work in research methods applied to the challenges inherent in the development of skills associated with community-based participatory research of health promotion programs.

760 Teaching in Community Health Education (3:3)
Pr. permission of instructor
Introduction to principles and practices of good undergraduate teaching in public health. Includes course planning, teaching techniques, assessment strategies, legal and ethical issues, and supervised practice.

765 Advanced Program Evaluation in Public Health Education (3:3)
Pr. or coreq. 602, 604, 622, 751, 752, 753, ERM 667, ERM 681
Advanced education in program evaluation, evaluation designs, and their application to complex public health interventions. Emphasis on evaluation practices relevant for Community-Based Participatory Research programs in public health education.

799 Doctoral Disseration Research (1-15)

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of *Recreation, Tourism, and Hospitality Management*

420J Health and Human Performance Building
(336) 334-5327 • www.uncg.edu/rth

Graduate Programs in Recreation, Tourism, and Hospitality Management

- M.S.
  Parks and Recreation Management with concentrations in:

  Leisure Services Management

  Therapeutic Recreation

  Travel, Tourism, and Commerical Recreation

Professors

Leandra A. Bedini, Ph.D.
Therapeutic recreation, family caregivers, women with disabilities, perceived stigma (Director of Graduate Study).

Stuart J. Schleien, Ph.D.
Therapeutic recreation, community inclusion, developmental disabilities (Head of Department).

James R. Sellers, Ed.D.
Leisure services management, area and facility development, maintenance and operations, financing.

Associate Professors

Bonnie M. Canziani, Ph.D.
Service management, training and performance management, multicultural issues (Program Director, Hospitality and Tourism Management).

Nancy J. Gladwell, Re.D.
Management, commercial recreation, organizational behavior (Program Director, Recreation and Parks Management).

Charlsena F. Stone, Ph.D.
Therapeutic recreation, cultural competence, cultural diversity training.

Assistant Professors

Erick T. Byrd, Ph.D.
Travel and tourism, sustainable tourism, tourism marketing.

David A. Cardenas, Ph.D.
Restaurant management, consumer involvement, student development.

Yu-Chin Hsieh, Ph.D.
Hotel operation, human resource management, hospitality education.

The Department of Recreation, Tourism, and Hospitality Management offers the Master of Science (M.S.) degree in parks and recreation management. Students may choose one of the following three concentrations: leisure services management; therapeutic recreation; or travel, tourism, and commercial recreation.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a professional statement including career goals. Interviews are encouraged for all applicants and required for graduate assistants. Student who do not have an undergraduate degree in recreation, parks, and tourism and/or appropriate professional experience will be required to take one undergraduate course from their concentration; e.g., HTM 261 or RPM 231 or RPM 241. Students in the therapeutic recreation concentration will also be required to take RPM 332.

MS Requirements for the Master of Science
in Parks and Recreation Management

The student, after discussing career goals with his/her advisor, may choose either the thesis or non-thesis option. Both options consists of **36** semester hours. If the student selects the non-thesis option, the advisor will determine (based on amount of professional experience) whether the student completes a project, coursework, or an internship. For example, a student choosing the non-thesis option and having minimal professional experience will be required to complete an internship. Students must meet with their advisor or the Director of Graduate Study *before* registering for any course work.

Required Core Courses (9 hours)

RPM 611 Foundations of Recreation, Parks, and Tourism (3)
RPM 613 Recreation, Parks, and Tourism Management (3)
RPM 614 Organizational Behavior in Recreation, Parks, and Tourism (3)

Concentration (6-9 hours)

Leisure Services Management (9 hours)

RPM 645 Financial Trends in Recreation and Parks (3)
RPM 646 Seminar: Leisure Services Management (3)

Select one of the following:

PSC 520 The Urban Political System (3)
PSC 600 Public Administration and Management (3)
PSC 613 Local Government Administration (3)
PSC 615 Public Personnel: Development and Evaluation (3)

Therapeutic Recreation (9 hours)

RPM 633 Professional Issues in Therapeutic Recreation (3)
RPM 634 Advanced Procedures in Therapeutic Recreation (3)
RPM 637 Advanced Facilitation Techniques in Therapeutic Recreation (3)

Travel, Tourism, and Commercial Recreation (6 hours)

RPM 626 Tourism Management (3)
RPM 627 Conceptual Foundations of Travel and Tourism (3)

Research Techniques (9 hours)

RPM 612 Research Applications in Recreation, Parks, and Tourism (3)
ERM 617 Statistical Methods in Education (3)

Select one of the following:

ERM 604 Methods of Education Research (3)
ESS 611 Research in Physical Education I: Concepts of Inquiry (3)
SOC 616 Advanced Research Methods (3)

Specialized Line of Study (3-9 hours)

With the approval of his/her advisor, the student selects 3 to 9 hours of 500- to 700-level course work that constitute a specialized knowledge base relevant to the student's academic interests and goals.

Capstone Experience (6 hours)

Select at least one of the following:

RPM 697 Internship in Recreation, Parks, and Tourism (6)
RPM 698 Field Project in Recreation, Parks, and Tourism (6)
RPM 697 Internship in Recreation, Parks, and Tourism (3) **and** RPM 698 Field Project in Recreation, Parks, and Tourism (3)
RPM 699 Thesis (6)
Six (6) credits of additional approved graduate level coursework

RPM Recreation, Tourism, and Hospitality Management Courses

511 Seminar in Recreation and Parks (3:3)
Pr. 315 or permission of instructor
Examination of current practices in recreation and parks with emphasis on their impact in the delivery of programs and services, and their technological, economic, and political significance in society.

519 Directed Research (3)
Pr. permission of instructor
Identification and investigation of research questions in recreation, parks, and tourism. Opportunity for students to conduct research with direction from scholars in the field.

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

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

612 Research Applications in Recreation, Parks, and Tourism (3:3)
Pr. ERM 604 or ESS 611 or SOC 616; ERM 617
Utilization and application of current data analytic procedures in leisure research in the context of various research methods.

613 Recreation, Parks, and Tourism Management (3:3)
Pr. 611 or permission of instructor
Theories and patterns of management appropriate for leisure service delivery systems. Organizational planning, legal foundations, financial management, personnel management, and the politics of leisure service delivery systems.

614 Organizational Behavior in Recreation, Parks, and Tourism (3:3)
Pr. 613 or permission of instructor
Organizational behavior within recreation, parks, and tourism organizations. Management and organizational behavior, perception, motivation, diversity, power and politics, leadership, group dynamics, communications, conflict, and organizational design, culture and change.

626 Tourism Management (3:3)
Pr. 324, 423, or permission of instructor
Study of the current trends and issues in travel and tourism; examination of ethical and legal issues, marketing and management strategies, and providers of tourism products and services.

627 Conceptual Foundations of Travel and Tourism (3:3)
Pr. 611 or permission of instructor
Conceptual and theoretical foundations of travel and tourism and their application in research and practice.

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

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

637 Advanced Facilitation Techniques in Therapeutic Recreation (3:3)
Pr. 231 and 332, or permission of instructor
Planning, implementation, and evaluation of a variety of therapeutic recreation facilitation techniques to include intervention descriptions, historical perspectives, efficacy research, and theoretical foundations.

645 Financial Trends in Recreation and Parks (3:3)
Pr. 613 or equivalent, or permission of instructor
Study of financial trends in the public and private nonprofit sectors of recreation and parks. Emphasis on financing and acquiring recreation and park resources.

646 Seminar: Leisure Services Management (3:3)
Pr. 613 or permission of instructor
Concepts, principles, and practices in recreation and park management. Emphasis on policy-making process; program, service, and event management; physical resources planning/management; legal environment/risk management; professionalism; issues and trends.

681 Family-Centered Interdisciplinary Practice: System of Care (3:3)
Pr. exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, or permission of instructor
System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: 1) family-centered; 2) client partnerships; 3) community services; 4) cultural competency; 5) interagency collaboration. Participatory research with families included. (Same as HDF 681, HEA 681, PSY 681, SWK 681)

695 Independent Study (3)
Pr. permission of instructor
Independent study to support graduate-level research and demonstration projects under the close supervision of a graduate faculty member in RTH. May be repeated once for credit.

696 Directed Readings (3)
Pr. permission of instructor
Opportunity to conduct in-depth study and library work on a particular topic in recreation, parks, and tourism under close supervision of a graduate faculty member in RTH. May be repeated once for credit.

697 Internship in Recreation, Parks, and Tourism (3-6)
Pr. 611, 612, 613; either 626, 633, or 645
A supervised field experience including a final paper. (Graded on S-U basis)

698 Field Project in Recreation, Parks, and Tourism (3-6)
Pr. 611, 612, 613; either 626, 633, or 645
A supervised field project including a major literature-based paper.

699 Thesis (1-6)
Pr. 611, 612, 613; either ERM 604, ESS 611, or SOC 616; ERM 617; either 626, 633, or 645; either 627, 634, or 646
Individual guidance in the development and examination of a research problem.

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Religious Studies

109 Foust Building • (336) 334-5762
www.uncg.edu/rel

Professors

Marc Bregman, Ph.D.
Jewish studies, Rabbinics, Biblical interpretation (Bernard Distinguished Professor of Jewish Studies).

Derek Krueger, Ph.D.
Religions of late antiquity, history of Christianity, Byzantine studies (Head of Department).

Henry S. Levinson, Ph.D.
American religious thought, the pragmatic philosophical tradition, "religious experience" as a category of cultural interpretation and criticism, religious pluralism as actuality, as ideal, as problem.

Eugene F. Rogers, Jr., Ph.D.
Modern and medieval Christian thought, gender studies.

Associate Professors

William D. Hart, Ph.D.
Religion, ethics, and politics.

Charles D. Orzech, Ph.D.
History of religions, theory and method, Chinese Buddhism, Japanese Buddhism, esoteric Buddhism in East Asia.

Bennett H. Ramsey, Ph.D.
Western religious thought (ethics, philosophy of religion, theology), religion in the Americas, feminist and African-American religious thought.

Assistant Professor

Gregory P. Grieve, Ph.D.
South Asian religion with an emphasis in Himalayan traditions.

Graduate Programs in Religious Studies

- No graduate degree program offered; see Master of Arts in Liberal Studies on page 207.

REL Religious Studies Courses

503 Topics in Religious Studies (3:3)
Pr. permission of instructor
Study of the role, nature, and function of certain social forms of religious life, such as intentional community or religious leadership, through cross-cultural comparison or intensive study of one religious tradition.

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

695 Independent Study (1-3)
Pr. permission of department head and instructor
Directed program of reading, research, and individual instruction.

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

Department of Romance Languages

2321 Moore Humanities and Research Administration Building
www.uncg.edu/rom • (336) 334-5655

Graduate Programs in Romance Languages

- Post-Baccalaureate Certificate
  Advanced Spanish Language and Hispanic Cultural Studies
- M.A.
  Romance Languages and Literatures with concentrations in:

  French

  Spanish

Professors

David A. Fein, Ph.D.
Medieval French literature, 15th century French literature, lyric poetry, teaching language through literature.

Theresa A. Sears, Ph.D.
Medieval and Golden Age Spanish literature.

Mark I. Smith-Soto, Ph.D.
19th and 20th century Spanish American poetry.

Associate Professors

Roberto Campo, Ph.D.
16th century French literature, poetic and aesthetic theory of antiquity and the Renaissance, laughter theory, orientalism (Director of French Graduate Study).

Laura A. Chesak, Ph.D.
Contemporary Spanish American literature, Spanish American women writers (Director of Spanish Graduate Study).

Veronica Grossi, Ph.D.
Spanish American Colonial literature, critical and feminist theory, Spanish American women writers, Spanish American poetry and 20th century Mexican literature.

Carmen T. Sotomayor, Ph.D.
Contemporary Spanish literature, contemporary Spanish women writers (Head of Department).

Assistant Professors

Will Derusha, Ph.D.
20th century Spanish poetry and civilization, literary translation, liberation theology.

María E. García de las Bayonas, Ph.D.
Second language acquisition, phonology, phonetics, applied linguistics.

Ana Hontanilla, Ph.D.
18th and 19th century Spanish literature and cultural studies.

Juana Suárez, Ph.D.
Latin American literature, 20th century cultural studies, film studies, literary theory, women's studies.

Manuel Triano-López, Ph.D.
Sociolinguistics, language and law, second language acquisition.

The Department of Romance Languages, as part of its commitment to further the study of foreign languages and literatures both regionally and nationally, offers the Master of Arts in romance languages and literatures with a concentration in French or Spanish. Students may choose from a broad spectrum of courses and possibilities, whether they are interested in perfecting their knowledge of French or Spanish or pursuing doctoral studies. Each program is balanced and comprehensive while allowing for electives in French, Spanish, or a related field. A Master of Education in curriculum and instruction with a concentration in French education or Spanish education is also offered in collaboration with the Department of Curriculum and Instruction. Please see the Department of Curriculum and Instruction for specific degree requirements. Most graduate classes are offered in the late afternoon, evening, or online to accommodate working professionals.

Admission Requirements

Master of Arts

Admission to master's level programs in romance languages assumes completion of an undergraduate program with a minimum of 24 hours in French or Spanish, as appropriate, above the 204-level. Candidates lacking the prior academic language training may be admitted provisionally (contact relevant Director of Graduate Study for details).

In addition to the application materials required by The Graduate School, applicants to the M.A. in romance languages must provide the following:

- 500-word Statement of Purpose in French or Spanish, highlighting prior experiences and explaining reasons for applying and expectations for the program.
- 3- to 5-minute unscripted tape in French or Spanish demonstrating speaking ability through discussion of a topic related to the program of study.
- an analytical paper in French, Spanish, or English written for a prior course in a humanistic discipline.

Post-Baccalaureate Certificate

In addition to the application materials required by The Graduate School, applicants to the Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies must provide the following:

- 500-word essay in Spanish describing their professional goals and motivation for pursuing graduate work in the certificate.
- 3- to 5-minute unscripted tape in Spanish to introduce themselves and describe their academic or equivalent preparation to pursue advanced proficiency in Spanish.
- 5- to 10-page sample of professional or academic analytical writing in English or Spanish.

Applicants to the certificate program are expected to demonstrate at a minimum an "intermediate high" proficiency in Spanish by appropriate coursework, by a personal interview with the faculty, or by an officially recognized testing procedure such as that of the American Council on the Teaching of Foreign Languages.

PBC Requirements for the Post-Baccalaureate Certificate
in Advanced Spanish Language and Hispanic Cultural Studies

The Department of Romance Languages offers a **15**-hour Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies. The certificate is designed for professionals who may have a bachelor's degree in a field other than Spanish but who are able to demonstrate linguistic and analytical skills in Spanish equivalent to having completed a minimum of 21 undergraduate semester hours above the 204 level.

Specific goals of the certificate program are 1) to increase student's language skills in Spanish to a high level; 2) to prepare qualified candidates for cross-cultural professions; and 3) to prepare community college, four-year college or university instructors who hold a master's degree in another field and who, according to accreditation guidelines, must have at least 18 hours of graduate credit in order to teach Spanish (and would thus need to take one additional course beyond the certificate).

Selection of Courses

Fifteen hours are selected from the following:

SPA 516	Introduction to Spanish Syntax (3)
SPA 532	Spanish Culture and Civilization (3)
SPA 534	Spanish American Culture and Civilization (3)
SPA 535	U.S. Latino/-a Cultural Studies (3)
SPA 562	Studies in Film Genre
SPA 605	Seminar in Hispanic Linguistics (3) (may be repeated for credit when topic varies)
SPA 610	History of the Spanish Language (3)
*SPA 693	Special Topics in Spanish Language and/or Literature: Advanced Grammar Review (3)
*SPA 693	Special Topics in Spanish Language and/or Literature: Advanced Phonetics (3)
SPA 695	Directed Study (3)

**ROM 600 Methods of Teaching Romance Languages (3)

*Not accepted for transfer to the M.A. in romance languages with a concentration in Spanish or the M.Ed. in curriculum and instruction with a concentration in Spanish

**Required for students who enroll in the certificate as a credential for college-level teaching

Additional Information

Upon completion of the certificate, the graduate faculty will conduct an interview in Spanish with the student.

MA Requirements for the Master of Arts

in Romance Languages and Literatures with a Concentration in French or Spanish

The Department of Romance Languages offers a graduate program of study with two options: thesis option requiring **30** hours of graduate study (24 hours course work and 6 hours thesis) and a comprehensive examination; non-thesis option requiring **30** hours of course work and a comprehensive examination. In both options, at least one half the work credited toward the degree must be in 600-level courses or above.

FRENCH CONCENTRATION

Core Courses in French and Romance Languages

In consultation with the Director of French Graduate Study, the student must select courses at the 500-level or above as indicated:

Thesis option: 18-24 semester hours

Non-thesis option: 24-30 semester hours

Electives Related Area (0-6 hours)

With prior approval from the Director of French Graduate Study, a student may select up to 6 hours in a related area.

Foreign Language

The student will demonstrate a reading knowledge of a language other than French and English by (1) passing a reading examination (contact the relevant Director of French Graduate Study for details), (2) completing 204-level (or higher) course work in the additional language with a grade of B (3.0) or better, or (3) obtaining a score of 400 or higher on the department's Computerized Adaptive Placement Exam.

Reading List

The student will read a prescribed list of major works of French literature.

Comprehensive Examination

The student must pass a written comprehensive examination based on the reading list and course work taken. Please consult with the Director of French Graduate Study to set a date for this examination.

Thesis (thesis option only - 6 hours)

FRE 699 Thesis (6)

Students selecting this option must write a thesis under the guidance of a committee consisting of a chair and two other members of the graduate faculty. An oral examination on the thesis is required. Please consult with the Director of French Graduate Study for further information.

SPANISH CONCENTRATION

Required Course (3 hours)

One 600-level literature seminar (either SPA 603 or SPA 604)

Core Courses in Spanish and Romance Languages (15-21 hours)

In consultation with the Director of Spanish Graduate Study, the student must select courses at the 500-level or above as indicated:

Thesis option: at least 15 semester hours

Non-thesis option: at least 21 semester hours

Electives (6 hours)

In consultation with the Director of Spanish Graduate Study, the student may elect to take either 6 hours of Spanish courses listed below or 6 hours of graduate courses in a related field.

Foreign Language

Students will be expected to demonstrate a reading knowledge of another romance language, German, or Latin, by (1) completing 204-level (or higher) course work in the language with a grade of B or better, the course having been taken within the last five years; or, (2) passing a reading examination to be arranged with the Director of Spanish Graduate Study, or (3) obtaining a score of 400 or higher on the department's Computerized Adaptive Placement Exam.

Reading List

Students will read a prescribed list that includes major works on Spanish and Spanish American literature as well as works on Spanish and Spanish American culture and civilization, and Hispanic linguistics. Students should consult regularly with the graduate director, and with faculty specializing in the various areas, while working to complete preparation of the reading list.

Comprehensive Examination

Students must pass a written comprehensive examination based on the reading list. The examination is scheduled once a semester in the fall and spring. Please consult with the Director of Spanish Graduate Study for the dates of these examinations.

Thesis (thesis option only - 6 hours)

SPA 699 Thesis (6)

Students selecting this option must write a thesis under the guidance of a committee consisting of a chair and two other members of the Graduate Faculty. An oral examination on the thesis is required. Please consult with the Director of Spanish Graduate Study for further information.

FRE French Courses

507 Teaching French Through French Literature (3:3)
Pr. 353 or permission of instructor
Strategies for teaching the French language through its literature. All major genres represented.

511 The Theory and Practice of French Translation (3:3)
Pr. 315 or permission of instructor
An exploration of the theory and practice of translation from and into French.

532 French and Francophone Civilization and Culture (3:3)
Pr. 331, 332, or 496, or permission of instructor
Study of the vast heritage of French civilization. Discovery of the historical, geographical, sociological, political, cultural and artistic life of France and the Francophone world.

553 Topics in French Literary Movements (3:3)
Pr. 353 or permission of instructor
In-depth study of a major literary trend: classicism, mannerisms, realism, naturalism, and others. May be repeated for credit when topic varies.

554 Topics in French Prose Fiction (3:3)
Pr. 353 or permission of instructor
Studies in prose fiction—*roman, conte, nouvelle, etc.*—through a variety of critical and historical approaches, each topic focusing on one such approach. May be repeated for credit when topic varies.

555 Topics in French Poetry (3:3)
Pr. 353 or permission of instructor
Studies in French poetry through a variety of critical and historical approaches. May be repeated for credit when topic varies.

556 Topics in French Theatre (3:3)
Pr. 353 or permission of instructor
Studies in French theatre through a variety of critical and historical approaches. May be repeated for credit when topic varies.

557 Advanced Topics in French Literature (3:3)
Pr. 353 or permission of instructor
Nontraditional perspectives on literature in the French language: thematic topics and others. May be repeated for credit when topic varies.

558 Topics in Francophone Literature (3:3)
Pr. 353 or permission of instructor
Studies in Francophone literature through a variety of aspects or genres, each topic focusing on one such aspect or genre. May be repeated for credit when topic varies.

561 The Auteur Director (3:2:3)
Pr. BCN 171 or ENG 330 or permission of instructor
Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as ITA 517 and SPA 561)

562 Studies in Film Genre (3:2:3)
Pr. BCN 171 or ENG 330 or permission of instructor
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as ITA 518 and SPA 562)

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

615 Advanced Composition for Graduate Students (3:3)
French syntax; principles of expository and analytical writing. Training in written French for the preparation of papers, examinations, and theses.

653 Seminar in French Literature (3:3)
Advanced study and investigation of current scholarship on a topic of French literature. May be repeated for credit when topic varies.

671 French Literary Criticism (3:3)
Developments in French literary criticism from Saint-Beuve to the present; issues of contemporary criticism and theory in France.

693 Special Problems in French Language and Literature (3:3)
Problems and areas of French and Francophone civilization, language, and literature. May be repeated for credit when topic varies, but no more than two (2) 693 courses may be applied toward graduate credit without permission of the Director of French Graduate Study.

695 Independent Study (3:3)
Pr. permission of instructor and Director of French Graduate Study
Directed program of reading or research in an area of special interest in French studies.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

ITA Italian Courses

517 The Auteur Director (3:2:3)
Pr. BCN 171 or ENG 330 or permission of instructor
Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as FRE and SPA 561)

518 Studies in Film Genre (3:2:3)
Pr. BCN 171 or ENG 330 or permission of instructor
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as FRE and SPA 562)

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

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

ROM Romance Languages Courses

600 Methods of Teaching Romance Languages (3:3)
Pr. departmental appointment as a TA or any graduate student with an interest in applied linguistics
Methods and techniques for teaching romance languages at the college level.

601 Research Methods and Critical Analysis (3:3)
Pr. admission to M.A. in romance languages or departmental permission
Research and analysis in literary and cultural criticism, emphasizing applications to Hispanic and/or French/Francophone literatures and cultures. Designed especially for entering M.A. students.

SPA Spanish Courses

All courses taught in Spanish unless otherwise indicated.

502 Topics in Spanish Literature (3:3)
Pr. one 400-level Hispanic literature course or permission of department
In-depth study, through a variety of critical and historical approaches, based on themes, geographical areas, outstanding figures, genres, or periods. May be repeated for credit when topic varies.

504 Topics in Spanish American Literature (3:3)
Pr. one 400-level Hispanic literature course or permission of department
In-depth study, through a variety of critical and historical approaches, based on geographical areas, outstanding figures, genres, or periods. May be repeated for credit when topic varies.

516 Introduction to Spanish Syntax (3:3)
Pr. 415 or permission of department
Analysis of Spanish grammar: syntactic categories and phrase structure.

532 Spanish Culture and Civilization (3:3)
Pr. one 400-level Hispanic literature course or permission of department
Development of Spanish culture. Historical and geographical background for study of 20th century Spain. Special emphasis on customs, national traits, arts, and institutions.

534 Spanish American Culture and Civilization (3:3)
Pr. one 400-level Hispanic literature course or permission of department
Development of Spanish-American culture.

535 US Latino/-a Cultural Studies
Pr. one 400-level Hispanic literature course or permission of department
Examination of issues relating to U.S. Latino/-a ethnic identity as defined in literature, performance, art, music, and film. Special emphasis given to the dialogue with the English-speaking community.

561 The Auteur Director (3:2:3)
Pr. BCN 171 or ENG 330 or permission of department
Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as FRE 561 and ITA 517)

562 Studies in Film Genre (3:2:3)
Pr. BCN 171, or ENG 330, or permission of department
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as FRE 562 and ITA 518)

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

603 Seminar in Spanish Literature (3:3)
Pr. ROM 601 or permission of department
Advanced study and investigation of current scholarship on a topic of Spanish literature. May be repeated for credit when topic varies.

604 Seminar in Spanish American Literature (3:3)
Pr. ROM 601 or permission of department
Advanced study and investigation of current scholarship on a topic of Spanish American literature. May be repeated for credit when topic varies.

605 Seminar in Hispanic Linguistics (3:3)
Pr. permission of department
Advanced study and investigation of current scholarship on a topic of Hispanic linguistics. May be repeated for credit when topic varies.

610 History of the Spanish Language (3:3)
Phonological and morphological development of Spanish, with readings in the external history of the language.

693 Special Topics in Spanish Language and/or Literature (3:3)
Pr. permission of instructor and Director of Spanish Graduate Study
Study of Hispanic language and literature.

695 Directed Study (3)
Pr. permission of instructor and Director of Spanish Graduate Study
Directed program of reading or research in an area of special interest in Hispanic studies. Regular conferences with the instructor will be scheduled.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Social Work

268 Stone Building • (336) 334-4100
www.jmsw.org

Graduate Programs in Social Work

- M.S.W.
  (jointly with North Carolina A&T State University)

Professors

Elizabeth W. Lindsey, Ph.D.
Services to individuals and families, homelessness, strength based practice.

John Rife, Ph.D.
Social and economic impacts of unemployment and income deficiency upon older workers, families and the homeless, and evaluation of model programs to serve these populations.

Robert J. Wineburg, Ph.D.
Relationship between federal domestic social welfare policy and local service provision, the involvement of religious organizations in local social service delivery and policy development.

Associate Professors

Jacalyn A. Claes, Ph.D.
Clinical social work supervision, family and marital therapy, diversity and women's spirituality (Co-Director of Joint Master of Social Work program).

Susan Dennison, M.S.W.
School social work, clinical social work.

Elisabeth P. Hurd, Ph.D.
Families and children, interpersonal violence, law and social work, program evaluation.

Assistant Professors

Tanya Coakley, Ph.D.
Foster care and child welfare.

Melissa Floyd Taylor, Ph.D.
Mental health and psychiatric social work.

Visiting Assistant Professor

Kelly Jay Poole, M.S.W., L.C.S.W.
Health, mental health and clinical social work practice.

Academic Professional Associate Professor

Carolyn Moore, M.S.S.A.
(Director of Field Instruction).

Academic Professional Assistant Professor

Janet H. Kanode, M.S.W.
(Assistant Director of Field Instruction).

Adjunct Faculty at North Carolina A & T State University

Associate Professors

Arnold Barnes, Ph.D.
(Co-Director of Joint Master of Social Work program).

Wayne Moore, Ph.D.

Assistant Professors

Yoko Crume, Ph.D.

Velma Tyrance, M.S.W.

The Joint Master of Social Work (M.S.W.) program represents the efforts of faculty at North Carolina Agricultural and Technical State University (NCA&TSU) and The University of North Carolina at Greensboro (UNCG).

This is a single academic program with participation in instruction by faculty from each department. Instruction is conducted on the campuses of both universities.

Successful completion of the degree requires **60** semester credit hours. Full-time and part-time options are available. The program is accredited by The Council on Social Work Education.

The curriculum has been designed by the joint faculty to provide students with *advanced generalist* social work education. The model for the curriculum is based on contemporary, state-of-the-art theory and practice methods. Courses reflect the theme of providing effective services to families in urban and rural North Carolina communities. The curriculum is organized by foundation, concentration, and field instruction. The primary purpose of the M.S.W. program is to prepare students for advanced generalist social work practice.

Program Goals

1. To prepare graduate students for employment as advanced generalist social work practitioners in direct and indirect practice.
2. To provide students with a graduate advanced generalist social work curriculum which results in the acquisition and demonstration of:
   a. Knowledge of human behavior and the social environment, social welfare policy, research, practice methods, cultural diversity, populations at-risk, social and economic justice, and social work values and ethics as a foundation for generalist social work practice.
   b. Advanced generalist multicultural social work practice skills with individuals, families, groups, organizations, and communities.
   c. The professional self as reflected in an affiliation with the profession of social work.
   d. The values and ethics of professional social work practice as stated by the National Association of Social Workers Code of Ethics.
3. To provide professional service which ameliorates social problems, provides leadership and benefits our communities in North Carolina.
4. To conduct and disseminate research which contributes to the knowledge base for effective social work practice.

Curriculum Plan

The curriculum design of the program provides students with a theoretical and applied education in social work to enhance and promote advanced generalist social work education. The program is organized to insure that all students, as advanced social work practitioners, will be prepared to independently engage in social work practice with individuals, families, small groups, organizations, and communities in their chosen area of practice. Students will also be prepared to serve as supervisors, managers, researchers and social planners. The concentration of the program is advanced generalist practice.

Foundation Year Curriculum

In the foundation curriculum, students complete 30 semester hours of course work. Students complete courses in human behavior and social functioning, social welfare policy, social work practice and human diversity, social work practice with individuals and families, and social work practice with groups. Students also complete a second human behavior and social functioning course, social work practice with communities and organizations, social work research methods, and a six semester hour foundation field instruction placement and seminar. The purpose of the foundation course work is to prepare students for the advanced generalist practice year.

Advanced Year Curriculum

In the advanced generalist concentration curriculum, students complete an additional 30 semester hours of course work. Students choose one of two advanced generalist practice areas: families and youth at-risk or mental health/health. Students complete two courses in their advanced generalist practice area, advanced courses in social welfare policy, administration, and research, and they complete two semesters of advanced generalist field instruction which includes a field seminar and a capstone project. Students also complete one graduate level elective. Choice of this elective requires the approval of the student's educational advisor.

Advanced Standing Option

Advanced Standing Option students begin their graduate coursework in the first Summer Session taking 12 hours of courses in the two sessions. This coursework builds a content bridge between Bachelor of Social Work coursework and the advanced year curriculum of the M.S.W. program.

Admission Requirements

A Joint Admissions Committee comprised of faculty members from UNCG and NCA&TSU use a common evaluation system to review applications and recommend applicants for admission.

The review process ensures a consistent and fair evaluation of applicants.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and show evidence of a liberal arts foundation that includes 8 credit hours of Social and Behavioral Sciences (political science, psychology, anthropology, economics, ethnic/global studies, history and sociology); 6 credit hours of Humanities; 3 credit hours of Human Biology; and 3 credit hours of Statistics.

Applicants must demonstrate intellectual and personal qualifications considered essential to the successful practice of social work, such as sensitivity and responsiveness in relationships, concern for the needs of others, adaptability, good judgment, creativity, integrity, and skill in oral and written communication.

The M.S.W. program does not grant academic credit for life or work experience. Only students who have been admitted to the program may take social work courses. Only students who have been admitted to the program and who have completed all required prerequisite course work may be admitted to practice courses and to the field instruction program. Specific policies governing student progression in the program may be found in the *JMSW Student Handbook* and in the *JMSW Field Instruction Handbook*.

Applicants to the Advanced Standing option must have earned a Bachelor of Social Work degree from a Council on Social Work Education accredited program, have a GPA in social work courses of 3.2 or better, and provide a letter of recommendation from his/her B.S.W. field supervisor (as one of the three recommendations required).

School Social Work Licensure

Students intending to become licensed at the graduate level for school social work by the North Carolina Department of Public Instruction need to complete the Licensure Program, which has been developed with the School of Education.

In addition to completing the requirements for the JMSW Program, the student must be admitted to the Teacher Education Program and successfully complete SWK 582. The advanced year field instruction (SWK 635 and 640) must be taken in a school social work setting. Graduate licensure in school social work is granted by the North Carolina Department of Public Instruction. Students interested in school social work licensure should contact the school social work advisor in the Department of Social Work.

MSW Requirements for the Master of Social Work

The Department of Social Work offers a Joint Master of Social Work program with the Department of Sociology and Social Work at NCA&TSU.

Full-time, part-time, and advanced standing program options are available. Students in the full-time option complete the required **60** hours during a two-year period; the part-time option takes three years; and the advanced standing option requires **42** hours in one calendar year. Admission, program, course, and curriculum requirements are the same for both program options. No academic credit is given for life or work experience. Students must complete courses in the prescribed sequence in order to progress successfully to completion of the degree program.

Part-time Program Option:

Year One: Foundation Courses (15 hours)

First Semester (Summer - 3 hours)

SWK 621 Social Welfare Policy and Analysis I (3)

Second Semester (Fall - 6 hours)

SWK 620 Human Behavior and Social Functioning I (3)
SWK 622 Social Work Practice with Individuals and Families (3)

Third Semester (Spring - 6 hours)

SWK 623 Social Work with Groups (3)
SWK 624 Social Work Practice and Human Diversity (3)

Year Two (18 hours)

First Semester (Summer - 6 hours)

SWK 628 Field Instruction I (5)
SWK 629 Field Seminar I (1)

Second Semester (Fall - 6 hours)

SWK 625 Human Behavior and Social Functioning II (3)
SWK 627 Social Work Practice with Communities and Organizations (3)

Third Semester (Spring - 6 hours)

SWK 626 Social Work Research Methods (3)
SWK 633 Social Welfare Policy and Analysis II (3)

Year Three (27 hours)
First Semester (Summer - 3 hours)

SWK 639 Social Work in Administration (3)

Second Semester (Fall - 12 hours)

SWK 634 Research Designs and Data Analysis for Social Work Practice (3)
SWK 635 Field Instruction II (5)
SWK 636 Field Seminar II (1)
SWK 637 Social Work with Families I (3) **or** SWK 638 Social Work in Health and Mental Health I (3)

Third Semester (Spring - 12 hours)

SWK 640 Field Instruction III (5)
SWK 641 Field Seminar III (1)
SWK 642 Social Work with Families II (3) **or** SWK 643 Social Work in Health and Mental Health II (3)
Elective (3)
Capstone

Full-time Program Option:

Year One: Foundation Courses (30 hours)
First Semester (Fall - 15 hours)

SWK 620 Human Behavior and Social Functioning I (3)
SWK 621 Social Welfare Policy and Analysis I (3)
SWK 622 Social Work Practice with Individuals and Families (3)
SWK 623 Social Work with Groups (3)
SWK 624 Social Work Practice and Human Diversity (3)

Second Semester (Spring - 15 hours)

SWK 625 Human Behavior and Social Functioning II (3)
SWK 626 Social Work Research Methods (3)
SWK 627 Social Work Practice with Communities and Organizations (3)
SWK 628 Field Instruction I (5)
SWK 629 Field Seminar I (1)

Year Two: Advanced Curriculum (30 hours)
First Semester (Fall - 15 hours)

SWK 633 Social Welfare Policy and Analysis II (3)
SWK 634 Research Designs and Data Analysis for Social Work Practice (3)
SWK 635 Field Instruction II (5)
SWK 636 Field Seminar II (1)
SWK 637 Social Work with Families I (3) **or** SWK 638 Social Work in Health and Mental Health I (3)

Second Semester (Spring - 15 hours)

SWK 639 Social Work in Administration (3)
SWK 640 Field Instruction III (5)
SWK 641 Field Seminar III (1)
SWK 642 Social Work with Families II (3) **or** SWK 643 Social Work in Health and Mental Health II (3)

One 3 hour elective
Capstone

ADVANCED STANDING OPTION

The **42**-hour Advanced Standing Option is designed to allow highly qualified students to earn in the Master of Social Work degree in one calendar year by building on knowledge and skills previously attained through Bachelor of Social Work coursework.

Required Summer Bridge Courses (12 hours)

SWK 624 Social Work Practice and Human Diversity (3)
SWK 626 Social Work Research Methods (3)
SWK 631 Social Work with Individuals and Families: Theory and Practice (3)
SWK 632 Social Work with Groups, Communities, and Organizations (3)

Upon successful completion of the above courses during the summer, Advanced Standing students will join the ongoing M.S.W. full-time class in Year 2: Advanced Year Curriculum (see the Full-time Program Option).

SWK Social Work Courses

Courses for M.S.W. Majors

620 Human Behavior and Social Functioning I (3:3)
Pr. admission to the M.S.W. program
Theories of human behavior and intervention with people in a variety of systems viewed from biological, sociological, and psychological perspectives. (formerly SWK 501)

621 Social Welfare Policy and Analysis I (3:3)
Pr. admission to the M.S.W. program
Explores the history and development of social welfare institutions and social work. Examines the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives. (formerly SWK 502)

622 Social Work Practice with Individuals and Families (3:3)
Pr. admission to the M.S.W. program
Defines and describes direct social work practice; knowledge, skills and values necessary to provide a wide scope of developmental, preventive and therapeutic services to individuals and families. (formerly SWK 504)

623 Social Work with Groups (3:3)
Pr. admission to the M.S.W. program
Advanced course designed to teach group process and strategies, techniques, and skills for working with groups such as support groups and task groups in human services settings. (formerly SWK 560)

624 Social Work Practice and Human Diversity (3:3)
Pr. admission to the M.S.W. program
Examines cultural and social diversity; addresses theoretical and practical dimensions of social work practice with oppressed people of color, women, the aged, the sexually diverse, and the physically disabled. (formerly SWK 511)

625 Human Behavior and Social Functioning II (3:3)
Pr. admission to the M.S.W. program and 620, 621, 622, and 623
Provides students with concepts and knowledge necessary to understand family development, functioning, stress and diversity. Emphasizes the bio-psycho-spiritual nature of people in their family environment. (formerly SWK 515)

626 Social Work Research Methods (3:3)
Pr. admission to the M.S.W. program
Research methodology as it relates to the professional practice of social work. Examines quantitative and qualitative methods as means for solving social problems. (formerly SWK 503)

627 Social Work Practice with Communities and Organizations (3:3)
Pr. admission to the M.S.W. program and 620, 621, 622, 623, and 626
Practice in macro social work with broad scale social systems. Students acquire knowledge, analytical skills and professional behavior appropriate for work with groups, communities and organizations. (formerly SWK 514)

628 Field Instruction I (5:0:24)
Pr. admission to the M.S.W. program and 620, 621, 622, 623, and 624. Coreq. 629
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with 629 Field Seminar I. (Graded on S-U basis) (formerly SWK 516)

629 Field Seminar I (1:1)
Pr. admission to the M.S.W. program and 620, 621, 622, 623, and 624. Coreq. 628
Field seminar to be taken concurrently with 628 Field Instruction I; assists students to integrate theory and classroom knowledge into their agency field practice. (formerly SWK 517)

631 Social Work with Individuals and Families: Theory and Practice (3:3)
Pr. admission to the Advanced Standing program option
Emphasis on the practice of social work in assessment and intervention using personality theory, family theory and the family life cycle, and social work theory.

632 Social Work with Groups, Communities, and Organizations (3:3)
Pr. admission to the Advanced Standing program option
Emphasis on the practice of social work with groups and within communities and organizations through the examination and application of an advanced generalist framework.

633 Social Welfare Policy and Analysis II (3:3)
Pr. admission to the M.S.W. program and 620, 621, 622, 623, and 626
Reviews outcomes of social work practice in legislation, administrative and judicial directives, rulings and interpretations in the area of government; accountability of the delivery systems to their clients. (formerly SWK 512)

634 Research Designs and Data Analysis for Social Work Practice (3:3)
Pr. admission to the M.S.W. program and 620, 621, 622, 623, and 626
Advanced skills in (a) conceptualizing research problems, (b) completing research in the social work domains: needs assessment, program evaluation, and single subject research, and (c) using inferential skills for data analysis. (formerly SWK 513)

In addition to the prerequisites listed for courses 635-643, the following prerequisites are also applicable: Admission to the M.S.W. program and completion of all foundation year courses: 620, 621, 622, 623, 624, 625, 626, 627, 628, and 629; or admission to the Advanced Standing option.

635 Field Instruction II (5:0:24)
Coreq. 636 and either 637 or 638
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with 636 Field Seminar II. (Graded on S-U basis) (formerly SWK 606)

636 Field Seminar II (1:1)
Coreq. 634, 635, and either 637 or 638
Field seminar to be taken concurrently with 635 Field Instruction II; assists student to integrate theory and classroom knowledge into their agency field practice. (formerly SWK 607)

637 Social Work with Families I (3:3)
Advanced generalist social work practice with families, theory and intervention strategies, the influence of culture and gender upon family functioning, and use of self as a professional practitioner. (formerly SWK 601)

638 Social Work in Health and Mental Health I (3:3)
Advanced generalist social work practice in health and mental health, theory and intervention strategies, current policy initiatives, and social work roles. (formerly SWK 602)

639 Social Work in Administration (3:3)
Advanced generalist social work practice in social work administration, theory and practice strategies, the influence of culture and gender upon managerial practice, and the use of self as a professional practitioner. (formerly SWK 605)

640 Field Instruction III (5:0:24)
Pr. 633, 634, 637 or 638, 635, 636. Coreq. 641 and either 642 or 643
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with 641 Field Seminar III. (Graded on S-U basis) (formerly SWK 616)

641 Field Seminar III (1:1)
Pr. 633, 634, 637 or 638, 635, 636. Coreq. 640 and either 642 or 643
Field seminar to be taken concurrently with 640 Field Instruction III; assists student to integrate theory and classroom knowledge into their agency field practice. Includes capstone project. (formerly SWK 617)

642 Social Work with Families II (3:3)
Pr. 637
Expansion of knowledge, skill and understanding of the major conceptual frameworks and interventive strategies in the family field. (formerly SWK 611)

643 Social Work in Health and Mental Health II (3:3)
Pr. 638
Second of two courses; assessment and treatment of knowledge, values, and skills for interventions with client physical or psychiatric problems. (formerly SWK 612)

Additional Social Work Courses

510 Selected Topics in Social Work (3:3)
Pr. permission of instructor
Opportunity for students to study in depth a topic of special interest. May be repeated for credit when topics vary.

520 Methods and Practice of Family and Marital Therapy (3:3)
Pr. permission of instructor
Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

522 Comparative Study of Cross-cultural Social Work Practice (3:3)
Pr. 620, 621, 622, 623, 624, 625, 626, 627, 628, or permission of instructor
Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. May be repeated for credit when topic varies.

527 Human Services for Immigrants and Refugees (3:3)
Pr. permission of instructor
The history of immigration and its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants.

530 Social Agency Program Development (3:3)
Pr. permission of instructor
Organization of new agencies or those initiating additional services. Needs assessment, resource development, agency operations, and relationships with funding agencies.

550 Social Services in Health Care (3:3)
Pr. permission of instructor
Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

551 Special Problems in Social Work (1-3)
Pr. permission of instructor
Opportunity for student to pursue intensive independent study of particular topic under the direction of social work faculty member.

554 Social Work with People Who are Mentally Ill (3:3)
Pr. permission of instructor
Will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families.

555 Substance Abuse and Social Work Practice (3:3)
Pr. permission of instructor
Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught.

570 Social Services for the Aging (3:3)
Pr. permission of instructor
Systematic study of social work approaches to providing services to the aging. Primary focus will be on current policies, services, and models of practice.

582 School Social Work (3:3)
Pr. permission of instructor
Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

584 Social Services for Children (3:3)
Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

585 Social Work with Families in Crisis (3:3)
Pr. permission of instructor
Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

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

681 Family-Centered Interdisciplinary Practice: System of Care (3:3)
Pr. exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, or permission of instructor
System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: 1) family-centered; 2) client partnerships; 3) community services; 4) cultural competency; 5) interagency collaboration. Participatory research with families included. (Same as HDF 681, HEA 681, PSY 681, RPT 681)

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

803 Research Extension (1-3)

Department of Sociology

337 Graham Building • (336) 334-5295
www.uncg.edu/soc

Graduate Programs in Sociology

- M.A.

  Elective Concentration: Criminology

Professors

Rebecca G. Adams, Ph.D.
Friendship, popular culture, community, aging (Director of Graduate Study).

Steve Kroll-Smith, Ph.D.
Social psychology, environment, health.

William T. Markham, Ph.D.
Stratification, formal organizations, voluntary associations, community.

James C. Petersen, Ph.D.
Applied sociology, organizations, science and technology studies, medical sociology.

Associate Professors

Kenneth D. Allan, Ph.D.
Theory, culture, self, institutions.

Julie V. Brown, Ph.D.
Sociology of health, Soviet and Russian society, occupations and professions, comparative and historical sociology (Head of Department).

Steven R. Cureton, Ph.D.
Criminology and the family.

Paul Luebke, Ph.D.
Sociology of politics, social movements, social change, and comparative societies.

Saundra D. Westervelt, Ph.D.
Sociology of law, crime and deviance, sociology of culture.

Assistant Professors

Shelly L. Brown, Ph.D.
Sociology of education, race and ethnicity, research methods.

Jill E. Fuller, Ph.D.
Stratification, gender and family, organizations, research methods, data analysis.

Gwen Hunnicutt, Ph.D.
Homicide studies, stratification and crime, cross-national crime.

David F. Mitchell, Ph.D.
Urban sociology, population studies, research methods, data analysis.

Stephen J. Sills, Ph.D.
Globalization, international migration, visual sociology, evaluation research.

Adjunct Assistant Professor

Janice Wassel, Ph.D.
Retirement, work and caregiving, financial gerontology and sociology, demography of aging, business and aging.

The program leading to a Master of Arts degree in sociology prepares students for further study, for research and administrative positions in public or private organizations, and for teaching sociology in a variety of settings. All of the students in the program acquire a general foundation in sociology, and some elect to complete a concentration in criminology. Other special interests may be pursued in particular substantive, applied, or cognate courses and extended in the writing of a thesis or completion of an internship.

MA Requirements for the Master of Arts in Sociology

The Department of Sociology offers a graduate program of study leading to a Master of Arts degree. Two options are available: Thesis option requiring **30** hours of graduate study including 6 hours of thesis. At least 15 hours must be at the 600-level. Non-thesis option requiring **36** hours of graduate study including a 6 hour internship. At least 18 hours must be at the 600-level or above.

Required Core Courses for Thesis and Non-thesis Options (12 hours)

SOC 614 Contemporary Sociological Theory (3)
SOC 616 Advanced Research Methods (3)
SOC 618 Advanced Data Analysis (3)
SOC 620 Seminar in Sociology (3)

Electives for Thesis Option (12 hours)

With prior approval of the advisor, a student will select a minimum of 12 hours from other 500- or 600-level sociology courses, or from other social science courses.

Electives for Non-thesis Option (18 hours)

With prior approval of the advisor, a student will select a minimum of 18 hours from other 500- or 600-level sociology courses, or from other social science courses.

Comprehensive Examination

Successful completion of a thesis-proposal or internship-proposal defense satisfies the comprehensive examination requirement.

Thesis (6 hours)

SOC 699 Thesis (6)

Internship (6 hours)

SOC 695 Internship (6)

CRIMINOLOGY CONCENTRATION

The Department of Sociology offers a concentration in criminology. Students completing this concentration may elect either the thesis or non-thesis option. The requirements are as follows:

Required Core Courses for Thesis and Non-thesis Options (21 hours)

SOC 614 Contemporary Sociological Theory (3)
SOC 616 Advanced Research Methods (3)
SOC 618 Advanced Data Analysis (3)
SOC 620 Seminar in Sociology (3)
SOC 651 Criminology (3)
SOC 653 Deviance and Social Control (3)
SOC 655 The Sociology of Law (3)

Electives for Thesis Option (3 hours)

With prior approval of the advisor, a student will select a minimum of 3 hours from other 500- or 600-level sociology courses, or from other social science courses.

Electives for Non-thesis Option (9 hours)

With prior approval of the advisor, a student will select a minimum of 9 hours from other 500- or 600-level sociology courses, or from other social science courses.

Comprehensive Examination

Successful completion of a thesis-proposal or internship-proposal defense satisfies the comprehensive examination requirement.

Thesis (6 hours)

SOC 699 Thesis (6)

Internship (6 hours)

SOC 695 Internship (6)

SOC Sociology Courses

501, 502 Selected Topics in Sociology (3:3), (3:3)
Pr. major in sociology or permission of instructor
Opportunity for advanced students to study topics or issues of special interest in a formally organized course.

526 Comparative Minority Relations (3:3)
Pr. 6 hours in sociology or permission of instructor
Comparative study of ethnic, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change in the international setting.

533 Political Sociology (3:3)
Pr. one course in the field of large-scale social organization, or permission of instructor
Influence of social values and social forces upon government policy, and of government policy upon society. Examination of conflicting political sociological theories.

552 Sociology of Science and Technology (3:3)
Pr. 6 hours of sociology at 300 level or above, or permission of the instructor
Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting.

553 Sociology of Occupations and Professions (3:3)
Pr. 3 hours of sociology or permission of instructor
Nature and significance of work; cultural perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society.

555 Sociology of the Family (3:3)
Pr. 301, 302, and 335, or permission of instructor
Critical examination of various ways of studying the family, with consideration given to methodology, statistical treatment of the data, and substantive findings.

562 Sociology of Education (3:3)
Pr. 6 hours of sociology at 300 level or above, or permission of instructor
Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the environing society.

571 Advanced Topics in Social Psychology (3:3)
Pr. 3 hours in sociology and 3 hours in psychology or permission of instructor
Social impact, exchange, equity, and attribution theories intensively examined as basic in understanding specific substantive problems of reciprocal influences of groups and individuals in socio-cultural context.

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

601 Seminar in Sociological or Criminological Analysis (3:3)
Pr. 618 or permission of instructor
Intensive work at an advanced level on a selected topic in sociology or criminology.

605 Sociology of Organizations (3:3)
Pr. permission of instructor
Organization theory and structure. Construction of organizational models.

614 Contemporary Sociological Theory (3:3)
Pr. 490 or permission of the instructor
Selected major theoretical perspectives: functionalism, conflict, and alternative models.

616 Advanced Research Methods (3:3)
The function of theory in research, concept formation, study design, data collection and analysis.

618 Advanced Data Analysis (3:2:2)
Pr. 302 or permission of instructor
Application of advanced statistical concepts and procedures in multivariate analyses of discrete and continuous data.

619 Practicum in Evaluative Research (3:1:6)
Pr. permission of the instructor and one course in statistics and research methods
Organizations and social action programs. Students prepare, organize, and carry out evaluative research of their own interest under the guidance of the instructor.

620 Seminar in Sociology (3:3)
Pr. twelve hours of sociology at the undergraduate level
Fundamental theory in three substantive areas with application to specific research problems. May be repeated once for credit when topic varies.

621 Advanced Topics in Juvenile Delinquency (3:3)
Social dimensions of juvenile delinquency; causation, prevalence, current trends. Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration. (Formerly SOC 521)

628 Social Movements (3:3)
Pr. one course in large-scale organization or permission of instructor
Sociological approaches to social movements and social conflict emphasizing their genesis, structure, resources, and consequences for simple and complex societies.

636 Seminar in Stratification Theory and Research (3:3)
Pr. six hours of sociology at the undergraduate or graduate level.
Basic systems of social stratification. Theoretical and methodological trends.

643 Urban Sociology (3)
Pr. graduate standing and background in sociology or other social or behavior science.
Contemporary theory and research on urban social structure, conflict, and change.

646 Teaching and Learning Sociological Concepts (3:3)
Pr. admission to graduate program in sociology
Goals, methods, and evaluation in teaching and learning sociology at the college level. Students prepare course objectives and outlines, select instructional materials, and present demonstration lectures and discussions.

651 Criminology (3:3)
Pr. six hours of sociology at 300-level or permission of instructor
Critical examination of central sociological formulations of criminal behavior and victimization, and societal responses to each; integration of theories of criminal behavior with appropriate research strategies for theory advancement.

653 Deviance and Social Control (3:3)
Pr. six hours of sociology at 300-level or permission of instructor
Comparative examination of societal responses to deviance. Theoretical and empirical analysis of conceptions of deviance and institutions of social control in different types of societies. Globalization and social control.

655 The Sociology of Law (3:3)
Social influences on the legal system are analyzed. Attention given to: social organization of law; legal and extra-legal considerations; and law as a means of social control and change. (Formerly Law and Society)

661 Sociology of Health (3:3)
Pr. 101 or permission of instructor
American Health Care System. Organization, utilization, effectiveness, cost; roles of providers, consumers; the context of care and the place of government.

686 Social Aspects of Aging (3:3)
Pr. 3 hours in sociology or permission of instructor
Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research.

695 Internship (3-6)
Pr. twenty-one hours in sociology at 500-level or above
Directed practical experience in a professional setting in the student's area of interest. Includes written paper(s) applying sociological theories and methodologies to analysis of the setting.

697, 698 Special Problems in Sociology (3:3), (3:3)
Pr. permission of faculty member with whom students wish to work
Independent study or research.

699 Thesis (1-6)

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

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Specialized Education Services

200B Ferguson Building • (336) 334-5843
www.uncg.edu/ses

Graduate Programs in Specialized Education Services

- Post-Baccalaureate Certificate
  Leadership in Early Care and Education
- Post-Baccalaureate Alternative Initial Teacher Licensure (PAIL)
- M.Ed.
  Special Education: General Curriculum with Licensure Options in Learning Disabilities (LD) or Behavior/Emotional Disabilities (BED)
- M.Ed.
  Birth-Kindergarten: Interdisciplinary Studies in Education and Development (offered jointly with the department of Human Development and Family Studies) (BK:ISED)
- Ph.D.
  Special Education

Professors

Bill Bursuck, Ph.D.
Special education/at-risk literacy, inclusive school practices, education of students with learning and behavior disabilities.

Betty Epanchin, Ed.D.
Teacher education, creation and sustainability of school-university partnerships, mentoring, teaching cases, alternative teacher preparation.

Marilyn Friend, Ph.D.
Interpersonal and interprofessional collaboration, inclusive school practices, special education service delivery systems, education of students with learning and behavior disabilities.

Judith A. Niemeyer, Ph.D.
Early childhood special education, social interaction, inclusion, family involvement (Director of Graduate Study and Coordinator of Birth-Kindergarten Program).

J. David Smith, Ed.D.
History and future of special education, mental retardation, disabilities and social policy, developmental disabilities, exceptional families (Interim Chair of Department).

Ada L. Vallecorsa, Ph.D.
Literacy assessment and instruction in special education, program evaluation, teacher education.

Associate Professor

Mary V. Compton, Ed.D.
Deaf teachers and deaf culture, social interaction of young deaf children, telecommunications discourse, narrative analysis, naturalistic inquiry method, interpersonal communication and deafness (Director of Education of Deaf Children Program).

Assistant Professors

Belinda Hardin, Ph.D.
Inclusion and international early childhood education practices, EI/ECSE services for English language learners, family involvement in EI/ECSE services.

Stephanie A. Kurtts, Ph.D.
Inclusive education, online collaborative practice, universal design for learning, mild/moderate disabilities, peer coaching, differentiated instruction.

Benjamin W. Smith, Ph.D.
Special education, positive behavior supports, educating students with significant behavior support needs, school-wide discipline, applied behavior analysis, antisocial behavior patterns.

The primary goal of the Department of Specialized Education Services is to prepare professionals for diverse roles in working with individuals with disabilities and other exceptional needs across the life span in a variety of community and educational environments. Programs in the department emphasize the delivery of services in integrated settings, with a focus on interdisciplinary and interagency collaboration. Upon graduation students are prepared for leadership roles in early childhood, special education, and deaf education that enable them to assume positions such as consultant, teacher, early interventionist, community college teacher, special services administrator, advocate and university faculty member or other leadership roles.

All department programs are fully accredited by the National Council for the Accreditation of Teacher Education. Graduate study in the Department of Specialized Education Services may lead to teacher licensure with the degree of Master of Education. All students enrolled in SES programs must meet departmental technical standards.

PBC Requirements for the Post-Baccalaureate Certificate
in Leadership in Early Care and Education

The departments of Human Development and Family Studies and Specialized Education Services offer a Post-Baccalaureate Certificate in Leadership in Early Care and Education. The certificate will provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings including early intevention, Smart Start, resource and referral, and community college instruction. The certificate requires **18** semester hours of course work and is available to students with a bachelor's or masters' degree who do not plan to pursue a degree program or for students who are pursuing a master's degree in Human Development and Family Studies or Specialized Education Services. If pursuing a master's degree simultaneously, students must meet all requirements for admission to The Graduate School, Human Development and Family Studies and Specialized Education Services. The Certificate is also open to graduate students in related fields.

Required Courses (15 hours)

HDF 636	Leadership and Mentoring Roles in Educating Young Children (3)
HDF 634	Contemporary Issues in Early Childhood Policy (3)
HDF 653	Advanced Early Childhood Educational Theory and Practices (3)
SES 601	Programs and Policies in Early Intervention (3)
SES 605	Diversity and Inclusive Early Care and Education (3)

Electives (3 hours)

With the approval of the advisor, students choose 3 hours of electives at the 500 or 600 level.

PAIL Requirements for Post-Baccalaureate Alternative Initial Teacher Licensure

This program is designed to provide initial teacher licensure in Special Education: General Curriculum to individuals who have an undergraduate degree in a field other than special education. In PAIL, students complete foundation courses in assessment in special education, instructional practices for students with mild to moderate disabilities, learning theory, and models of teaching. Specialty area courses in instructional practices for students with mild to moderate disabilities provide an introduction to the field, methods for teaching in the field, programming for the field, and clinical field experience. Throughout the course work, students have numerous opportunities to use cases and problem-based learning that include appropriate implementation of inclusive practices.

Students also have an option for transitioning from this program into the M.Ed. program in which they may earn an additional license in learning disabilities (LD) or behavior/emotional disabilities (BED). Up to 18 credit hours of course work from the plan of study for the Post-Baccalaureate Alternative Initial Teacher Licensure program in Special Education: General Curriculum may be applied to the Advanced Master's Degree in Special Education (with LD and BED options) provided a student meets all admission requirements of The Graduate School and the Department of Specialized Education Services and the application is completed during the first 12 credit hours taken in the PAIL program. Admission to the Post-Baccalaureate Alternative Initial Teacher Licensure program does not constitute admission to the Advanced Master's Degree program in Special Education or any other Graduate School degree program.

Special Education: General Curriculum (21 hours)

SES 540	Introduction to Exceptional Individuals (3)
SES 640	Policies and Procedures in Special Education (3)
SES 641	Assessment of Individuals with Special Needs (3)
SES 642	Mild Disabilities: Reading Instruction (3)
SES 652	Mild Disabilities: Math/Written Language Instruction (3)
SES 659	Behavior Management (3)
SES 661	Teaching Students with Disabilities (3)

PAIL with M.Ed. and Licensure in Learning Disabilities (LD) or Behavior/ Emotional Disabilities (BED) (45 hours)

Courses listed in General Curriculum plus the following 24 hours:

ERM 604	Methods of Educational Research (3)
SES 643	Issues in Educating Individuals with Special Needs (3)
SES 647	Collaboration and Consultation in Education (3)
SES 660	Families, Schools, and Students with Exceptionalities (3)

Categorical Course Work (choose one option):

LD Option

SES 648 Secondary Programming: Students with Mild Disabilities (3)
SES 649 Practicum in Special Education (3)
SES 655 Introduction to Learning Disabilities (3)
SES 656 Methods for Teaching Students with Learning Disabilities (3)

BED Option

SES 648 Secondary Programming: Students with Mild Disabilities (3)
SES 649 Practicum in Special Education (3)
SES 657 Introduction to Behavior/Emotional Disabilities (3)
SES 658 Methods for Teaching Students with Behavior/ Emotional Disabilities (3)

MEd Requirements for the Master of Education

in Special Education: General Curriculum with Learning Disabilities or Behavior/Emotional Disabilities Licensure

The Department of Specialized Education Services offers a graduate program of study leading to a **39** hour M.Ed. degree in special education: general curriculum and advanced licensure in learning disabilities (LD) or behavior/emotional disabilities (BED). At least *33* hours in the program of study must be in 600-level courses.

OPTION 1: For students licensed in special education

Core (18 hours)

ERM 604 Methods of Educational Research (3)
SES 641 Assessment of Individuals with Special Needs (3)
SES 642 Mild Disabilities: Reading Instruction (3)
SES 643 Issues in Educating Individuals with Special Needs (3)
SES 647 Collaboration and Consultation in Education (3)
SES 652 Mild Disabilities: Math/Written Language Instruction (3)

Categorical Emphasis (12 hours - select one area)

LD Option

SES 648 Secondary Programming: Students with Mild Disabilities (3)
SES 649 Practicum in Special Education (LD focus) (3)
SES 655 Introduction to Learning Disabilities (3)
SES 656 Methods for Teaching Students with Learning Disabilities (3)

BED Option

SES 648 Secondary Programming: Students with Mild Disabilities (3)
SES 649 Practicum in Special Education (BED focus) (3)
SES 657 Introduction to Behavior/Emotional Disabilities (3)
SES 658 Methods for Teaching Students with Behavior/ Emotional Disabilities (3)

Advanced Area of Focused Study (9 hours - select one area)

These credits are determined with approval of the advisor:

Assistive Technology Emphasis: SES 662, CUI 610, LIS 647, 648, 672
Reading Emphasis: CUI 614, 615, 616, 617a, 617b, 640
Leadership Emphasis: ELC 615, 660, 687, 691, 694, 670
Birth-Kindergarten Emphasis: SES 601, 602, 603
Alternative Emphasis: courses with a single theme, approved by advisor

OPTION 2: For students NOT licensed in special education

Prerequisites (6 hours)

SES 540 Introduction to Exceptional Individuals (3)
One 3 hour reading course in CUI

Core (27 hours)

SES 640 Policies and Procedures in Special Education (3)
SES 641 Assessment of Individuals with Special Needs (3)
SES 642 Mild Disabilities: Reading Instruction (3)
SES 643 Issues in Educating Individuals with Special Needs (3)
SES 647 Collaboration and Consultation in Education (3)
SES 652 Mild Disabilities: Math/Written Language Instruction (3)
SES 659 Behavior Management (3)
SES 660 Families, Schools, and Students with Exceptionalities (3)
ERM 604 Methods of Educational Research (3)

Categorical Emphasis (12 hours - select one area)

LD Option

SES 648 Secondary Programming: Students with Mild Disabilities (3)
SES 649 Practicum in Special Education (LD focus) (3)
SES 655 Introduction to Learning Disabilities (3)
SES 656 Methods for Teaching Students with Learning Disabilities (3)

BED Option

SES 648 Secondary Programming: Students with Mild Disabilities (3)
SES 649 Practicum in Special Education (BED focus) (3)
SES 657 Introduction to Behavior/Emotional Disabilities (3)
SES 658 Methods for Teaching Students with Behavior/ Emotional Disabilities (3)

Additional Requirements for ALL Special Education M.Ed. Students

Portfolio

In addition to satisfactorily completing the above course work, students also are required to submit a portfolio of work that demonstrates their mastery of knowledge and skills in the six program competency areas: multiple service delivery models, interdisciplinary planning and service delivery, advanced skills for assessing learner needs, advanced skills for effective instruction, collaborative planning and intervention, and improved special education services. Each student's portfolio will be developed in consultation with an advisor and will be based on the student's particular educational and work experiences. The portfolio is designed during the initial semester, refined each semester, and evaluated during the last semester prior to planned graduation.

Reflective Essays

Prior to the completion of the program, each student is required to submit reflective essays that speak adequately to the ways in which products included in the portfolio meet program objectives and demonstrate attainment of competencies required for advanced licensure. An oral presentation related to the reflective portfolio and essays also are required. If the portfolio and presentation do not meet departmental standards, one revision is allowed.

MEd Requirements for the Master of Education

in Birth-Kindergarten: Interdisciplinary Studies in Education and Development

The Departments of Specialized Education Services and Human Development and Family Studies (School of Human Environmental Sciences) offer a joint program of study leading to a **39** hour M.Ed. degree. Those who do not have an initial teaching license in B-K will be required to take prerequisite courses to fulfill this requirement. Upon completion of this program of study, students will be eligible for "M" license in birth-kindergarten.

Research Requirements (6 hours)

ERM 604 Methods of Educational Research (3)
HDF 650 Theory and Research in Early Childhood (3)

Theory and Practice Requirements (18 hours)

HDF 631 Families of Individuals with Special Needs (3)
HDF 633 Advanced Early Childhood Educational Theory and Practices (3)
HDF 636 Leadership and Mentoring Roles in Educating Young Children (3)
SES 601 Programs and Policies in Early Intervention (3)
SES 602 Theory and Practice in Early Intervention (3)
SES 603 Preschool Disabilities: Assessment and Evaluation (3)

Practicum (6 hours)

SES 604 Internship in Early Childhood (6)

Electives (9 hours)

To be selected from list or with approval of advisor.

HDF 610 Child Development in Cultural Context (3)
HDF 621 Advanced Theories and Principles of Parenting (3)
HDF 653 Contemporary Research in Family Studies (3)
HDF 667 Infant Development (3)
SES 608 Seminar in Early Childhood (3)
SES 647 Consultation in Education: Theory, Research, Practices (3)
SES 657 Introduction to Behavior Disorders (3)
SES 662 Assistive Technology for Inclusive Education (3)
Other courses as approved by advisor.

Professional Portfolio

The final portfolio is the culminating experience for the M.Ed. in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (BKISED). It includes two components: 1) a written document that includes a series of reflective essays and 2) oral defense, discussing the content of the essays and rationale for the use of documents. This portfolio will demonstrate the mastery of skills and knowledge in the program competency areas. It is submitted to the student's advisor and evaluated by a team of two faculty and one practicing professional. If the portfolio and presentation do not meet departmental standards, one revision is allowed. The final portfolio is required of all students graduating from the BKISED program.

PhD Requirements for the Doctor of Philosophy in Special Education

The Department of Specialized Education Services offers a graduate program of study leading to a Ph.D. in special education for students interested in special education, deaf education, or early intervention. The program requires a minimum of **66** credit hours beyond the master's degree, and it emphasizes four areas: generating knowledge to help shape the future of the field; sharing knowledge with others so that they can understand it and use it to improve their practice; facilitating strong professional relationships through collaboration; and creating, interpreting, and implementing special education policy and procedures. Required and elective courses, including the research component, are listed below. Students in the SES doctoral program are required to successfully complete all listed coursework. Additional course requirements are determined on an individual basis and in consultation with the student's major advisor and advisory/dissertation committee.

Required Core Courses (15 hours)

SES 750 Introduction: Doctoral Studies in Specialized Education (3)
SES 752 Interpersonal and Inter-organizational Collaboration (3)
SES 754 Special Education Policy and Law (3)
SES 756 Seminar: Accountability in Specialized Education Services (3)
SES 758 History and Future of Specialized Education (3)

Research/Inquiry (21 hours)

ERM 642 Evaluation of Educational Programs (3)
ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Educational Experiments (3)
SES 775 Directed Doctoral Research (3) (3) (may be repeated once)
SES 760 Advanced Seminar: Single Subject Research Design (3)
CUI 730 Qualitative Methods in Education **OR** alternative

Professional Practice (3-6 hours)

SES 749 Internship in Special Education (3)
SES 762 Supervision of Student Teaching: Specialized Education (3)
SES 764 College Teaching Practicum (3)

Specialization (15-21 hours minimum)

Students are expected to work closely with the major advisor and advisory/dissertation committee members to identify a set of courses in a related area of interest that forms a specialization. This course work may be in the areas of counseling, educational leadership, teacher education, early childhood, family studies, psychology, or others.

Dissertation (12 hours minimum)

SES 799 Dissertation (12)

Each candidate for a doctoral degree must prepare and present a dissertation that focuses on some aspect of special education, that is, in one of the three areas noted above (early childhood, special education, deaf education). This product must demonstrate independent investigation and a synthesis of the skills learned in the program. The dissertation must be acceptable in form and content to the student's dissertation committee and The Graduate School.

SES Specialized Education Services Courses

540 Introduction to Exceptional Individuals (3:3)
Pr. PSY 221 and 426 or equivalent and permission of instructor
Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child. (May not be taken by students who have credit for PSY 502)

543 Inclusion of Individuals with Special Needs (3:3)
Pr. permission of instructor
Explores critical issues, service delivery alternatives, and promising practices that promote responsible inclusion of individuals with special needs in integrated learning environments.

577 Auditory-Oral Communication Practices with Deaf Students (3:3)
Pr. 240 or equivalent and CSD 334
Principles and strategies for developing and maintaining spoken language and using residual hearing and speechreading in children with hearing impairments.

578 Language Teaching Methods with Deaf Students (3:3)
Pr. 240 and admission to Teacher Education or 240 and permission of instructor
Principles and strategies for developing English language proficiency in deaf and hard of hearing students. Emphasis on integration of English instruction with academic content.

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

601 Programs and Policies in Early Intervention (3:3)
Issues, trends, and policies in early intervention as relates to programs for infants and young children with disabilities; legislation, service delivery models, policy issues, family roles, and research outcomes.

602 Theory and Practice in Early Intervention (3:3)
Pr. 601; HDF 633 or permission of instructor
Analysis of theoretical perspectives, instructional programming and strategies, and research outcomes for infants, toddlers, and preschoolers with disabilities in inclusive settings and their families.

603 Preschool Disabilities: Assessment and Evaluation (3:3)
Pr. 601 or permission of instructor
Conceptual knowledge and practical application of assessment techniques and procedures for infants, toddlers and preschoolers with disabilities. Introduction to program evaluation in early intervention programs.

604 Internship in Early Childhood (6:3:3)
Pr. 601; 602; 603; HDF 633; HDF 667 or permission of instructor
Supervised internship in early childhood focused on individual students' career goals. Specific internship project must be approved by the BK:ISED faculty.

605 Diversity and Inclusive Early Care and Education (3:3)
Pr. admission to Leadership in Early Care and Education certificate, M.Ed. BKISED, or permission of instructor
In-depth analysis of issues, recommended practices, and experiences to prepare students for meeting the needs of young children from diverse populations in inclusive early care and education settings.

608 Seminar in Early Childhood Education (3:3)
Pr. permission of instructor
For students preparing to teach in the area of early childhood education, or currently involved in early childhood education in the areas of teaching, curriculum, or supervision.

613 Education of the Multihandicapped Deaf Child (3:3)
Characteristics of severely handicapping conditions existing with deafness. Effects on educational, psychosocial, and vocational achievement.

615 Seminar on Deafness (3:3)
Pr. courses in appropriate content area and admission to appropriate degree program, or permission of instructor
Studies dealing with specialized areas of deafness of professional concern. Topic to be announced each semester course is offered. May be repeated for credit when topic varies.

616 Preschool Hearing-Impaired Children (3:3)
Pr. CSD 307 and a course in early childhood development, admission to appropriate degree program, or permission of instructor
Characteristics and management of hearing-impaired children, educational techniques.

617 Teaching Reading to Hearing-Impaired Individuals (3:3)
Pr. 578 and CUI 517 or equivalent preparation, admission to appropriate degree program, or permission of instructor
Research on the reading abilities of deaf individuals. Techniques of writing and rewriting materials, and methods of teaching deaf individuals to read.

640 Policies and Procedures in Special Education (3:3)
Pr. admission to PAIL or M.Ed. in special education or permission of instructor
Detailed study of federal and North Carolina policies and procedures that ensure that students with disabilities receive a free appropriate public education in the least restrictive environment.

641 Assessment of Individuals with Special Needs (3:3)
Pr. permission of instructor
Provides a knowledge base, guided practice, and practical application of assessment practices for making eligibility and instructional planning decisions for individuals with special needs, with emphasis on authentic assessment practices. For special education majors.

642 Mild Disabilities: Reading Instruction (3:3)
Emphasizes systematic, explicit practices for teaching essential skills in phonemic awareness, the alphabetic principle, fluency, vocabulary, and reading comprehension to students with disabilities.

643 Issues in Educating Individuals with Special Needs (3:3)
Pr. permission of instructor
Explores critical issues and strategies in developing, implementing, evaluating, and financing programs and services for individuals with special needs.

645 Advanced Seminar in Exceptional Individuals (3:3)
Pr. 540 and permission of instructor
Research and current issues in the psychology and education of exceptional children. May be repeated for credit when topic varies.

647 Collaboration and Consultation in Education (3:3)
Pr. permission of instructor
Provides a knowledge base, guided practice, and practical application of consultation skills and consultation-based services needed for implementing effective instructional programs for individuals with special needs. For special education majors.

648 Secondary Programming: Students with Mild Disabilities (3:3)
Provides for special education professionals and others detailed information on the development and design of secondary and transition programs for adolescents and young adults with mild disabilities.

649c,d Practicum in Special Education (3:3), (3-6)
Pr. core courses and permission of program coordinator
Supervised experience in clinic or school settings in special education designed to offer opportunities for practice of skills and professional development within program goals. (649c is prerequisite to 649d)

650 Independent Study (1-3)
Pr. admission to appropriate degree program or permission of instructor and major advisor
Topic to be determined by faculty advisor and student.

652 Mild Disabilities: Math/Written Language Instruction (3:3)
Emphasizes systematic, explicit practices for teaching essential math and written language skills to students with disabilities.

655 Introduction to Learning Disabilities (3:3)
Addresses the history of LD, characteristics of learners with LD across the lifespan, legislative and legal issues for the LD field, and services and interventions for these individuals.

656 Methods for Teaching Students with Learning Disabilities (3:3)
Pr. or coreq. 655
Addresses broad array of instructional strategies for working with students with learning disabilities using a clinical teaching model. Academic and social skills addressed as are learning strategies.

657 Introduction to Behavior/Emotional Disabilities (3:3)
Addresses history of BED, characteristics of learners with BED across the lifespan, legislative and legal issues for the BED field, and services and interventions for these individuals.

658 Methods for Teaching Students with Behavior/Emotional Disabilities (3:3)
Pr. or coreq. 657
Addresses broad array of instructional strategies for working with students with behavior/emotional disabilities using contemporary educational and therapeutic practices to address instructional as well as social/emotional needs.

659 Behavior Management (3:3)
Concepts, skills, and practices for understanding and using principles of behavorism in the education of students with behavior/emotional disabilities as well as other needs.

660 Families, Schools, and Students with Exceptionalities (3:3)
Relationships among school personnel, parents/families, students, and agency personnel for educating students with special needs. Skills for proactively involving parents/families in their children's education and resolving conflicts in school-family interactions.

661 Teaching Students with Disabilities (3-6)
Pr. admission to PAIL program; permission of instructor
Supervised experience in a variety of classroom or other public school settings and related seminar emphasizing the design and delivery of best-practices services and instruction to students with disabilities. May be repeated for credit. (Graded on S-U basis)

662 Assistive Technology for Inclusive Education (3:3)
Overview of assistive technology in meeting the educational goals of individuals with disabilities. Includes experiences with devices and services associated with assistive technology and instructional technology.

688 Contemporary Problems Seminar (1-3)
Pr. advanced master's or doctoral standing or permission of instructor
Specific course title identified each semester by subscript (e.g., Contemporary Problems Seminar: Issues in Professional Negotiations). May be repeated for credit when topic varies.

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

747 Seminar in Special Education (3:3)
Pr. 540 or permission of instructor
Current trends and issues in the field of special education. May be repeated for a total of nine semester hours credit when topic varies.

749 Internship in Specialized Education (3:0:10)
Pr. admission to Ph.D. in special education and permission of instructor
Directed internship in an advanced leadership position related to the chosen area of specialization in which the knowledge base is integrated with the profession. May be repeated once for credit.

750 Introduction: Doctoral Studies in Special Education (3:3)
Pr. admission to Ph.D. in special education or permission of instructor
Issues and trends in specialized education leadership personnel; critical analysis of professional literature and grant proposals; writing for publication; ethics for research and practice; dissertation and research requirements.

752 Interpersonal and Inter-organizational Collaboration (3:3)
Pr. admission to Ph.D. in special education or permission of instructor
Advanced knowledge and skills for understanding, implementing, and evaluating collaboration in intra-organizational and inter-organizational situations encountered in providing services to individuals with disabilities or other special needs.

754 Special Education Policy and Law (3:3)
Pr. admission to Ph.D. in special education or permission of instructor
The philosophy and theoretical perspectives relating to the study of leadership, policy development, and specialized education law and their integration into diverse organizational settings.

756 Seminar: Accountability in Specialized Education Services (3:3)
Pr. admission to Ph.D. in special education or permission of instructor
Examine the influence of legislation, governmental agencies and professional associations in shaping preschool, K-12, university, and agency programs, and actions needed to meet these accountability standards.

758 History and Future of Specialized Education (3:3)
Pr. admission to Ph.D. in special education or permission of instructor
Overview of the history of special education with implications for facilitation of more effective practice in the field.

760 Advanced Seminar: Single Subject Research Design (3:3)
Pr. admission to Ph.D. in special education or permission of instructor
Understanding the rationale, purpose, design, analysis and implementation of single subject research. Implementation within classroom settings will be discussed.

762 Supervision of Student Teaching: Specialized Education (3:0:10)
Pr. admission to Ph.D. in special education and permission of instructor
Directed experience in supervising student teachers in public school and other appropriate settings. Supervision provided by SES graduate faculty members. May be repeated once for credit.

764 College Teaching Practicum (3:0:10)
Pr. admission to Ph.D. in special education and permission of instructor
Supervised experience in teaching college level course(s). May be repeated once for credit.

775 Directed Doctoral Research (3:3)
Pr. admission to Ph.D. in special education and permission of instructor
Individual work on dissertation or research problems, including literature analysis, critical review, data analysis, and integration; or completion of a pilot study in preparation for the dissertation. May be repeated once for credit.

790 Independent Doctoral Study (1-3)
Pr. admission to Ph.D. in special education and permission of instructor
Advanced guided readings, research, and individual project work under the direction of a graduate faculty member. May be repeated for credit.

799 Dissertation (1-12)
Pr. admission to candidacy for the Ph.D. in special education and permission of instructor
Individual direction in the development and execution of the doctoral dissertation.

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Theatre

202 Taylor Building • (336) 334-5576
www.uncg.edu/the

Graduate Programs in Theatre

- M.F.A.
  Drama with concentrations in:
  Acting
  Design
  *Directing
  Theatre for Youth
- M.Ed.
  Theatre Education

Professors

Deborah L. Bell, M.F.A.
Costume design and history, costume historical patterning/crafts, makeup, millinery, mask making, *commedia dell'arte* (Director of Graduate Study).

Robert C. Hansen, Ph.D.
Theatre history and literature, musical theatre, scenography, Asian theatre.

Thomas W. Humphrey, M.F.A.
Directing and acting (Head of Department).

Randall J. McMullen, M.F.A.
Scene design, scenography, drafting, scene painting.

Associate Professors

John Gulley, M.F.A.
Directing and acting.

Marsha McMann Paludan, Ph.D.
Acting, movement/voice for the actor, Alexander Technique, dance, T'ai Chi, directing, performance art.

John Wolf, M.F.A.
Lighting design, computer aided design, scenography, stage management, sound.

James M. Wren, M.F.A.
Acting, directing, musical theatre, period acting styles.

Assistant Professors

Rachel Briley, M.F.A.
Theatre for Youth, theatre critical literacy, drama-in-education, theatre-in-education, early elementary education, deaf theatre.

Christine Morris, M.F.A.
Voice/speech and acting.

Visiting Assistant Professor

Kelly C. Gordon, Ph.D.
Theatre history, dramatic literature, dramaturgy.

Lecturers

Jody Cauthen, M.F.A.
Theatre management, arts management.

Christopher E. Haas, M.F.A
Technical direction and stage crafts.

Lorraine Shackelford, M.F.A.
Theatre education, acting, choreography, musical theatre, directing, and deaf theatre.

The Department of Theatre offers two graduate degrees: the M.F.A. in drama (with concentrations in acting, design, directing, and theatre for youth) and the M.Ed. in theatre education. The M.F.A. is a terminal master's degree designed to develop individual artistry and provide advanced, specialized training in acting, design, directing, and theatre for youth. The M.Ed. is a degree for K-12 theatre educators who are seeking advanced instruction and teaching licensure in theatre. Both the M.F.A. and the M.Ed. are accredited by the National Association of Schools of Theatre.

The Department offers a rich and varied curriculum that combines theory and practice and demands the development of skills and talents. Curricular offerings are matched by an extensive co-curricular program that includes opportunities to participate in the Department's extensive theatre production program which includes UNCG Theatre, N.C. Theatre for Young People, Studio Theatre, Workshop Theatre, and Theatre 232.

Office, classroom, laboratory, studio, and performance space is used in the Taylor, Aycock, Brown, McIver, and Curry buildings. The faculty is composed of talented artists and scholars

with excellent reputations as teachers and artists. Graduate students are expected to work closely with faculty on creative and research projects during their course of study.

VISIONS students are restricted from taking any 500-level course without the permission of the Department Head and course instructor. Only students officially admitted to the M.F.A. and M.Ed. programs and students enrolled in the Summer Institute for Theatre Education (SITE) can register for 600-level courses.

In addition to the information contained in *The Graduate School Bulletin*, students are also required to be familiar with the policies and procedures contained in all departmental handbooks that can be obtained from the Department's Main Office, Room 202, Taylor Building.

Admission Requirements

Admission to the Department's degree programs is very competitive. Marginal compliance with the requirements stated below does not automatically imply admission.

In addition to the application materials required by The Graduate School, applicants to the M.F.A. program must submit a detailed resume of theatre experience and participate in an interview. Acting concentration applicants are required to audition and applicants to the design, directing, and theatre for youth concentrations must submit a portfolio. Students entering the program normally have an undergraduate degree in theatre with a strong background in the concentration they wish to pursue. Exceptions are occasionally made for students with significant professional or practical experience. For the design concentration, an undergraduate degree in a related field may be acceptable. Students admitted without the appropriate undergraduate background will be expected to complete remedial work, in addition to normal degree requirements.

In addition to the application materials required by The Graduate School, applicants to the Master of Education program must submit a Statement of Purposes and Goals (1 to 3 pages), to be accompanied by a resume of theatre and theatre education experience. Applicants with outstanding undergraduate grade records and relevant professional experience may request that the GRE be waived. Prior to admission, applicants must interview with the Director of Theatre Education.

MFA Requirements for the Master of Fine Arts

in Drama with Concentrations in Acting, Design, Directing, and Theatre for Youth

ACTING CONCENTRATION

The Master of Fine Arts in drama with a concentration in acting is a **60** hour degree that can usually be completed in six semesters (three years) for students on assistantships. The acting concentration is dedicated to the development of the advanced actor for the professional and academic theatre. Students take classes in voice, movement, contemporary and period scene study, acting for the camera, audition techniques, dialects, and related course work in academic and performance disciplines. The program consists of a core of acting courses and practicum experiences all students take and a series of electives the student selects in consultation with his/her advisor. Internships are required for students without past experience in summer theatre or a professional equivalent. Candidates are accepted every other year.

Major Studies (42 hours)

THR 531 Acting V (3)
THR 532 Period Acting I (3)
THR 539 Professional Theatre Audition Techniques (3)
THR 600 Introduction to Graduate Study (3)
THR 603 Seminar in Acting (3)
*THR 621 Advanced Dynamics: Movement (3)
*THR 622 Advanced Dynamics: Voice (3)
THR 631 Studies in Acting: Contemporary (3)
THR 632 Contemporary Acting II (3)
THR 633 Period Acting II (3)
THR 690 Graduate Practicum in Theatre (9 - three sections at 3 hours each)
THR 699 Master Production in Theatre (3)

* 1 hour course. Must take three times to complete 3 hours credit.

Academic Studies (6 hours)

Students must select a minimum of two courses from the following:

BCN 515 Film Theory (3)
BCN 528 Studies in Media Genres (3)
*THR 500, 501, 502 Theatre History I, II, III (3-9)
THR 505 American Theatre History (3)
THR 506 Non-Western Theatre and/or Film (3)
THR 587 Theatre Field Studies (1-3)
THR 601 Drama Theory and Criticism (3)
THR 602 Seminar in Drama and Theatre History (3)
MUS 511 History of Opera (3)
ENG 540 Shakespeare: Eight Plays (3)
ENG 555 English Renaissance Drama (3)

ENG 556 English Drama of the Restoration and Eighteenth Century (3)
ENG 582 Modern Drama (3)
ENG 640 Studies in Shakespeare (3)
*Required if not in undergraduate academic background.

Supportive Studies (12 hours)

Students must select a minimum of four courses from the following:

*THR 510 Directing II (3) **or** THR 610 Applied Play Directing (3)
THR 534 Acting for the Camera (3)
THR 596 Applied Theatre II (1-4)
THR 620 Stage Dialects (3)
THR 695 Independent Study (1-3) **or** THR 696 Advanced Experimentation (3)
DCE 550 Creative Process: Dance Perspective (3)
*Required courses.

Qualifying Paper

All candidates must write a 10-12 page essay during their second semester in the program. The essay is intended to assess the candidate's writing, analytical, and research abilities. The paper will be evaluated as part of the candidate's first spring semester review.

Reviews

All candidates are reviewed each semester for continuance in the program. Reviews assess the candidate's artistic and academic development and success in meeting degree requirements.

DESIGN CONCENTRATION

The Master of Fine Arts in drama with a concentration in design is a **60** hour degree. The program can usually be completed in six semesters (three years) by students on assistantships. The design concentration is dedicated to developing well-rounded theatre designers within a scenographic tradition. The program affords students the opportunity to develop and demonstrate competencies in the major design elements used in professional theatre production. Students take classes and execute realized productions in the areas of scenery, costume, and lighting design. They are trained as artists and artisans to work in professional entertainment industry and higher education.

Major Studies (39 hours)

THR 503, 504 Period Styles in Performance Design I & II (3-6)
THR 551 Advanced Scene Design (3)
THR 560 Advanced Costume Design (3)
THR 570 Advanced Lighting Design (3)
THR 600 Introduction to Graduate Study (3)
*THR 651 Scene Design Seminar (3)
*THR 660 Costume Design Seminar (3)
*THR 671 Lighting Design Seminar (3)
THR 685 Seminar in Scenography (3)
THR 690 Graduate Practicum in Theatre (3 sections at 3 hours each - 9)
THR 699 Master Production in Theatre (3)
*Students are required to take two 600-level seminars.

Academic Studies (6 hours)

Students must select a minimum of two courses from the following:

BCN 515 Film Theory (3)
BCN 528 Studies in Media Genres (3)
*THR 500, 501, 502 Theatre History I, II, III (3-9)
THR 505 American Theatre History (3)
THR 506 Non-Western Theatre and/or Film (3)
THR 587 Theatre Field Studies (1-3)
THR 601 Drama Theory and Criticism (3)
THR 602 Seminar in Drama and Theatre History (3)
MUS 511 History of Opera (3)
ENG 540 Shakespeare: Eight Plays (3)
ENG 555 English Renaissance Drama (3)
ENG 556 English Drama of the Restoration and Eighteenth Century (3)
ENG 582 Modern Drama (3)
* Required if not in undergraduate academic background.

Supportive Studies (15 hours)

Students must select a minimum of five courses from the following:

BCN 509 Media Sound Production (3)
BCN 512 TV and Film Lighting (3)
THR 540 Advanced Stage Crafts (3)
THR 541 Technical Direction (3)
THR 542, 543 Scene Painting I, II (3-6)
THR 544 Computer Assisted Drafting (3)
THR 545 Scene Drafting and Construction (3)
THR 548 Stage Millinery and Accessories (3)
THR 549 Historical Costume Pattern Drafting and Draping (3)
THR 552 Multi-Set Design Techniques (3)
THR 575 Theatrical Sound Design and Technology (3)
THR 645 Advanced Theatre Graphics (3)
THR 651 Scene Design Seminar (3)
THR 660 Costume Design Seminar (3)
THR 670 Production Design for Film (3)
THR 671 Lighting Design Seminar (3)
THR 695 Independent Study (1-3) **or** THR 696 Advanced Experimentation (3)
HID 535 Lighting and Wiring Design (2)
HID 536 History of Decorative Arts (3)
TDM 572 The Age of Couture (3)
TDM 573 History of Textiles (3)

Qualifying Paper

All candidates must write a 10-12 page essay during their second semester in the program. The essay is intended to assess the candidate's writing, analytical, and research abilities. The paper will be evaluated as part of the candidate's first spring semester review.

Reviews

All candidates are reviewed each semester for continuance in the program. Reviews assess the candidate's artistic and academic development and success in meeting degree requirements.

DIRECTING CONCENTRATION

The Master of Fine Arts in drama with a concentration in directing is a **60** hour degree. The program can usually be completed within six semesters (three years) by students on assistantships. The program seeks to admit only students who have undergraduate theatre degrees. Students admitted without appropriate undergraduate background in theatre will be expected to complete remedial work in addition to normal degree requirements. Students must interview and provide a portfolio than can include promptbooks, production photos, video tapes, directorial position papers, and/or dramaturgical research guides on past productions.

The directing concentration is designed to develop directors trained in the best tradition of becoming theatre artists/teachers to work in professional as well as college and university theatre. Students take a core of courses in directing, theatre history, dramatic theory and criticism, and dramatic literature. The core is designed to provide a basis for synthesizing the historical-theoretical-literary area of directing with production.

Major Studies (39 hours)

THR 503, 504 Period Styles in Performance Design I &II (6)
THR 600 Introduction to Graduate Studies (3)
THR 603 Acting Seminar (3)
THR 610 Applied Play Directing (3)
THR 611 Advanced Play Directing (3)
THR 612 Directing Period Plays (3)
THR 613 Directing Seminar (3)
THR 631 Studies in Acting (3)
THR 690 Graduate Practicum in Theatre (3 sections at 3 hours each - 9)
THR 699 Master Production in Theatre (3)

Academic Studies (12 hours)

Students must select a minimum of four courses from the following:

BCN 515 Film Theory (3)
BCN 528 Studies in Media Genres (3)
THR 500, 501, 502 Theatre History I, II, III (3-9)
THR 505 American Theatre History (3)
**THR 506 Non-Western Theatre and/or Film (3)
THR 587 Theatre Field Studies (1-3)
*THR 601 Drama Theory and Criticism (3)
THR 602 Seminar in Drama and Theatre History (3)
MUS 511 History of Opera (3)
ENG 540 Shakespeare: Eight Plays (3)
ENG 555 English Renaissance Drama (3)
ENG 556 English Drama of the Restoration and Eighteenth Century (3)
ENG 582 Modern Drama (3)
ENG 640 Studies in Shakespeare (3)
*Required courses.
**Required if not in undergraduate academic background.

Supportive Studies (9 hours)

Students must take the following courses:

THR 584 Theatre Management (3)
Two additional courses in consultation with advisor (6)

Qualifying Paper

All candidates must write a 10-12 page essay during their second semester in the program. The essay is intended to assess the candidate's writing, analytical, and research abilities. The paper will be evaluated as part of the candidate's first spring semester review.

Reviews

All candidates are reviewed each semester for continuance in the program. Reviews assess candidates artistic and academic development and their success in meeting degree requirements.

THEATRE FOR YOUTH CONCENTRATION

The Master of Fine Arts in drama with a concentration in theatre for youth is a **60** hour degree. The program can usually be completed in six semesters (3 years) for students on assistantships. The program follows the guidelines established by the American Alliance for Theatre and Education. The M.F.A. with a concentration in theatre for youth seeks to train theatre artists to take leadership roles in the growing field of theatre for youth. Students will have classes in creative drama, children's theatre, puppetry, and directing, as well as having the opportunity to select electives from a variety of courses. The student and advisor work closely together to develop an individualized program of courses and experiences tailored to each student's career goals. Internships are required and are individually arranged by the student and advisor. Candidates are accepted every other year.

Major Studies (39 hours)

THR 515 Creative Dramatics for School and Community (3)
THR 516 Puppetry (3)
THR 517 Children's Theatre For School and Community (3)
THR 596 Applied Theatre II (3)
THR 600 Introduction to Graduate Study (3)
THR 610 Applied Play Directing (3)
THR 611 Advanced Play Directing (3)
THR 613 Directing Seminar (3)
THR 615 Advanced Creative Drama (3)
THR 690 Graduate Practicum in Theatre (3 sections at 3 hours each - 9)
THR 699 Master Production in Theatre (3)

Academic Studies (12 hours)

Students must select a minimum of four courses from the following:

BCN 515 Film Theory (3)
BCN 528 Studies in Media Genres (3)
**THR 500, 501, 502 Theatre History I, II, III (3-9)
THR 505 American Theatre History (3)
THR 506 Non-Western Theatre and/or Film (3)
THR 587 Theatre Field Studies (1-3)
*THR 601 Drama Theory and Criticism (3)
THR 602 Seminar in Drama and Theatre History (3)
MUS 511 History of Opera (3)
ENG 540 Shakespeare: Eight Plays (3)
ENG 555 English Renaissance Drama (3)
ENG 556 English Drama of the Restoration and Eighteenth Century (3)
ENG 582 Modern Drama (3)
ENG 640 Studies in Shakespeare (3)
* Required Courses.
**Required if not in undergraduate academic background.

Supportive Studies (9 hours)

Students must select a minimum of three courses from the following:

*THR 584 Theatre Management (3)
THR 621 Advanced Dynamics: Movement (1)
THR 622 Advanced Dynamics: Voice (1)
*THR 631 Studies in Acting (3)
THR 695 Independent Study (1-3) **or** THR 696 Advanced Experimentation (3)
LIS 554 Materials for Adolescents (3)
LIS 556 Materials for Children (3)
*Required courses.

Qualifying Paper

All candidates must write a 10-12 page essay during their second semester in the program. The essay is intended to assess the candidate's writing, analytical, and research abilities. The paper will be evaluated as part of the candidate's first spring semester review.

Reviews

All candidates are reviewed each semester for continuance in the program. Reviews assess the candidate's artistic and academic development and success in meeting degree requirements.

MEd Requirements for the Master of Education in Theatre Education

The Department of Theatre offers a graduate program leading to a **37** hour Master of Education in theatre education. This is a degree program designed for in-service K-12 teachers holding North Carolina Standard Professional I (formerly "A" level) teaching licensure in theatre arts who are seeking advanced training, professional development, and Advanced Master's ("M") licensure in theatre arts.

Students with adequate undergraduate preparation, including Standard Professional I (formerly "A" level) teaching licensure, can usually complete the course of study in three summer sessions and one academic semester. Degree candidates complete theatre course work through the Summer Institute for Theatre Education (SITE), a special program that is offered each year in a fifteen-day intensive summer session. Students may earn up to 9 semester hours of graduate level credit toward the degree during each annual session. Students may also take some required professional education classes during SITE, regular summer sessions, on-line through Continual Learning, or at other colleges and universities.

Program Requirements

Students must take a required core of three professional education courses (9 hours):

CUI 545 Diverse Learners (3) **or** CUI 622 Differentiated Instruction (3)
CUI 616 Literacy Development and Instruction Across the Grades (3) **or** CUI 635 Reading in the Secondary School and Content Areas (3)
CUI 669 Educational Implications of Learning and Development (3)

Students must take the following three required theatre courses (9 hours):

THR 600 Introduction to Graduate Study (3)
THR 615 Advanced Creative Drama (3)
THR 682 Seminar in Teaching Methods for Theatre Education (3)

Students must select five applied theatre courses in consultation with the Director of Theatre Education (15 hours). Students must take courses from at least two categories. Individualized programs of study are designed according to grade levels (K-12) of teaching, individual undergraduate program preparation, professional theatre experience or professional teaching experience.

Theatre History/Dramatic Literature/Theory and Criticism
THR 601 Drama Theory and Criticism (3)
THR 602 Seminar in Drama/Theatre History (3)
THR 680 Seminar in Playwriting (3)
Or other appropriate course

Directing
THR 610 Applied Play Directing (3)
THR 611 Advanced Play Directing (3)
THR 613 Directing Seminar (3)
Or other appropriate course

Acting
THR 534 Acting for the Camera (3)
THR 581 Advanced Oral Interpretation (3)
THR 603 Acting Seminar (3)
THR 631 Studies in Acting (3)
Or other appropriate course

Technical Theatre/Design
THR 540 Advanced Stagecrafts (3)
THR 551 Advanced Scene Design (3)
THR 560 Advanced Costume Design (3)
THR 570 Advanced Lighting Design (3)
THR 575 Theatrical Sound Design and Technology (3)
Or other appropriate course

Students must take two production field experience courses (4 hours):

THR 695 Independent Study (cumulative portfolio - 1)
THR 696 Advanced Experimentation (3)

Cumulative Portfolio

The culminating experience of the degree program is in the preparation and presentation of the cumulative portfolio which demonstrates the following:

1. Student achievement of five core competencies required for Advanced Master's ("M") licensure of a master teacher of theatre arts.
2. Student commitment to professional development, leadership, and collaboration.
3. A process requiring students to continually reflect upon and demonstrate the influences that the content and experiences in the degree program had upon their teaching.

The development of the portfolio is an ongoing process that begins from the first semester of study under the guidance of the Director of Theatre Education. A Cumulative Portfolio Committee (CPC) is created to review the portfolio process. This committee is comprised of three theatre faculty members: the Director of Theatre Education (chair), the Department Head, and the student's advisor for THR 696. During the final semester of the degree program, the candidate enrolls in THR 695 to facilitate the development and final preparation of the cumulative portfolio. The student begins consultation with the Director of Theatre Education regarding the portfolio upon completion of THR 696. During the final semester of study in the program, the candidate submits the portfolio for review, and subsequently, does an oral presentation to the CPC. The committee evaluates the portfolio project as satisfactory or unsatisfactory, based upon the candidate's mastery of the advanced competencies of a master teacher in theatre arts. For detailed information about the cumulative portfolio, see the Department's *Theatre Education Handbook*.

Licensure

Students will earn a North Carolina Advanced Master's ("M") license upon the completion of the degree program. Individuals who do not hold Standard Professional I (formerly "A" level) teaching licensure in K-12 theatre arts must complete requirements for that level licensure, as defined by the B.F.A. in theatre education, through the University's licensure only program prior to applying to the M.Ed. However, applicants may hold equivalent licensure from a Reciprocal Agreement State in lieu of North Carolina Standard Professional I ("A" level) licensure in K-12 theatre arts.

THR Theatre Courses

500, 501, 502 Theatre History I, II, III (3:3)
Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600-1850; third semester: 1850 to the present.

503, 504 Period Styles in Performance Design I & II (3:3), (3:3)
Pr. admission to appropriate degree program or permission of instructor
Period style and how it is used in performance design. First semester: architecture, decor and fashion from antiquity to Renaissance. Second semester: architecture, decor and fashion from Renaissance to present.

505 American Theatre History (3:3)
Pr. junior standing for undergraduates, or permission of instructor
Development of Theatre in America from its beginnings to the present. Includes a consideration of theatre artists and companies, audiences, performance spaces, production and business practices, plays, and playwrights.

506 Non-Western Theatre and/or Film (3:2:3)
Dramatic literature, theatre, and/or film in India, China, Japan and Africa. Topic varies with instructor. May be repeated for a maximum of 6 credit hours when topic varies.

510 Directing II (3:3)
Pr. 201, 410, two theatre courses, or permission of instructor
Involves the student in the theory and practice of contemporary plays.

515 Creative Dramatics for School and Community (3:2:2)
Pr. admission to appropriate degree program or permission of instructor
Research and literature of creative dramatics for children, ages 5 through 14. Practice in leading groups of children in creative dramatics.

516 Puppetry (3:2:2)
Pr. admission to appropriate degree program or permission of instructor
Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets.

517 Children's Theatre for School and Community (3:2:2)
Pr. admission to appropriate degree program or permission of instructor
Research and literature of children's theatre, methods of producing plays with children in school and community situations.

531 Acting V (3:1:4)
Pr. 331, 332 and admission to appropriate degree program or permission of instructor
Practical application of Stanislavski's Method of Physical Action. Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists.

532 Period Acting I (3:1:4)
Pr. 231, 232, and ENG 227 and admission to appropriate degree program or permission of instructor
Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period.

534 Acting for the Camera (3:2:2)
Pr. admission to appropriate degree program or permission of instructor
Practical experience in camera technique for actors in dramatic film and television production. For advanced undergraduates and graduate students in theatre.

539 Professional Theatre Audition Techniques (3:3)
Pr. 231, 232, 331, 332 and admission to appropriate degree program or permission of instructor
Audition theory, technique, and practice for theatre, television, and films.

540 Advanced Stagecrafts (3:2:3)
Pr. 140 and admission to appropriate degree program or permission of instructor
Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials.

541 Technical Direction (3:3)
Pr. 140 and 351, or 370, and junior, senior, or graduate standing, and admission to appropriate degree program or permission of instructor
Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects.

542 Scene Painting I (3:1:4)
Pr. 140 and 351 and admission to appropriate degree program or permission of instructor
Tools, materials, and techniques of scene painting.

543 Scene Painting II (3:1:4)
Pr. 140, 351, and 542 and admission to appropriate degree program or permission of instructor
Advanced problems in scene painting.

544 Computer Assisted Drafting (3:1:6)
Pr. 545, or IAR 111 and 112, or ART 222 or equivalent technical drawing aptitude and admission to appropriate degree program
Fundamental principles and application of 3d design utilizing a DOS based drafting and design program.

545 Scene Drafting and Construction (3:3)
Pr. 351 and admission to appropriate degree program or permission of instructor
Advanced problems in scene construction combined with the development of scene drafting skills and techniques. Offered in alternate years.

548 Stage Millinery and Accessories (3:1:4)
Pr. admission to appropriate degree program or permission of instructor
Historical millinery and accessories in relation to stage adaptation; design and construction techniques.

549 Historical Costume Pattern Drafting and Draping (3:1:6)
Pr. admission to appropriate degree program or permission of instructor
Historical pattern-making techniques for stage costumes; theory and practice in costume construction.

551 Advanced Scene Design (3:1:6)
Pr. 351 and admission to appropriate degree program or permission of instructor
Advanced problems of scene design for single set productions in performance.

552 Multi-set Design Techniques (3:1:6)
Pr. 351 and admission to appropriate degree program or permission of instructor
Advanced problems in scene design for multi-set productions in performance.

560 Advanced Costume Design (3:2:3)
Pr. admission to appropriate degree program or permission of instructor
Advanced problems in costume design for performance.

570 Advanced Lighting Design (3:2:3)
Pr. 370 and admission to appropriate degree program or permission of instructor
Advanced problems in lighting design for performance.

575 Theatrical Sound Design and Technology (3:3)
Pr. 140, 145 and admission to appropriate degree program or permission of instructor
Theory, aesthetics, and technology of theatrical sound design.

581 Advanced Oral Interpretation (3:3)
Pr. 381 or graduate standing
Audiences, materials, and procedures of readers' theatre. Practice in advanced principles of oral interpretation of literature.

584 Theatre Management (3:3)
Pr. drama major, and admission to appropriate degree program or permission of instructor
Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.

586 Stage Management (1-2)
Pr. 122 and 541, or permission of instructor
The role of the stage manager. Supervised participation as a stage manager in the theatre production program. May be repeated for a total of three credits.

587 Theatre Field Studies (1-3:3)
Guided off-campus study in the communication and theatre disciplines. Travel required. Site and topic will vary from semester to semester. May be repeated for up to 4 credit hours.

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

595 Directing Practicum (1:0:3)
Pr. 410 and admission to appropriate degree program or permission of instructor
Practice in directing a play; preparation of a 20 to 30-minute play or excerpt and presentation in the Workshop Theatre. May be repeated for a total of two credits.

596 Applied Theatre II (1-4:0:3-12)
Pr. 291 and admission to appropriate degree program or permission of instructor
Intensive experience in one or more areas of theatre production.

600 Introduction to Graduate Study (3:3)
Pr. admission to appropriate degree program or permission of instructor
Development of research and writing skills, introduction to grant writing, and professional presentations. Consideration of issues in teaching. Required of M.Ed. and M.F.A. degree candidates.

601 Drama Theory and Criticism (1-3)
Pr. admission to appropriate degree program or permission of instructor
Major concepts representative of Aristotelian drama and the chief artistic and philosophical trends underlying much of contemporary or non-Aristotelian drama. May be repeated for a maximum of 3 hours credit.

602 Seminar in Drama and Theatre History (3:3)
Pr. admission to appropriate degree program or permission of instructor
Investigation of special topics in drama and theatre history. Topics vary each semester. May be repeated twice for credit when topic varies.

603 Acting Seminar (3:3)
Pr. admission to appropriate degree program or permission of instructor
Historical and theoretical perspectives related to acting. Topics vary each semester. May be repeated for a maximum of 9 hours credit.

610 Applied Play Directing (3:1:4)
Pr. admission to appropriate degree program or permission of instructor
Guided study and practice in developing directorial approaches and techniques through scene work and the production of a complete play.

611 Advanced Play Directing (3:3)
Pr. admission to appropriate degree program or permission of instructor
Problems of play directing emphasizing the use of modified proscenium, arena, thrust, and experimental forms of stages.

612 Directing Period Plays (3:3)
Pr. 610 or 611 and admission to appropriate degree program or permission of instructor
Theories of directing and their application in the direction of period plays.

613 Directing Seminar (3:3)
Pr. 610 or 611 and admission to appropriate degree program or permission of instructor
Investigation in the art of directing. Topics vary each semester. May be repeated for credit.

615 Advanced Creative Drama (3:3)
Pr. 515 and admission to appropriate degree program or permission of instructor
Current trends and advanced philosophies in creative drama and aesthetic education. Practical experience arranged with classes in local schools.

620 Stage Dialects (3:3)
Pr. admission to appropriate degree program or permission of instructor
Stage dialects most frequently used by the actor: Standard British, Cockney, Irish, Scots, French, German, Italian, Russian, Japanese, Brooklynese, American Southern.

621 Advanced Dynamics: Movement (1:0:3)
Pr. admission to appropriate degree program or permission of instructor
Movement laboratory for the advanced actor. May be repeated for a total of three credits.

622 Advanced Dynamics: Voice (1:0:3)
Pr. 621 and admission to appropriate degree program or permission of instructor
Voice and movement laboratory to develop skills necessary for the performance of classical text. May be repeated for a total of three credits.

631 Studies in Acting (3:3)
Pr. admission to appropriate degree program or permission of instructor
Special studies and practices in acting techniques. Emphasis on contemporary drama.

632 Contemporary Acting II (3:1:4)
Pr. admission to appropriate degree program or permission of instructor
Contemporary ensemble acting techniques and their application to ensemble style and playing.

633 Period Acting II (3:1:4)
Pr. admission to appropriate degree program or permission of instructor
Study and practice of acting styles from the periods of Classical Greek, Roman, Medieval, Restoration/Georgian, Victorian/Edwardian drama.

645 Advanced Theatre Graphics (3:2:3)
Pr. admission to appropriate degree program
Theatre graphics for performance design; drafting, perspective, figure drawing, and rendering.

651 Scene Design Seminar (3:3)
Pr. admission to appropriate degree program or permission of instructor
Topics in scene design. Topics may vary with each course offering.

660 Costume Design Seminar (3:3)
Pr. admission to appropriate degree program or permission of instructor
Topics in costume design. Topics may vary with each course offering.

670 Production Design for Film (3:2:3)
History, theory and practice of production design in film from 1895 to the present.

671 Lighting Design Seminar (3:3)
Pr. admission to appropriate degree program or permission of instructor
Topics in lighting design. Topics may vary with each course offering.

680 Seminar in Playwriting (3:3)
Pr. permission of instructor
Theory and practice of writing plays for stage production. May be repeated once for credit.

682 Seminar in Teaching Methods for Theatre Education (3:3)
Pr. must hold Standard I ("A" level) licensure; permission of instructor
Explores current pedagogical practices, issues, and trends in the K-12 theatre arts classroom.

685 Seminar in Scenography (3:2:3)
Scenographic theory and practice for performance design.

690 Graduate Practicum in Theatre (3:0:9)
Pr. admission to appropriate degree program and permission of instructor
Guided practice under rigorous artistic standards in carrying out major responsibilities in UNCG Theatre or Theatre for Young People major productions.

691 Graduate Practicum in Theatre Design/Technology (3:0:9)
Pr. admission to appropriate degree program and permission of instructor
Guided practice under rigorous artistic standards in carrying out major responsibilities in UNCG Theatre or Theatre for Young People major productions.

695 Independent Study (1-3)
Pr. admission to appropriate degree program or permission of instructor, major advisor and Department Head

696 Advanced Experimentation (3:1:4)
Pr. admission to appropriate degree program or permission of instructor
Preparation for the evaluation of experiences in the creative processes of theatre, broadcasting, or film. Analysis, documentation, and critical evaluation of the specific experience.

698 Graduate Internship (3)
Pr. second or third year standing in the graduate program
Field experience in local production companies, post-production houses, television stations or professional theatre companies. Academic supervision provided by faculty and directed activity in the field provided by site supervisor.

699 Master Production in Theatre (3:0:9)
Pr. admission to appropriate degree program or permission of instructor
Research, development, and execution in acting, directing, or design of a major theatrical production.

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

803 Research Extension (1-3)

Graduate Programs in *Women's and Gender Studies*

200 Foust Building • (336) 334-5673
wgs.uncg.edu

Coordinating Council:

Danielle Bouchard, Ph.D.
Visiting Professor, Women's and Gender Studies Program.
Elizabeth Chiseri-Strater, Ph.D.
Associate Professor, Department of English.
Ann Dils, Ph.D.
Associate Professor, Department of Dance.
C.P. Gause, Ph.D.
Assistant Professor, Department of Educational Leadership and Cultural Foundations.
Mary Ellis Gibson, Ph.D.
Director of Women's and Gender Studies, Professor, Department of English.
Diane L. Gill, Ph.D.
Professor, Department of Exercise and Sport Science.
Catherine D. Holderness, Ed.D. *(Ex Officio)*
Administrative Director, M.B.A. Program.
Jeanne Irwin-Olson, M.Ed.
Assistant Director for Wellness Programs, Student Health Services.
Katherine Jamieson, Ph.D.
Professor, Department of Exercise and Sport Science.
Karen Kilcup, Ph.D.
Professor, Department of English.
Carole Lindsey-Potter, M.F.A.
Program Administrator, Women's and Gender Studies.
Sharon Morrison, Ph.D.
Assistant Professor, Department of Public Health Education.
Susan L. Phillips, Ph.D.
Assistant Professor, Department of Communication Sciences and Disorders.
Hephzibah Roskelly, Ph.D.
Professor, Department of English.
Paige Hall Smith, Ph.D.
Associate Professor, Department of Public Health Education; Director, The Center for Women's Health and Wellness.
Carisa Showden, Ph.D.
Assistant Professor, Department of Political Science.
Juana Suarez, Ph.D.
Assistant Professor, Department of Romance Languages.
Leila Villaverde, Ph.D.
Associate Professor, Department of Educational Leadership and Cultural Foundations.
Jacquelyn W. White, Ph.D.
Professor, Department of Psychology.

Graduate Programs in Women's and Gender Studies

- Post-Baccalaureate Certificate
- M.A.
  with concentrations in:

  Gender and Community Leadership

  Gender and Health

  Individualized Program

Post-Baccalaureate Certificate Program

The Women's and Gender Studies Program offers a program of study leading to a Post-Baccalaureate Certificate in women's and gender studies. Holders of the certificate are prepared for interdisciplinary teaching as well as for careers in nonprofit, governmental, and corporate venues. The certificate program also prepares students for entry into professional degree programs in such fields as law, child development, and public health. The program combines core courses, elective courses, independent study, and/or practicum integrating theory and practice.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a statement of goals describing how their previous study and experience have prepared them for the certificate program. No test scores (GRE, MAT) are required; however, if applying for the Post-Baccalaureate Certificate along with another degree program, please refer to the degree granting department for admission test requirements. Because of the interdisciplinary nature of the program, candidates may present a baccalaureate degree in any field.

Master of Arts in Women's and Gender Studies

The Women's and Gender Studies Program offers an interdisciplinary graduate program of study leading to a master's degree in women's and gender studies. It prepares graduates for professional employment and for further study. The master's program offers three options: 1) an option for students who wish to pursue a general degree with an individualized program, 2) a concentration in gender and community leadership, and 3) a concentration in gender and health. The concentrations in gender and health and gender and community leadership have an important component of professional skills development and prepares students for employment in non-faculty positions in education, in non-profit organizations, government and business. Students completing the program with individualized concentrations will, upon graduation, pursue doctoral degrees in women's and gender studies or other professional degrees; they will find or continue employment in such diverse areas as counseling, university teaching, the arts, and business.

Admission Requirements

Students are admitted to the M.A. degree program on the basis of academic achievement without regard to undergraduate major. In addition to the application materials required by The Graduate School, applicants must submit a statement of purpose highlighting motivation, specific option/area of interest within the program, relevant experience or background particular to the proposed study and a sample of analytical or professional writing of 5-15 pages.

PBC Requirements for the Post-Baccalaureate Certificate in Women's and Gender Studies

Fifteen (15) credit hours must be successfully completed during a five-year period to earn the certificate. At least 9 hours of course work must be at the 600-level or above. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of The Graduate School.

Curriculum requirements consist of a core course (3 hours), either a practicum (3 hours) or independent study (3 hours), and a minimum of 9 hours of electives. Students enrolled in a graduate degree program must take at least 3 credit hours of course work (exclusive of the practicum) outside the degree-granting department.

Required Core Courses (3 hours)

WGS 650 Feminist Theory: Intersections of Gender, Race, and Class (3)

The courses below may be taken in substitution for WGS 650 with permission of the advisor. These may also serve as electives.

WGS 651 Feminist Research Analysis (3) (with permission of instructor)
CST 659 Communication and Gendered Communities (3)
ELC 678 Feminist Theories and Education (3)
ELC 680 International Perspectives in Feminism (3)
ENG 531 Feminist Theory and Women Writers (3)
ENG 688 Women's Rhetoric and Feminist Pedagogy (3)
HDF 624 Feminist Theory and Research Methodologies (3)

Internship or Independent Study (3 hours)

Students must take either:

WGS 600 Independent Study (3)
WGS 601 Women's and Gender Studies Internship (3)

Electives (9 hours)

Minimum of 9 hours chosen from among the following or other courses as approved by the advisor and the chair of the Women's and Gender Studies Graduate Program Committee:

WGS 600 Independent Study (3) (if not taken as requirement)
WGS 601 Women's and Gender Studies Internship (3) (if not taken as requirement)
WGS 698 Culminating Project (3) (with permission of the Director of Graduate Studies)
CED 574a Contemporary Topics in Counseling: Counseling Women (3)
CST 659 Communication and Gendered Communities (3) (if not taken to meet core requirement)
CUI 555 Multicultural Education (3)
ELC 609 Epistemology and Education (3)
ELC 664 Foundations of Interpretive Inquiry (3)
ELC 698 Gender, Art, Politics, and Pedagogy (3)

ESS 532 Women in Sport and Physical Activity (3)
ESS 630 Sport and Society: Social Inequalities (3)
HDF 673 The Family in Comparative Perspective (3)
HEA 662 Gender and Health (3)
HEA 665 Violence and Public Health (3)
HIS 530 History of Sexuality: Selected Topics (3)
HIS 551 Gender and History: Selected Topics (3)
MLS 610 Culture and Ideas (3) (when focus is on gender)
MLS 620 Human Nature and Society (3) (when focus is on gender)

Many graduate courses focusing on gender are offered under special topics numbers. Each semester the Director of the Women's and Gender Studies Graduate Program will designate courses that meet WGS certificate requirements. Students should check the Women's and Gender Studies Program website or the Schedule of Courses for a current listing.

MA Requirements for the Master of Arts
in Women's and Gender Studies

Thirty six (36) credit hours must be successfully completed during a five-year period to earn the master's degree in women's and gender studies. There are three program options: 1) an option for students who wish to pursue the general degree and who will design an individualized program of study in consultation with an advisor, 2) a concentration in gender and community leadership, and 3) a concentration in gender and health. Students in all three programs will take the common core and capstone experience of 15-18 hours plus 21 or more additional hours.

Required Core Courses (12 hours)

Students in all three options must take two core courses, one elective, practicum, and either culminating project or thesis.

WGS 601 Women's and Gender Studies Internship (3)
WGS 650 Feminist Theory: Intersections of Gender, Race and Class (3)
WGS 651 Feminist Research Analysis (3)

Students must take at least one additional theory course from the following as a core.

CST 659 Communication and Gendered Communities (3)
ELC 678 Feminist Theories and Education (3)
ELC 680 International Perspectives in Feminism (3)
ENG 531 Feminist Theory and Women Writers (3)
ENG 688 Women's Rhetoric and Feminist Pedagogy (3)
HDF 624 Feminist Theory and Research Methodologies (3)

Capstone Experience (3-6 hours)

All students must select either the thesis or the culminating project at the end of their course work. Normally, students in the gender and community leadership concentration and the gender and health concentration select the culminating project; students in the individually designed concentration may elect either option.

WGS 698 Culminating Project (3)
WGS 699 Thesis (1-6)

INDIVIDUALIZED PROGRAM (21 HOURS)

Students take the common core (WGS 650, WGS 651, and one additional theory core course), WGS 601 Women's and Gender Studies Internship, and either WGS 698 Culminating Project or WGS 699 Thesis. Students are to create a concentrated area of interest for further study with a minimum of 9 hours. This concentration requires a proposed plan of study approved by the advisor or the Director of the Women's and Gender Studies Graduate Program. These courses may come from those approved for WGS credit or from cognate areas. Students take 12 hours of electives chosen from the list below, from the professional development applied skills courses approved for the professional master's options, or from other graduate offerings.

WGS 600 Independent Study (3)
CED 574A Contemporary Topics in Counseling: Counseling Women (3)
CST 659 Communication and Gendered Communities (3) (if not taken to meet core requirement)
CUI 555 Multicultural Education (3)
ELC 609 Epistemology and Education (3)
ELC 662 Power, Politics, and Schools (3)
ELC 664 Foundations of Interpretive Inquiry (3)
ELC 670 Leadership for Teaching and Learning (3)
ELC 688 Contemporary Problems Seminar: Servant Leadership (3)
ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ENG 531 Feminist Theory and Women Writers (3) (if not taken to meet core requirement)
ERM 604 Methods of Educational Research (3)
ESS 532 Women in Sport and Physical Activity (3)
ESS 630 Sport and Society: Social Inequalities (3)
HDF 624 Feminist Theory and Research Methologies (3) (if not taken to meet core requirement)
HDF 673 The Family in Comparative Perspective (3)
HEA 662 Gender and Health (3)
HEA 665 Violence and Public Health (3)
HIS 530 History of Sexuality: Selected Topics (3)
HIS 551 Gender and History: Selected Topics (3)
MLS 610 Culture and Ideas (3) (when focus is on gender)
MLS 620 Human Nature and Society (3) (when focus is on gender)

GENDER AND COMMUNITY LEADERSHIP CONCENTRATION (21 HOURS)

Students take the common core as above, ordinarily completing the practicum and the culminating project rather than the thesis. In addition all students complete 9 hours of professional development applied skills, 6 hours of GCL core and 6 hours of GCL electives.

Professional Development Applied Skills (9 hours)

Students should choose a coherent sequence of 9 hours of skills courses with the help of their advisor. Students selecting courses from the MBA sequence are advised to select MBA 600, 602, 603 or 610. Students selecting courses from the non-profit management (PSC) sequence are advised to take PSC 540 and 550.

- CNR 600 Concepts and Processes of Conflict Resolution (3)
- CNR 601 Cultural Dimensions of Conflict (3)
- MBA 600 Business Statistics (1.5)
- MBA 602 Presentation and Interpretation of Financial Statements (1.5)
- MBA 603 Economic Analysis (1.5)
- MBA 604 Organizational Behavior (1.5)
- MBA 605 Financial Management (1.5)
- MBA 606 Marketing Management (1.5)
- MBA 610 Advanced Business Statistics (1.5)
- MBA 613 Economical Policy and the Global Environment (1.5)
- PSC 540 Nonprofit Management and Leadership (3)
- PSC 550 Philanthropy and Resource Development (3)
- PSC 511B Problems in Public Management: Marketing for Public and Nonprofit Agencies (1)
- PSC 511D Problems in Public Management: Strategic Planning (1)
- PSC 511F Problems in Public Management: Financial Management (1)
- PSC 511G Problems in Public Management: Grant Writing (1)
- PSC 511N Problems in Public Management: Nonprofit Law (3)
- LIS 636 Website Design and Management (3)

With permission of the directors of these post-baccalaureate programs and careful choice of electives, students may simultaneously earn either a post-baccalaureate certificate in business management or in non-profit management. Some additional hours may be required.

GCL Core Courses (6 hours)

Students select 6 hours from the following:

- CNR 600 Concepts and Processes of Conflict Resolution (3) (if not taken as applied skills)
- CNR 601 Cultural Dimensions of Conflict (3) (if not taken as applied skills)
- CNR 611 Conflict in Communities (3)
- CST 506 Speaking Out for Community Change (3)
- CST 562 Organizational Change (3)
- CST 605 Communicating for Social Change (3)
- CST 630 Organization, Democracy, and Community (3)
- MBA 604 Organizational Behavior (1.5) (if not taken as applied skills)
- MBA 615 Leadership Assessment and Development (1.5)
- MBA695K Special Topics: Organizational Leadership (1.5)
- HIS 626 The Practice of Public History (3)

Electives (6 hours)

Students select 6 hours from the following:

- CED 574A Contemporary Topics in Counseling: Counseling Women (3)
- CNR 610 Conflict Transformation (3)
- CNR 670 Conflict and Violence: The Global Perspective (3)
- CST 663 Seminar in Relational Communication (3)
- CUI 555 Multicultural Education (3)
- ELC 662 Power, Politics, and Schools (3)
- ELC 670 Leadership for Teaching and Learning (3)
- ELC 688 Contemporary Problems Seminar: Servant Leadership (3)
- ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
- ERM 604 Methods of Educational Research (3)
- ERM 617 Statistical Methods in Education (3)
- HDF 673 The Family in Comparative Perspective (3)
- HEA 662 Gender and Health (3)
- HEA 665 Violence and Public Health (3)
- HIS 502 African American History: Selected Topics (3)
- HIS 530 History of Sexuality: Selected Topics (3)
- HIS 551 Gender and History: Selected Topics (3)
- HIS 713 African Americans after Slavery (3)
- ESS 532 Women in Sport and Physical Activity (3)
- ESS 630 Sport and Society: Social Inequalities (3)
- MLS 610 Culture and Ideas (3) (when focus is on gender)
- MLS 620 Human Nature and Society (3) (when focus is on gender)
- WGS 600 Independent Study (3)

GENDER AND HEALTH CONCENTRATION (21 HOURS)

Students take the common core as above, ordinarily completing the practicum and the culminating project rather than the thesis. In addition all students complete 9 hours of professional development applied skills (3 of which should focus on management), 6 hours of GH core and 6 hours of GH electives.

Professional Development Applied Skills (9 hours)

Students select 6 hours from the following:

- HEA 612 Management of Community Health Organizations (3)
- HEA 617 Conflict Resolution and Coalition Building (3)
- CNR 600 Concepts and Processes of Conflict Resolution (3)
- CNR 601 Cultural Dimensions of Conflict (3)

And 3 hours from the following Management courses:

- PSC 540 Nonprofit Management and Leadership (3)
- PSC 511B Problems in Public Management: Marketing for Public and Nonprofit Agencies (1)

PSC 511D Problems in Public Management: Strategic Planning (1)
PSC 511F Problems in Public Management: Financial Management (1)
PSC 511G Problems in Public Management: Grant Writing (1)

GH Core Courses (6 hours)

Students select 6 hours from the following:

CED 574 Contemporary Topics in Counseling: Counseling Women (3)
HEA 602 Epidemiology (3)
HEA 603 Community Health Analysis (3)
HEA 640 Global Health Issues (3)
HEA 645 Health Policy (3)
HEA 662 Gender and Health (3)
SWK 550 Social Services in Health Care (3)

GH Electives (6 hours)

Students select 6 hours from the following:

CED 574A Contemporary Topics in Counseling: Counseling Women (3)
CST 659 Communication and Gendered Communities (3) (if not taken to meet core requirement)
CUI 555 Multicultural Education (3)
DCE 560 The Dancer's Body (3)
ENG 531 Feminist Theory and Women Writers (3) (if not taken to meet core requirement)
ENG 668 Women's Rhetoric and Feminist Pedagogy (3) (if not taken to meet core requirement)
ERM 604 Methods of Educational Research (3)
ERM 617 Statistical Methods in Education (3)
ESS 532 Women in Sport and Physical Activity (3)
ESS 630 Sport and Society: Social Inequalities (3)
ESS 710 Sport and Feminisms (3)
HDF 502 Gender in Families (3)
HDF 624 Feminist Theory and Research Methodologies (3) (if not taken to meet core requirement)
HDF 658 Research Methods in Human Development and Family Studies (3)
HDF 673 The Family in Comparative Perspective (3)
HEA 601 Principles of Community Health Education (3)
HEA 640 Global Health Issues (3) (if not taken to meet GH core requirement)
HEA 645 Heath Policy (3) (if not taken to meet GH core requirement)
HEA 662 Gender and Health (3) (if not taken to meet GH core requirement)
HEA 665 Violence and Public Health (3)
HEA 676 Problems Seminar: Health and Aging (3)
HIS 530 History of Sexuality: Selected Topics (3)
HIS 551 Gender and History: Selected Topics (3)
HIS 713 African Americans after Slavery (3)
MLS 610 Culture and Ideas (3) (when focus is on gender)
MLS 620 Human Nature and Society (3) (when focus is on gender)
PHI 602 Ethics and Genetics (3)
PSY 647 Advanced Social Psychology (3)
PSY 662 Psychological Disorders in Adults (3)
WGS 600 Independent Study (3) (if not taken to meet requirement)

WGS Women's and Gender Studies Courses

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

600 Independent Study (3-6)
A research or creative project related to women's and gender studies.

601 Women's and Gender Studies Internship (3:3)
Pr. at least 15 semester hours of graduate level coursework
Supervised experience related to women's and gender studies; may include teaching internship, service learning opportunity, applied research experience, or internship in organizations and agencies that work on women's concerns or serving women in the community.

650 Feminist Theory: Intersections of Gender, Race and Class (3:3)
Core class introduces feminist social movements across historical and global contexts. Relies on interdisciplinary lenses and epistemologies, particularly as contested identity politics intersect with other systems of power and relationships.

651 Feminist Research Analysis (3:3)
Feminist approaches to philosophical and practical inquiries: data collection, analysis, and presentation. Prepares students to critically read research to understand the place of gender in lived experiences and institutional spaces.

698 Culminating Project (3:3)
Pr. 601, 650, 651, one additional theory course, and respective concentration core and skills courses, for a total of at least 24 credits
A capstone experience for the master's degree in women's and gender studies. Students design and present culminating project in their area of specialization and professional portfolio developed from WGS courses.

699 Thesis (1-6)

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

803 Research Extension (1-3)

RESEARCH CENTERS AND INSTITUTES

Center for Biotechnology, Genomics and Health Research

3701 MHRA Building
(336) 334-4775
Fax (336) 334-4794
www.uncg.edu/bgh

The mission of the Center for Biotechnology, Genomics and Health Research is to play a leadership role for increasing knowledge, building capacity, and disseminating information in the health, biomedical, and biotechnological sciences to the Triad community. The Guilford Genomic Medicine Initiative, a partnership with the University of Miami, Duke University's Center for Human Genetics, and the Moses Cone Health System, is a comprehensive program designed to utilize family history and patient information and, if appropriate, genetic testing for diagnosing disease risks and offering preventive regimens to maintain good health. The initiation of GGMI will lead to the implementation of operations, software, educational programs, counseling practices, and technology with significant potential for enhancing health care and the growth of new health care industries in the Triad region. (www.genomic-medicine.org)

CBGHR has obtained funding to develop a clinical genotyping core facility that will enable Center researchers and collaborators to investigate possible genetic predispositions for a variety of life-limiting conditions. The operation of this facility forms the cornerstone of an ambitious longer range program to develop a comprehensive health research program that associates individual genetic predispositions with conditions important in everyday life. The orientation of this program is consistent with the universal health maintenance goals articulated in NIH's Healthy People 2010 initiative and its Roadmap 2010.

Future plans include producing educational tools for conveying genetic principles relevant for patients and their families, health professionals, and business and political leaders.

Center for Creative Writing in the Arts

2336 MHRA Building
(336) 334-3775
Fax (336) 334-5358
www.uncg.edu/aas/ccwa/

The Center for Creative Writing in the Arts aspires to foster the efforts of those who believe in the power of the crafted word to transform and to improve our lives as individuals and as a society. Building on the University's widely recognized tradition of strength in the field of creative writing, on the legacy of poets and novelists like Randall Jarrell, Peter Taylor, Robert Watson, North Carolina laureates Fred Chappell and Kathryn Stripling Byer, and the many nationally and internationally known authors who have been associated with the University's M.F.A. program in creative writing, the Center offers a forum for collaboration through its commitment to writers and to writing in all its various creative manifestations. With its sponsorship of readings, lectures, workshops, interdisciplinary events and literary publications, the Center promotes a vital writers' network in the Greensboro area, one committed to providing programs of appeal to a variety of audiences. The beginning wordsmith and the established word master, the student and the professional alike will find in the Center a place from which to draw strength, encouragement, and support in producing their work and in finding the opportunity to share it with others.

Center for Drug Design

400 Science Building
(336) 334-4257
Fax: (336) 334-5402
drugdesign.uncg.edu

The Center for Drug Design, a division within the Department of Chemistry and Biochemistry, has the mission to create new knowledge regarding drug discovery, as well as computer-based methods used in drug design, and to disseminate this information to students, scientists, and the public through education, training, and research. New and existing methodologies are applied to

design and prepare potential drug candidates. The Center serves as a resource for local pharmaceutical and biotechnology industries, helping to foster and maintain strong university-industry relationships and collaborations.

Center for Educational Research and Evaluation

210 Curry Building
(336) 334-5882
Fax (336) 256-0405
www.uncg.edu/erm/ermCERE.html

The Center for Educational Research and Evaluation (CERE) offers educational research, development, and evaluation services to public and private agencies, including school systems, state education agencies, testing organizations, private foundations, and corporations. CERE is capable of delivering a broad range of technical, analytic, and consultative research services and can offer expertise in psychometrics; educational testing; survey research methodology; student, teacher, and administrator assessment; planning, program development, and assessment in higher education, school psychology, special education, and social services; school curriculum development; and evaluation of intergroup relations in organizational settings.

Center for Educational Studies and Development

214 Ferguson Building
(336) 334-3400
Fax (336) 334-3899
www.uncg.edu/soe/cesd/

The Center for Educational Studies and Development (CESD) serves as the School of Education's direct link for community outreach to audiences throughout the Piedmont Triad region. Through student-centered initiatives, the Center provides field experiences for preservice teachers through annual events for children and families. CESD sponsors the annual Piedmont Young Writers' Conference, a one-day conference for area kindergarten through eighth grade students, and the Children's Festival and Health Celebration, a free, public event that showcases more than 100 educational and health-focused activities for children and promotes youth services available in the Triad community.

The School of Education continues to develop professional development initiatives which link faculty, graduate and undergraduate students with K-12 educators in Piedmont School Districts. CESD remains central to the School of Education's mission by supporting faculty initiatives, developing outreach programs for school personnel and providing educational "field" experiences to preservice teachers who provide learning enrichment activities to K-12th grade students.

Center for Geographic Information Science and Health

112A Graham Building
(336) 334-5422

The Center for Geographic Information Science and Health provides a unique research environment for understanding health-related issues through the utilization of concepts and applications in Geographic Information Science (GIScience) while giving students an arena for active learning and discovery. An exemplary research environment is strongly promoted, creating an atmosphere where students have opportunities to acquire valuable, unique and marketable skills.

Center for Global Business Education and Research

441 Bryan Building
(336) 334-3052
Fax (336) 334-4550
www.uncg.edu/bae/cgb

The Center for Global Business Education and Research at the Joseph M. Bryan School of Business and Economics serves as an umbrella organization for international business programs and international activities of the Bryan School and provides a bridge to other University academic programs, researchers, and students. As the University's focal unit for the advancement of international business teaching and research, the Center's mission is to expand and integrate international content and perspectives in the instructional, applied research, and public service programs of the Bryan School. To fulfill the mission, CGBER supports instructional program development to further internationalize the curricula of the Bryan School; provides opportunities for faculty development in international business; promotes study abroad programs and internships for students; and collaborates with the business community and international economic development offices to provide information and services that will help internationalize local and regional businesses.

Center for the Health of Vulnerable Populations

233 McIver Building
(336) 334-3701
Fax (336) 334-3628
www.uncg.edu/nur/centerhvp/index.htm

The mission of the Center for the Health of Vulnerable Populations (CHVP) is to improve the knowledge of health disparities and vulnerable populations through research, collaboration and education. This includes initiatives to alleviate those disparities, thus improving the health, access, quality of care and quality of life of vulnerable populations. Strategies are designed to address the NIH Roadmap, Healthy People 2010, and Healthy Carolinians 2010 through partnerships with community stakeholders.

To fulfill the mission, the Center 1) promotes and enhances research on aging, culture, disease processes, ethnicity, health care delivery, disparities, health education, health policy and health risks and behaviors; 2) fosters collaborative research within the School, across the University and state, and involving community and international partners; 3) disseminates research information to teachers, researchers, business leaders, health care providers, policy makers, the public and the international community; and 4) develops new knowledge that contributes to better health, fewer health disparities and improved health care for vulnerable populations.

The CHVP activities include research training, research studies, grantsmanship, and community partnerships.

Center for Innovation in Interior Architecture

102 Gatewood Studio Arts Building
(336) 334-5320

The Center for Innovation in Interior Architecture provides a nexus for a diverse group of people, ideas, and disciplines for the purpose of developing and applying new products, processes, technologies, and materials to interior environments.

CIIA provides a mechanism of support for Department of Interior Architecture faculty research by cultivating partnerships with design industry and practice in North Carolina and beyond, and by fostering an atmosphere of innovation and collaboration among faculty, students, and industry partners. Interior architecture students have opportunities to work on research and development projects with faculty and industry partners, as well as participate in internships.

Center for Legislative Studies

213 Graham Building
(336) 334-4360
Fax (336) 334-4315
www.uncg.edu/psc/cls

The Center for Legislative Studies (formerly the Parliamentary Documents Center for Central Europe) focuses on research and education in the organization and functioning of legislative institutions in democratic and transitional political systems around the world. CLS actively participates in conferences and workshops on national and sub-national legislatures, leading to books and articles on legislatures, elections, and political parties. CLS faculty participate in workshops and training programs for members and staff of legislatures both in the United States and around the world and are engaged in research on a range of topics on the functioning of legislative institutions. Graduate students, both American and international, are trained in legislative analysis through participation in faculty research projects and in the acquisition and maintenance of center documents and working materials.

Center for New North Carolinians

413 S. Edgeworth Street
(336) 334-5411
Fax (336) 334-5413
cnnc.uncg.edu/

The Center for New North Carolinians is authorized by the UNC Board of Governors to be a resource to the state university system through outreach education, research, training, and interpretation related to the immigrant populations of North Carolina. CNNC seeks to build bridges among immigrant populations and existing communities by providing outreach and educational programming, research and evaluation, information services, technical support, and immigrant and refugee leadership development. In conjunction with the University's Department of Social Work, the Center offers AmeriCorps ACCESS to help refugee and immigrant communities gain better access to human services, build bridges of understanding with neighbors and become economically self-sufficient. Under this umbrella, Interpreter ACCESS Project (IAP) trains interpreters and operates a fee-for-services interpretation service, and Immigrant Health ACCESS Project (IHAP) bridges the gap between healthcare providers and immigrant communities by offering health and wellness activities.

Center for Women's Health and Wellness (CWHW)

Mail: 401 HHP Building
Room: 126 HHP Building
(336) 334-4736
Fax (336) 334-3238
www.uncg.edu/hhp/cwhw

The mission of the Center for Women's Health and Wellness is to advance the health and wellness of all women and girls through collaborative research and educational programs. The Center places strong emphasis on the promotion of positive health, quality of life, and sense of well-being for girls and women of all ages and from all backgrounds and communities. To fulfill the mission, the Center seeks to (1) create an interdisciplinary collaborative research and scholarship program around women's health and wellness by building synergy around women's health and wellness, providing research support to faculty, and securing public, private, and corporate funds to support women's health research and scholarship, and (2) connect research to practice by promoting communication among practitioners, consumers, and researchers around women's health and wellness, building research collaborations among researchers, practitioners, and consumers, and disseminating research to scientific, practice, and consumer audiences. Our three specific initiatives that cut across all our activities focus on: Healthy Girls; Breast Cancer Survivorship; and Immigrant Women's Health Promotion.

Center for Youth, Family, and Community Partnerships

330 S. Greene St., Suite 200
(336) 217-9730
Fax (336) 317-9750
www.uncg.edu/csr/

The Center for Youth, Family, and Community Partnerships (CYFCP) is dedicated to building the capacity of families, service providers, researchers, teachers, and communities to promote the social, emotional, and cognitive well-being of children. In partnership with colleagues from across the University and the community, the Center:

- carries out basic, applied, and action research;
- translates research into effective programs and practice;
- infuses community perspectives into university research and teaching;
- facilitates strategic problem-solving processes; and
- promotes programs, practices, and policies that are likely to yield positive outcomes for children and their families.

With funding from federal, state, local, and foundation grants, the Center's current initiatives focus on family-centered, system of care approaches to mental health service delivery and training of service providers, youth violence prevention and intervention, community health, adoption and foster care, early childhood mental health and readiness, and community-based evaluation.

Family Research Center

536 Highland Ave.
(336) 334-3601
Fax (336) 256-0545
www.uncg.edu/frc/

The Family Research Center was founded to contribute to the understanding of positive family relationships and the role of families in children's development. The goals of the Center are to foster collaborative research on families and children and to create a supportive atmosphere for interdisciplinary programs of research on families. The Center also works to communicate the results of research to the wider community to enhance families' lives and inform the decisions of policy makers.

In addition to faculty from Human Development and Family Studies, faculty from the Department of Psychology and the UNCG Center for Youth, Family, and Community Partnerships participate as affiliates of the Center.

The Center is housed in its own building and contains equipment to support faculty and graduate student research. Space is provided for observational research with families, meeting and planning, computer facilities, and data analysis, and the Center provides administrative support for collaborative research proposals and projects. The Center also organizes conferences and workshops for faculty and students involved in research on children and families.

Human Environmental Sciences Center for Research

235 Stone Building
(336) 334-5972
Fax (336) 334-5089
www.uncg.edu/hes/research/depts_centers.htm

The Human Environmental Sciences Center for Research stimulates and supports faculty research and extramural funding activities in the School of HES. A balance between basic and applied research is encouraged, and the Center assists in linking

academic and research activities in the School with individuals, agencies, and project needs in the community. Direct research support is intended to assist faculty in conducting research that will contribute importantly to knowledge about the human environment and that will better position faculty to seek extramural funding for their research programs. The Center also provides direct support for the development, peer-review, and institutional processing of research funding proposals.

Interdisciplinary Center for eLearning

338 Curry Building
(336) 256-0415
ice.uncg.edu/

The Interdisciplinary Center for eLearning (ICE) seeks to advance teaching and learning by facilitating innovative partnerships and projects in the intersection of teaching, learning, and technology. In collaboration with relevant on- and off-campus offices and entities, ICE provides face-to-face and online consultation services and designs and implements face-to-face and online professional development workshops for faculty as well as state-of-the-art online workplaces and tools that enact the use of technology to advance teaching and learning.

Music Research Institute

(336) 334-3589
www.uncg.edu/mus/mri/

The mission of the Music Research Institute within the School of Music is to conduct research that advances the understanding of music and to share new knowledge for the good of society.

Toward that end, more than 30 research projects have been initiated in seven areas: biomusic, neuroimaging, music-related hearing loss, music education, music medicine, music performance, and ethnomusicology. This cluster of topics, integrated into an overarching institute, provides for a rich array of multi- and interdisciplinary research involving many scholars from within the School of Music, across the university, and from local, regional, national, and international research communities.

Office of Business and Economic Research (OBER)

462 Bryan Building
(336) 334-5464
Fax (336) 334-4089
www.uncg.edu/bae/ober

The Office of Business and Economic Research performs high-quality applied research in economic policy and business practice, drawing on the expertise of the faculty of the Bryan School of Business and Economics. OBER's goal is to use sound and objective research to serve the Triad and state and to assist in the economic development of our region.

Office of Professional Development Programs

301 Bryan Building
(336) 334-3088 or toll free (877) 775-3382
Fax (336) 334-4272
www.uncg.edu/bae/opdp

The Office of Professional Development Programs provides high quality, high value, open enrollment professional development programs for business, non-profit, and government executives in the greater Triad area. OPDP serves as a primary link between the Bryan School and regional organizations through the marketing and delivery of custom programs and services based in large part on the competencies of the Bryan School faculty. OPDP promotes the Bryan School faculty's opportunities for professional contacts with regional organizations.

SERVE Center

915 Northridge Ave., 2nd floor
(336) 315-7400 or (800) 755-3277
Fax (336) 315-7457
www.serve.org

The SERVE Center conducts research, provides technical assistance, and disseminates relevant information focusing on pre-kindergarten to grade 12 education. Building on theory, research, and professional knowledge, SERVE staff identify issues through a systematic needs assessing/market research process, conduct studies using experimental, correlational, and other methodological designs, and develop tools, interventions, and processes to assist practitioners and policymakers with raising the level of student achievement in the region and beyond. SERVE operates one of ten U.S. Department of Education funded Regional Educational Laboratories (a five year contract funded at slightly less than $40 million) and a subcontract for providing technical assistance to State Education Agencies through the Comprehensive Center. It also provides services in migrant education, smaller learning communities, high school redesign, teacher growth and assessment, professional learning teams, reading and literacy, program and project evaluation, 21st Century Learning Communities, and technology applications in education, and directs the National Center for Homeless Education. SERVE Center is the largest sponsored research center at the university and has a staff of approximately 60 people.

TUITION AND FEES

The tuition and academic fees paid by UNCG students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNCG Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government. The figures listed below are proposed graduate tuition and fees per credit hour for the 2007-2008 academic year. Tuition and fees are due in full on or before registration day of each semester. All students are responsible for payment of tuition appropriate to residence status. Payment of fees is a prerequisite to completion of registration. ***UNCG reserves the right to make changes in these charges without advance notice.***

Graduate Tuition and Fees for 2007-2008 academic year

Subject to approval and/or change by the North Carolina General Assembly

2007-2008 Schedule of Tuition and Fee Charges

Credit Hours	Athletics Fee	Facilities Fee	Activities Fee	* E & T Fee	Health Services Fee	**SGA Fee	***AC Fee	Total Fees	†In-State Tuition	†Out-of-State Tuition	Total In-State	Total Out-of-State
††Annual Rate	413.00	272.00	349.00	268.00	218.00	1.00	50.00	1,571.00	2,842.00	13,892.00	4,413.00	15,463.00
Distance SCH				13.14		0.05	2.45		139.31	680.98		
0	17.21	11.33	14.54	11.17		0.04	2.08	56.37	355.25	1,736.50	411.62	1,792.87
1	17.21	11.33	14.54	11.17		0.04	2.08	56.37	355.25	1,736.50	411.62	1,792.87
2	34.42	22.67	29.08	22.33		0.08	4.17	112.75	355.25	1,736.50	468.00	1,849.25
3	51.63	34.00	43.63	33.50		0.13	6.25	169.14	710.50	3,473.00	879.64	3,642.14
4	68.83	45.33	58.17	44.67		0.17	8.33	225.50	710.50	3,473.00	936.00	3,698.50
5	86.04	56.67	72.71	55.83		0.21	10.42	281.88	710.50	3,473.00	992.38	3,754.88
6	103.25	68.00	87.25	67.00		0.25	12.50	338.25	1,065.75	5,209.50	1,404.00	5,547.75
7	120.46	79.33	101.79	78.17		0.29	14.58	394.62	1,065.75	5,209.50	1,460.37	5,604.12
8	137.67	90.67	116.33	89.33		0.33	16.67	451.00	1,065.75	5,209.50	1,516.75	5,660.50
9	154.88	102.00	130.88	100.50	109.00	0.38	18.75	616.39	1,421.00	6,946.00	2,037.39	7,562.39
10	172.08	113.33	145.42	111.67	109.00	0.42	20.83	672.75	1,421.00	6,946.00	2,093.75	7,618.75
11	189.29	124.67	159.96	122.83	109.00	0.46	22.92	729.13	1,421.00	6,946.00	2,150.13	7,675.13
12 +	206.50	136.00	174.50	134.00	109.00	0.50	25.00	785.50	1,421.00	6,946.00	2,206.50	7,731.50

** Education and Technology* *** Student Government Association* **** Administrative Computing*

†Registration for 801, 802, and 803 (Thesis, Dissertation, and Research Extension) (includes fees)

	NC Resident	Nonresident
1 Hour	$195.68	$ 737.35
2 Hours	$391.38	$1,474.71
3 Hours	$879.64	$3,642.14

†Add $70 per credit hour for MBA and MSITM tuition rates and $35 per credit hour for MS in accounting tuition rates.
††12 hour annual rate shown for illustrative purposes only as tuition rates are not capped.

Miscellaneous Fees (per semester, as applicable)

Registration Fee	$6.00
Late Pre Registration Fee	$30.00
Late Registration Fee	$45.00
Graduation fee - Master	$55.00
Graduation fee - M.S./Ed.S.	$70.00
Graduation fee - Doctoral	$60.00

On-Campus Housing (per semester)

Room

Double - Non Air Conditioned	$1,599.00
Single - Non Air Conditioned	$3,198.00
Double - Air Conditioned	$1,713.50
Single -Tower Village	$2,572.50
Single - Spring Garden Apts	$2,468.50
Spencer Basement	$2,280.00

Meal Plans

Platinum 75 Plan (unlimited trips to CAF + $75 declining balance)	$1,262.50
Platinum 150 Plan (unlimited trips to CAF + $150 declining balance)	$1,312.00
Platinum 200 Plan (unlimited trips to CAF + $200 declining balance)	$1,362.00
Gold 200 Plan (200 trips to CAF + $200 declining balance)	$1,162.00
Gold 300 Plan (175 trips to CAF + $300 declining balance)	$1,162.00
Silver 400 Plan (150 trips to CAF + $400 declining balance)	$1,162.00
Silver 500 Plan (125 trips to CAF + $500 declining balance)	$1,162.00
Bronze 725 Plan (25 trips to CAF + $725 declining balance)	$825.00
Bronze 825 Plan ($825 declining balance)	$825.00

A health service fee is required if living on campus regardless of hours and is optional for all others registered for fewer than nine hours.

See the **Student Handbook** for additional information regarding other fees and activities.

Student Credit Policy

Tuition and fees for all University students are due and payable before or on registration day. North Carolina law requires the University to charge and collect from each student at the beginning of each academic term tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards.

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

1. Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for the financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants.
2. Students wishing to utilize Veterans' benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.
3. Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible to the Financial Aid Office.

Refund Policy for Student Fees and Charges

PART I: Policy for Students Completely Withdrawing from UNCG

Official Notice of Intent to Completely Withdraw from The University of North Carolina at Greensboro

Students who must withdraw from the University can do so by dropping all courses on-line via *UNCG-enie.* Students who drop all courses are considered to be withdrawn from the University and must seek reactivation or readmission through The Graduate School to return to school in subsequent terms. There will be a $25 nonrefundable processing fee charged to all students who completely withdraw from the University.

Students who wish to discuss the academic consequence of a change in enrollment status at the University may contact The Graduate School.

Complete Withdrawal from UNCG for Students Activated for Military Duty including the Armed Services Reserve and the National Guard

If a student is involuntarily called for active duty during a currently enrolled semester, the following refund guidelines apply:

- The return of funds calculation will be completed under the normal terms and conditions as applicable.
- The student will be expected to provide correspondence supporting the call to active military duty.

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

Complete Withdrawal Option (Without Academic Penalty)

1. Tuition and general fees will be fully refundable.
2. Health fees generally will be fully refundable except for students who have used the University's health services. These students would be billed at the fee for service rate to a maximum charge equivalent to the health fee. Students who have enrolled in the Student Health Insurance program should contact the Agent for information on a prorated refund of premium.
3. Room and board will be refunded based on the number of weeks the room was occupied and the meals consumed.
4. The student will be responsible for any miscellaneous charges such as library fines, parking tickets, health service charges, etc.
5. In order to be eligible for a refund under these guidelines, the student must contact the University Registrar's Office and provide the following:
   - A copy of his or her call-up papers; these "orders" will serve as documentation for the refund of tuition and fees.
   - A mailing address to which the student would like the refund to be sent.

   The University Registrar's Office will notify appropriate offices of the student's withdrawal including Student Academic Services, The Graduate School, Financial Aid Office, Housing and Residence Life, and the Cashiers and Student Accounts Office.
6. In order to receive a refund from the Department of Residence Life, the student must complete the usual residence hall check out procedure. The student can then withdraw either in person or via *UNCGenie*.
7. If a student is receiving financial aid during the term in which he or she is called to active duty, financial aid must be repaid according to federal and state guidelines before a refund will be issued by the University.

Early Exam Option

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

Incomplete Grade Option

Students called to active duty may take an incomplete in a course and complete it upon release from active duty. Course completion may be accomplished by independent study or by retaking the course without payment of tuition and fees. Under federal financial aid policies, a course that is retaken this way may not be counted toward a student's enrollment load. Eligible students who receive an incomplete for any course for which they are enrolled shall not be entitled to any refund of tuition and fees paid.

Returning to the University

1. If a student is called for active duty and subsequently released in a manner that would allow them to re-enroll during the semester in which they withdraw, the University will make every effort to accommodate the request. Individual contacts with faculty involved will determine the appropriateness of returning to a course.
2. Students who are called to active duty during a semester, and who withdraw from the University, are technically ineligible to early register for the term in which they wish to re-enroll. However, UNCG will make every effort to give these students special dispensation and to allow them to preregister for that term.

Summer Session

Students who completely withdraw from their summer courses will be handled with the same refund policy that applies to the regular academic year.

Return of Federal Title IV Funds

The federally mandated Return of Funds Policy governs the return of Title IV funds disbursed to students who complete the official withdrawal process as defined by the University. The term **refund** should be understood to mean the repayment of money received by the University for tuition and fees or for a reduction of charges if tuition and fees have not yet been paid. Title IV funds include Federal Unsubsidized and Subsidized Stafford Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), and NCSIG. Federal Work Study is excluded from this procedure.

Unearned Title IV funds must be returned to the Title IV programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of earned Title IV aid. During the first 60% of the enrollment period (semester or term), a student earns funds in direct proportion to the length of time he or she remains enrolled. The period of time during which a student is enrolled is the percentage of aid earned by the student. A student who remains enrolled beyond the 60% point earns all Title IV aid for the term.

The percentage of the period that a student remains enrolled is determined by dividing the number of days the student attended by the number of days in the term. Calendar days are used in the determination of percentages. Breaks of five (5) days or longer are excluded in the calculations. The percentage may be found by using the following formula:

$$100\% - \frac{\text{number of days the student attended}}{\text{number of days in the semester}}$$

Example of Total Withdrawal Refund Calculation[1]

Day	Refund	Day	Refund	Day	Refund	Day	Refund
1	100%	19	84%	37	68%	55	53%
2	98%	20	83%	38	68%	56	52%
3	97%	21	82%	39	67%	57	51%
4	97%	22	81%	40	66%	58	50%
5	96%	23	80%	41	65%	59	50%
6	95%	24	80%	42	64%	60	49%
7	94%	25	79%	43	63%	61	48%
8	93%	26	78%	44	62%	62	47%
9	92%	27	77%	45	62%	63	46%
10	92%	28	76%	46	61%	64	45%
11	91%	29	75%	47	60%	65	44%
12	90%	30	74%	48	59%	66	44%
13	89%	31	74%	49	58%	67	43%
14	88%	32	73%	50	57%	68	42%
15	87%	33	72%	51	56%	69	41%
16	86%	34	71%	52	56%	70	40%
17	86%	35	70%	53	55%	71-	0%
18	85%	36	69%	54	54%	117	

[1]Actual refund calculation percentages, for a specific semester, are available in each semester's registration book

If the amount of the Title IV funds disbursed is greater than the amount of Title IV funds earned by a student, a return of Title IV funds is necessary. Both the University and the student are responsible for returning a percentage of the unearned aid.

The University will return federal funds to the appropriate federal program up to the total net amount disbursed from each source as required by law. The prescribed order of return in:

- Federal Unsubsidized Stafford Loan
- Federal Subsidized Stafford Loan
- Federal Perkins Loan
- Federal Plus Loan
- Federal Pell Grant
- FSEOG
- Other Title IV Programs

Return of Non-Federal Funds

UNCG will return Non-Federal funds received and applied to a student's account requested by the source from which the funds were disbursed. Any outstanding financial obligation to UNCG will be deducted from the amount of Non-Federal funds to be returned. Funds will be returned to the student unless they are requested by the source from which the funds were disbursed. When a student completes the withdrawal process, the Cashiers and Student Accounts Office will initiate a refund and mail it to the student's last known off campus address.

If a student still has an outstanding financial obligation as a result of this process, the University will bill the student for payment.

PART II: Policy for Students Who Drop Course Hours

The refund policy applies to complete withdrawals from UNCG. If a student simply reduces their course load after the Late Registration and Schedule Adjustment period (refer to the University Academic Calendar), NO refund or reduction of charges whatsoever will be credited to the student's account. However, if the drop in hours occurs before the end of the Late Registration and Schedule Adjustment period, *the student is entitled to a full refund for the hours dropped*. If this change results in the creation of a credit balance, a check will be generated and mailed to the student's local mailing address.

If students reduce the amounts of their credit hours during a summer session, they should then refer to the last day for tuition refund for a drop in credit hours chart listed in the Summer Session Calendar published in the *Summer Session Bulletin*.

Room and Board

Room rent and board are not refundable. The housing contract is for one academic year. Students who cancel their contract at the end of the Fall Semester and remain enrolled at the University will be charged room rent and board for the Spring Semester.

Late Fee for Registration

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

For Students Who Have Received Financial Aid

If it is determined that any of a financial aid recipient's UNCG charges (tuition, fees, or room and board) are refundable in any amount, the student will not receive any of the refund until the Financial Aid Office determines what portion of the refund, if any, needs to be repaid to the financial aid program from which the student received funds.

When a student receives financial aid funds for purposes of indirect (noninstitutional) educational costs such as books and supplies, personal expenses, off-campus living and food expenses, or travel expenses, the student should expect to be responsible for repaying any portion of the funds received that cannot be attributed to the expenses incurred during the student's actual period of enrollment.

University Refund Appeals Committee

The University Refund Appeals Committee considers appeals from any student who wishes to submit an appeal in writing. Cases are referred to the committee when a student feels that the University's refund policies do not address particular circumstances.

The Refund Committee will not review appeals that are more than one year old. If the original appeal is denied, the student has the right to re-appeal one time as long as new documentation can be provided with the re-appeal. If the second appeal is denied and the student feels it deserves further consideration, the appeal will be referred to the Vice Chancellor of Business Affairs.

Questions pertaining to the Refund Committee should be directed to the Cashiers and Student Accounts Office, 151 Mossman Building, (336) 334-5831 or 1-877-286-8250. Appeal forms may be obtained in the Cashiers and Student Accounts Office or on their web site fsv.uncg.edu/cashiers.html.

Special Fees

Athletic, Activity, and Facilities Fees

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

Auditing Fees

Current UNCG Students

A registered full-time UNCG student may audit one course per semester without charge. A registered part-time UNCG student may audit no more than two courses per semester and is charged a fee of $15 per course.

Visiting Auditors

Visiting auditors are classified as non-UNCG students who wish to take a course(s) without receiving a record of enrollment. Such individuals must apply to register through the Division of Continual Learning. A visiting auditor will not receive a record of enrollment and is charged a $50 fee for lecture courses. Visiting auditors are admitted to lecture courses when space is available with the approval of the department head in consultation with the instructor teaching the course requested.

Registered auditors (persons not officially enrolled at UNCG) who do require a record of enrollment as an auditor should file a VISIONS form with The Graduate School and follow regular registration and payment procedures. A fee equal to in-state or out-of-state tuition rates is charged for each course audited. Fees are payable in full at the time of registration.

To audit a 600- or 700-level course, a student must hold a bachelor's degree.

Publishing

The fee to publish the thesis or dissertation is payable via the online submission system available on The Graduate School's web site.

Graduation

The graduation fee of $55 for master's and Specialist in Education candidates, $70 for the combined M.S./Ed.S. candidates, and $60 for doctoral candidates is payable **in the Cashier's and Student Accounts Office**. Students who do not graduate in the term for which they originally applied must file a new application. Check with The Graduate School regarding your status.

Health Service

The health service fee supports part of the services provided in the Student Health Services, including medical and mental health services and health education programs. Routine office visits are prepaid in the health fee. Examples of costs not covered by the health fee include pharmacy purchases, orthopedic aids, x-rays, and laboratory tests.

Nurse Anesthesia Program

Tuition for the nonacademic clinical residency at North Carolina Baptist Hospital is $2900 per year. The clinical residency fee, payable to North Carolina Baptist Hospital, is due at the beginning of each year. All tuition and fees are due on or before the day of registration.

A single printing fee of $300 is charged by North Carolina Baptist Hospital for the large number of handouts issued to the student. Additionally, a $20 activity fee and $120 Medatrax fee will be charged.

The clinical residency fee for the Raleigh School of Nurse Anesthesia is $4500. A single printing fee of $75 is charged for handouts issued to the student as well as a $20 activity fee and $120 Medatrax fee.

Use of the University Libraries

Students must be registered for credit if they wish to use their UNCG ID card to use the University Libraries. If the Libraries are to be used for one month or less, such as to finish incompletes or for special assignments, students may obtain a letter from The Graduate School or their professor and present it to the Access Services Department in Jackson Library. During the summer months, students who preregistered for Fall may check books out of the University Libraries without being registered for credit or securing special approval.

Residence Status for Tuition Purposes

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

Initial Classification

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

Subsequent Classification

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

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

Appeals

A student may appeal a residence classification assigned by the admitting office by submitting to the Office of the Provost a completed "Residence-and-Tuition-Status Application." The completed application must be submitted before the end of the academic term for which the student wishes to be considered for reclassification. (Application forms may be obtained from the Office of the Provost or from any of the admitting offices or can be found online at www.uncg.edu/pvt/residency/.)

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified as a nonresident at the time of registration pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he/

she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Students or prospective students who believe that they are entitled to be classified as residents for tuition purposes should be aware that the process of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration.

Students who wish to receive a timely review of their residence status should submit their completed "Residence-and Tuition Status Application" approximately 30-45 days in advance of the term for which they are seeking a review of their residence status. Applications are reviewed in the order in which they are received; failure to submit an application in a timely manner may delay the review process.

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

Aliens and Foreigners

Aliens lawfully admitted to the United States for permanent residence are subject to the same considerations as citizens in the determination of residentiary status for tuition purposes. Certain classes of both resident and nonresident aliens are subject to these same considerations, but certain classes are not. More complete information on the residence classification of aliens may be obtained from the Manual (referred to above) or from the Office of the Provost.

Married Persons

If you have established your domicile in North Carolina and you are married to a resident of North Carolina but have not been a legal resident for 12 months, the 12-month requirement may be satisfied if your spouse has been a legal resident for at least 12 months, and vice versa. However, the two spouses cannot add the time they have lived in North Carolina in order to get a total of 12 months. In other words, at least one spouse must have been a legal resident for at least 12 months.

North Carolina Public School Teachers

Under separate statute (G.S. 116-143.5), certain North Carolina public school teachers (or other personnel paid on the teacher salary schedule) are eligible to be charged the in-state tuition rate for courses relevant to teacher licensure or professional development, irrespective of their length of legal residence. To qualify, the applicant must be a legal resident of North Carolina and employed full-time by a North Carolina public school. Application for this benefit must be made prior to the beginning of each academic term for which the benefit is sought.

UNC Employees

A person who is a full-time employee of the University of North Carolina, or is the spouse or dependent child of a full-time employee of the University of North Carolina, and who is a legal resident of North Carolina qualifies as a resident for tuition purposes without having maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes.

Military Personnel and the Dependent Relatives Thereof

North Carolina law affords tuition rate benefits to certain military personnel and their dependents. Specifically, the law provides that members of the Armed Services, while serving on active duty and living concurrently in North Carolina, may be charged the in-state tuition rate. The dependents of certain members of the Armed Services who are stationed on active duty in North Carolina may qualify for the in-state tuition rate while sharing a home with the active duty service member.

Qualifying active duty military members and the dependent relatives thereof are extended a "military grace period" if the military member is reassigned outside of North Carolina or retires while the member or dependent is enrolled in an institution of higher education. During this grace period, the military member or dependent relative thereof is eligible for the in-state tuition rate as long as he or she is continuously enrolled in the degree or other program in which he or she was enrolled at the time of the reassignment. Qualifying members and dependents also remain eligible to pay the in-state rate if the active duty member receives an Honorable Discharge so long as the member or dependent establishes legal residence in North Carolina within thirty days and is continuously enrolled in the degree or other program in which he or she was enrolled at the time of the Honorable Discharge.

Additionally, any nonresident North Carolina Guard Members in reserve or active status are eligible for the in-state rate and all applicable mandatory fees.

Application for this benefit must be made prior to the beginning of the first enrolled term of each academic year for which the benefit is sought. The person applying for this benefit has the burden of proving entitlement to it.

Also, for North Carolina residents serving in the armed forces, the law provides that, "no person shall lose his or her residence status for tuition purposes solely by reason of serving in the armed forces outside of this State."

Tuition Waivers

A separate North Carolina statute (G.S. 115B) provides tuition waiver for North Carolina residents who are at least age 65. The tuition waiver benefit also extends to certain family members of deceased or totally and permanently disabled emergency workers of North Carolina. More complete information on this statute may be obtained from the Office of the Provost.

Faculty/Staff Tuition Waivers

The purpose of the Tuition Waiver Program is to provide an opportunity for eligible employees to have tuition and fees waived for a course taken at any of the 16 campuses of the University of North Carolina. Participation in the program is voluntary, and courses may be taken for either career development or personal interest. The Tuition Waiver Program is administered through the Cashiers and Student Accounts Office, 151 Mossman Building, and forms are available in this office and on their web site fsv.uncg.edu/cashiers.html.

In order to be eligible for participation in the Tuition Waiver Program, an employee must be a permanent employee working thirty (30) or more hours per week for nine (9) or more months per calendar year. Each employee must apply for and be admitted through the appropriate admissions office within its specific deadlines. Courses must be registered for in accordance with the instructions of the program in which the student is admitted, and space must be available in the course. Employees must attend class outside his or her established work schedule, though departments are encouraged to offer flexible scheduling options to accommodate employee participation. During the term in which an employee enrolls in a course, that employee must continue to meet his or her normal employment obligations.

Tuition and fee charges will be waived for a maximum of three (3) courses per academic year with no limitation as to the number of courses that can be taken each term. Courses may be taken in any term: Fall, Spring, or Summer, so long as the limit of three (3) courses per academic year is not exceeded. The Tuition Waiver Program does not cover non-credit courses, such as those offered through CallDCL. The employee is responsible for any and all additional tuition and fees charged to their student account during the term.

An Application for Tuition Waiver form must be completed for each term a course is taken. Different forms may be required to take courses at campuses other than UNCG. The application procedure is as follows:

- Apply for and be admitted through the appropriate admissions office within its specified deadlines.
- Complete the Application for Faculty and Staff Tuition Waiver form.
- Obtain advance signature approval of your supervisor, and your department head (for employees of institutions other than UNCG: follow your institution's guidelines regarding approval signatures).
- SPA staff members should deliver their completed form to the Cashiers and Student Accounts Office upon obtaining the necessary departmental signatures. EPA faculty and EPA non-faculty are required to obtain a final approval signature from the Office of the Provost prior to submitting their completed form to the Cashiers and Student Accounts Office.

Adjustments to your student account will occur at the end of the first 5 days of each term in order to account for early withdrawals and schedule changes. Employees may receive billing statements regarding charges on their student accounts. Questions regarding this policy may be directed to the Cashiers and Student Accounts Office at (336) 334-5831 or toll free at 1-877-286-8250, or in person at 151 Mossman Building.

FINANCIAL SUPPORT

UNCG Fellowships and Assistantships

Students receiving financial support from the University through a nonservice fellowship or a service appointment are required to enroll in a **minimum** of six semester hours in a graduate degree program. They must have been admitted to the University unconditionally and have maintained a B (3.0) average. Service hours may not exceed 20 hours per week in total.

Assistantships are available through The Graduate School upon recommendation of the department. Prospective students who wish to be considered for an award should indicate such an interest on the admission application. If already enrolled, students should notify the Director of Graduate Study of their major department and make application by letter addressed to the department.

Stipends vary by program, level of degree, assigned responsibility, and workload. Because stipends are not paid until after study has commenced, checks will not be received until one month after classes begin each semester. Students are reminded to make financial arrangements accordingly.

Greensboro Graduate Scholars, nominated by their departments and selected by The Graduate School, receive, in addition to the normal assistantships, a stipend of $2,000 for master's students and $3,000 for doctoral students. These awards will be renewed once for master's students and twice for doctoral students, assuming satisfactory progress in the program.

A small number of nonservice fellowships are available in some departments. Outstanding students may be nominated by their departments for these highly competitive awards. For a complete listing of fellowships awarded annually by UNCG, please refer to the UNCG Financial Aid Directory.

University of North Carolina Campus Scholarships

The UNC Office of the President funds the UNC Campus Scholarships, which are intended to encourage greater diversity on the campus. Full-time doctoral students at UNCG who are residents of North Carolina and have demonstrated financial need are eligible for these awards. A portion of the UNC Campus Scholarship fund is earmarked for Native American students who meet eligibility requirements.

Nationally Competitive Scholarships and Fellowships

For a listing of nationally competitive scholarships and fellowships, please refer to the Lloyd International Honors College web site www.uncg.edu/hss/.

Academic Common Market

(404) 875-9211
www.sreb.org

The Academic Common Market is an agreement between participating institutions of the Southern Regional Education Board (SREB). The agreement enables students to pursue unique majors offered at public institutions in other SREB states while paying in-state tuition. If public institutions in a graduate student's home state do not offer a degree program in the desired field of study, it may be possible to obtain a waiver of out-of-state tuition to attend a cooperating public institution of higher education in another participating state.

In general, students must meet two requirements to participate in the Academic Common Market. First a student must be accepted for admission into a program that is part of the agreement established with SREB. Second, the student must have proof of legal residence in the home state. Individual institutions may have additional requirements. Visit the SREB web site or call

SREB for more information. Programs at UNCG that have been approved as offerings through the ACM may be found on the UNCG web site at www.uncg.edu/grs/prospective/common_market.html.

Student Loans and Campus Jobs

Information on student loan applications and procedures is available on request to the Financial Aid Office. Financial Aid Transcripts and the Free Application for Federal Student Aid are required. All financial aid awarded to UNCG graduate students is coordinated through the Financial Aid Office, which handles disbursements to students in conjunction with the Cashiers and Student Accounts Office. Financial aid budgets for federal loans are based on the cost of attendance, which includes actual tuition and fee charges.

Full-time graduate students may not be employed for more than 20 hours per week inclusive of assistantship hours. Normally, a student who has a fellowship or service appointment will not work outside the University. Under extraordinary circumstances, with the recommendation of the department and approval of the Dean of The Graduate School, a student who has a fellowship or service appointment may be granted special permission to work outside the University.

UNIVERSITY SERVICES

Housing and Dining

On Campus Housing

Office of Housing and Residence Life
Ragsdale-Mendenhall Hall
(336) 334-5636
hrl.uncg.edu

Graduate students who elect to live on campus may choose among any of the available residence halls for upper division students. Full descriptions of each hall are available at the UNCG Housing and Residence Life web site. All students who reside on campus are required to select and purchase a meal plan (see Tuition and Fees).

Off Campus Housing

studentlife.uncg.edu/commuterstudents/offcampushousing/

The Office of Student Life maintains a web site of off-campus housing opportunities.

University Dining Services

(336) 334-4101
www.uncg.edu/current_students/ index.html

Dining Services are available through the six dining locations on campus. Food offerings include national brands such as Quiznos, Pizza Hut, Chick-fil-A, Burger King, and Java City as well as traditional homestyle favorites and authentic international cuisine. Locations are:

- The Caf, an all-you-can-eat location in the upper level of the Main Dining Hall.
- Spencer's, lunch and dinner in the upper level of the Main Dining Hall.
- The Atrium Food Court and C-Store located in the lower level of the Main Dining Hall.
- Elliott University Center Food Court located across from the UNCG Bookstore.
- Bryan Food Court in the Bryan School.
- The Pit Stop in the McIver Parking Deck.
- 1540 Spring Garden St. Convenience Store located in the Spring Garden Apartments.
- The Marketplace and Charlie's located on the main level of the Elliott University Center.

Services for Students

Campus Ministries (Mabel D. Smith Associated Campus Ministries Center)

500 Stirling Street
(336) 334-4266
www.uncg.edu/min
Hours: M-F, 9 am-11 pm.; Sat-Sun, 12 noon-11 pm

Seven religious organizations are part of Associated Campus Ministries: Baptist Student Union, Hillel, St. Mary's (Episcopal), Catholic Student Fellowship, Wesley-Luther (United Methodist and Lutheran), and InterVarsity Christian Fellowship (non-denominational). Each of these organizations sponsors a schedule of activities that are open to the entire University community. Campus ministers serve as advisors for their respective organizations and are also available for personal counseling or as resource persons for other groups or organizations.

Career Services Center

1 Elliott University Center
(336) 334-5454
www.uncg.edu/csc
Hours: M-F, 8 am-5 pm

The mission of the Career Services Center is to provide guidance and resources to undergraduate and graduate students and alumni for their lifelong career development. Services are provided in three major areas:

1. Career planning
2. Experiential learning
3. Employment assistance/continuing education planning

Staff are available to assist graduate students and alumni with their career plans through individual appointments. A number of tools are available to help students assess their career interests, values, skills, and work setting preferences. A computerized guidance system is available to students

and alumni who want to examine career options or gather occupational information. A wealth of career-related information is available both in the Center's resource library and on their web site.

Experiential learning services provided by the Center aid students in locating credit and non-credit, paid and unpaid internship opportunities within the local Triad area, as well as in other locations worldwide. Also, part-time on- and off-campus employment and summer job information is available.

Full-time job search assistance is provided through a number of programs and services. Full-time jobs are posted on the Career Services web site. Individual appointments may be scheduled with staff to discuss career concerns and job search strategies, as well as preparation of vita/resume and related documents. Career Days are held throughout the year to assist students with their post-graduation plans. UNCG's campus-wide Fall Career Day and Spring Career Expo focus on business, industry, and government opportunities for all students. A consortium Career Fair for Ph.D. and Master's students interested in careers outside academe is scheduled in the fall. Nursing Career Day and Education Career Day are held for targeted programs. A Reference File Service is available to students seeking employment in the field of education (K-12 or higher education) and those seeking graduate school admissions.

Cashier's and Student Accounts Office

151 Mossman Building
(336)334-5831
fsv.uncg.edu/cashiers.html
Hours: M-F, 8 am-5 pm

The Cashier's and Student Accounts Office is comprised of four functional areas: Cashiers, Student Accounts Receivable, Perkins Loans and CASAO Accounting and is responsible for all tuition and fee payments and the distribution of financial aid checks. Students should contact the Cashier's and Student Accounts Office with any questions pertaining to tuition and fees or payment deadlines during registration periods.

Disability Services, Office of

208 Elliott University Center
(336) 334-5440 (voice and TTY)
www.uncg.edu/ods
Hours: M-F, 8 am-5 pm, appointments encouraged

The Office of Disability Services advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and are aimed toward enabling students with disabilities to compete on an equal basis in the classroom with their peers. Currently, more than 350 students receive some type of academic assistance. Students must register with the office and provide necessary documentation prior to receiving services.

Enrolled Graduate Student Services

241 Mossman Building
(336) 334-5596
www.uncg.edu/grs

The Enrolled Student Services Department in The Graduate School provides the following services:

- Removal of provisional admission.
- Transfer credit approval.
- Independent study approval.
- Plan of study evaluation and approval.
- Time extension approvals.
- Graduation clearances, including ordering of diplomas and overseeing commencement activities.
- Policy interpretation.

Financial Aid Office

723 Kenilworth Street
(336) 334-5702
fia.dept.uncg.edu
Hours: M,T,W,F, 8 am-5 pm; Th, 8 am-4 pm

Through its Financial Aid Office, UNCG administers an extensive financial aid program. Available aid includes scholarships, grants, and loans. The Financial Aid Office assists students with all phases of financial aid application, processing, and awarding.

Information Technology Services

(336) 256-TECH
its.uncg.edu

ITS, the University's central technology organization, provides computing services to students, including help desk services, workshops, consultation, and on-line help resources. Every registered UNCG student may activate e-mail and network accounts for using UNCG's computing resources. Through the Student Laptop Initiative, students may purchase University-supported laptops at reduced prices. See its.uncg.edu/laptop for details.

PC and Macintosh computers and printers are available in computer labs across campus. Locations and hours are listed its.uncg.edu/Labs/Hours/.

Student Consulting

Hours: Jackson Library operating hours

The SuperLab in Jackson Library offers general walk-in computing assistance to students.

International Programs Center

127 McIver Street
(336) 334-5404
www.uncg.edu/ipg
Hours: M-F, 8 am-5 pm

A student in good standing in a UNCG graduate degree program who has satisfied any conditions of admission may be eligible to participate in a study abroad program. Students should check with their departments for additional options.

UNCG Exchange Programs

Through various exchange agreements, a UNCG student may trade places with a student in another country. Under these arrangements, students study abroad for approximately the cost of study in residence at UNCG. Opportunities for such exchange are currently available in Australia, Austria, Canada, Estonia, Finland, France, Germany, Ireland, Israel, Japan, Korea, Mexico, New Zealand, Poland, Spain, Sweden, Turkey, and the United Kingdom.

International Student Exchange Program

As a member of ISEP (a Washington-based exchange organization), UNCG is able to place students in any one of 100 cooperating universities in 35 countries overseas. The cost of such study is about the same as study in residence at UNCG.

Summer Abroad Programs

UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as Greece, Mexico, Spain and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

The UNCG Study Abroad Committee and the International Programs Center

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in international education. The Committee is constantly working to expand study abroad options for UNCG students and make them available at reasonable cost. In addition, the Committee may recommend to the student's department that credit earned abroad be transferred to the UNCG graduate degree program, subject to transfer regulations published in *The Graduate School Bulletin*. For academic counseling about study abroad, students should consult their advisor and contact the International Programs Center and The Graduate School well in advance of travel plans.

UNC-Exchange Program

UNCG serves as the central administrative office for The University of North Carolina Exchange Program (UNC-EP). The UNC-EP was established by the Board of Governors of The University of North Carolina in 1997 as the official system-wide student exchange program of the university system. It offers students at any of UNC's 16 campuses the opportunity to participate in affordable, high-quality, semester or year-long study abroad programs.

International Student and Scholar Services

The International Student and Scholar Services provide information, assistance, guidance, and support to all international students at UNCG.

Parking Services Office

Walker Avenue Parking Deck
(336) 334-5681
parking.uncg.edu
Hours: M-F, 7:30 am-5 pm

University parking permits may be obtained from the Parking Services Office and are valid for the academic year. Permits purchased later in the year are prorated.

The Parking Services web page offers a list of students looking for car pools.

Spartan Mail Center (Campus Mail)

Dining Hall Atrium
(336) 334-5620
spartanmail.uncg.edu
Hours: M-F, 8:30 am-4 pm

The Spartan Mail Center distributes and collects campus mail and can handle all types of U.S. Postal Service mail including Express, Certified, and Insured as well as UPS services. Stamps are available at vending machines outside the Spartan Mail Center and in Elliott University Center. Drop boxes are located in the Atrium. Campus mail boxes are assigned to residential students.

Statistical Consulting Center

383 Bryan Building
(336) 334-5836
www.uncg.edu/mat/sta/consulting.html
Hours: By appointment

The Statistical Consulting Center (SCC) is a campus-wide service center available to faculty, staff, and students seeking statistical advice during any stage of research including planning, proposal writing, design, or analysis. The staff of the SCC consists of Ph.D. statisticians.

Student Health Services

Gove Student Health Center
(336) 334-5340
shs.dept.uncg.edu

The Medical Service
Appointments: (336) 334-5334
Pharmacy: (336) 334-3348
Hours: M-F, 8 am-8 pm; Sat, 9 am-12 noon; Sun, 5-8 pm

Health care providers, including physicians, physician assistants, nurse practitioners, and nurses are available during regular clinic hours to provide students with primary medical care, including gynecological services and sports medicine, by appointment. For sudden illness, injuries, or unexpected problems, students may come in without an appointment. Clinical support services include laboratory, x-ray, and pharmacy services.

Students enrolled for nine or more hours pay a Student Health Fee each semester. This fee pays for medical office visits and Health Education and Wellness programs and services. Additional charges are assessed for some support services, such as laboratory procedures, pharmaceutical items, and x-rays. Students enrolled for less than nine hours may elect to pay the health fee or may choose to be seen on a "fee-for-service" basis.

Students referred for hospitalization, specialty care, and diagnostic services not offered through the Student Health Services are responsible for the cost of these services. Beginning in Fall 2007, students enrolled for six or more credit hours will be required to show proof of health insurance. Students who do not have health insurance coverage will be provided a cost effective insurance policy, designed especially for a student population. The cost of the policy will be added to the student's UNCG account. Details on the coverage and information on the costs can be found at studenthealth.uncg.edu/studenthealthinsurance.

The Counseling and Testing Center
Gove Annex, 1605 Spring Garden Street
(336) 334-5340
Hours: M-F, 8 a.m.-5 p.m.

The Counseling and Testing Center is staffed by psychologists, counselors, and a psychiatrist and offers brief individual, group, and couples' counseling and psychotherapy for students, crisis intervention, and referrals to community agencies. The Center also administers standardized educational testing.

The Wellness Center
Gove Annex, 1605 Spring Garden Street
(336) 334-3190

The Wellness Center provides program and resources designed to increase the University community's knowledge of wellness issues. Students are invited to use the Wellness Center resources for courses, papers, and presentations. Staff can assist students in organizing and providing educational programs for groups or classes.

UNCG First Card ID Center

121 Elliott University Center
(336) 334-5651
firstcard.uncg.edu
Hours: M-F, 8 am-5 pm

The UNCG First Card Plus is the official identification card for all students, faculty, and staff and is required at many campus facilities and services such as the Library, Student Health Center, and Campus Recreation Center.

The UNCG First Card Plus offers the E-Cash feature. Students may apply money to the E-Cash feature at the First Card Center or Cash-to-Chip machines around campus. E-Cash can then be used at campus dining locations, UNCG Bookstore, Campus Recreation Center, Student Health Center, Parking Services, Jackson Library, laundry, and Pepsi machines.

Lost, stolen, or damaged IDs will be replaced for a $15 fee.

University Libraries

(336) 334-5304
library.uncg.edu
Hours: Vary by semester; consult web page.

The University Libraries, including Jackson Library and the Music Library, are collectively the leading public research library in the Piedmont Triad of North Carolina.

The Libraries now own more than 3.4 million items including 1.1 million bound volumes, 747,000 federal and state documents, and 1,051,000 items in microtext. It subscribes to approximately 3,700 printed newspapers, periodicals, and other serials, more than 36,000 electronic journals in full-text, and more than 306,000 electronic books. Access to more than 319 on-line databases and the Internet vastly expands the information resources available to students and faculty. Most of those databases are also available off-campus via the Internet with a valid UNCG ID. Journal Finder, a software system developed by Jackson Library, allows easy, convenient access to journal articles in the University

Libraries's print and electronic collections, and the ability to order other articles from document delivery suppliers or interlibrary loan, all from one desktop interface.

Jackson Library has reading rooms, carrels, and study areas in the stack sections and faculty studies. The CITI (Center for Information Technology and Instruction) is a computer lab frequently used for instruction; and Computing and Information Systems' SuperLab is an open computer lab with more than 140 PC's and Macs available for use by UNCG students, faculty, and staff. Both labs are located on the first floor in the Tower area.

Staff members are always available to provide information and assistance. Specialized services include orientation tours and instruction in how to use library and electronic information resources. Information about most library materials may be accessed through the Libraries' web pages.

The Martha Blakeney Hodges Special Collections and University Archives Department includes the Woman's Collection; the world's largest collection of cello music materials; and the Randall Jarrell, Lois Lenski, and George Herbert collections. Subjects include collections dealing with the history of physical education and dance, American detective fiction by and about women, book arts, juvenile literature, and girls books in series. The Special Collections Department has a notable collection of rare books in several fields, including author collections of the important editions of the works of Emily Dickinson, T.E. Lawrence, and Charles Dickens.

The University Archives preserves and digitizes manuscript, printed, artifactual, and iconographic materials pertaining to the history of The University of North Carolina at Greensboro. The Women Veterans Historical Project, located within the University Archives, preserves the record and encourages the study of women working in and with the military of the United States. It documents the experience of women veterans with particular emphasis on World War II.

Jackson Library is a full depository for North Carolina state documents and a selective depository for U.S. government documents. It also houses small spoken-word and leisure listening music collections. The Music Library is located in the School of Music Building. Its holdings exceed 64,000 items.

The Libraries are able to borrow material from other libraries for faculty and graduate research by means of interlibrary loan and document delivery services. Through a cooperative lending agreement with the other 15 campuses of The University of North Carolina, faculty members and graduate students may borrow books directly from the libraries of those institutions. See the Circulation Department's web page "Borrowing Library Materials" (http://library.uncg.edu/depts/circ/checkout.html) for details.

All students cross-registered in the Greater Greensboro Consortium have direct borrowing access to the libraries in those institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

University Registrar's Office

180 Mossman Building
(336) 334-5946
www.uncg.edu/reg
Hours: M-F, 8 am-5 pm

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

The URO provides the following services as well:

- **Certification/Verifications** of student enrollment to various agencies and institutions upon the student's written request.
- **Change of Address or Name** in the office or on line at UNCGenie. (A photo ID and legal document are required to process name changes.)
- **Consortium (Greater Greensboro) registration forms**
- **Transcript of Academic Record** to a student upon written request. Transcript pick-up and mailing services are available. There is a fee for the issuance of a transcript.
- **University Directory Information.** Federal law permits the University to release the following types of information to the public without the student's consent: Names; mailing, permanent and e-mail addresses; telephone number; date of birth; dates of attendance; class enrollment status; major; degree(s); honors and awards. Parents' information is not made available.

- **Suppression of Student Directory Information.** Under the 1974 Family Education Rights and Privacy Act, the student has the right to request in writing that the disclosure of this information be withheld from persons outside the University. Please note that this information can be suppressed from the public, NOT from University officials. To have address and phone number information suppressed from the printed University Directory, a student must file a form with the URO by Sept. 1. Requests to suppress information from the web directory can be made at any time. Requests must be filed while the student is still enrolled at the University. Once a student's information is suppressed, it will not be released to any outside agency nor printed in the Commencement Program upon the student's graduation without the student's written request. The suppression of information remains in effect until revoked in writing by the student, even after the student is no longer enrolled.
- **Release of Grades and GPA Information.** Grades and grade point averages are never released to agencies or persons outside the University without the written consent of the student. Grades and GPA information are not given out by telephone.

Campus Opportunities

Arts and Entertainment

Academic Programs in the Arts

The School of Music and the departments of Art, Broadcasting and Cinema, Dance, Interior Architecture, and Theatre, as well as the English Department's M.F.A. Creative Writing Program, provide opportunities for students to enjoy performances, exhibits, and readings in the visual, performing, literary, and creative arts. Schedules and ticket information are available through each department or program's web site.

Elliott University Center

(336) 334-5510
euc.uncg.edu

The EUC houses a 480 seat auditorium, a multicultural resource center, a meditation center, meeting rooms with state-of-the-art technology, open lounge areas, and meeting and office spaces for student organizations.

EUC Art Gallery

The gallery highlights traveling visual artists' exhibits as well as faculty and student exhibits.

Game Room

Hours: M-Sat, 12 noon-10 pm; Sun, noon-6 pm

Located on the ground floor, the game room has competition-sized billiard tables, pinball and video machines, air hockey, table tennis, and board games, as well as a wide-screen TV. The game room can be reserved for special events and groups upon request.

Information Desk

Located on the first floor near the grand stairwell, the Info Desk is staffed by friendly students willing to assist with general information including directions to a building on campus, off-campus apartment and roommate listings, maps of the city of Greensboro, local bus schedules, and other reference resources. The Info Desk can also help with information concerning student addresses and telephone numbers, lost and found matters, and calendar information.

Reservations Office

Room 221
(336) 334-5378
reservations.uncg.edu
Hours: M-F, 8 am-4 pm

The Reservations Office is responsible for coordination of meeting and lounge space in EUC. No rental fee is charged to affiliated student organizations, student study groups, or university departments for use of space. Fees are assessed for special services provided by EUC staff, for special room arrangements other than standard set-up, for catering and for equipment (see EUC Policy Manual). Non-University-affiliated groups wishing to rent facilities will be handled on a case-by-case basis and will be referred to the Office of Continual Learning for sponsorship. Rental and other fees will be charged. Profit-making ventures are excluded by law from the University campus (see Merchandising Policy).

Retail Outlets

The UNCG Bookstore and the EUC Food Court are located in the Student Commons area. Wachovia and Cash Points (State Employees Credit Union) ATMs, a postage vending machine, First-Card Cash-to-Chip machine and copiers are also located near the Info Desk.

University Offices

The Office of Student Life, the Career Services Center, Disability Services, the Office of Orientation, the Office of Multicultural Affairs, the Office of Leadership and Service Learning, the Office for Adult Students, the UNCG First Card Center, and the University Box Office and Arts Information Center are housed within the EUC.

Other Services and Spaces

- Macintosh computers are located within the dining area for e-mail and internet access.
- A television lounge in Room 50
- Lockers for commuter students
- An emergency car care kit
- A ride board

Student Organizations

Graduate Student Association
www.uncg.edu/student.groups/gsa/

The GSA serves as the collective voice and power of the graduate student body in interactions with University administration and faculty. Through the GSA, graduate students are given opportunity to sit on campus committees affecting school policy and student affairs. Every graduate student at UNCG is a member of the GSA's Legislative Body and is invited to attend meetings and be an active member. Legislative Body meetings are held four times per semester.

Music Performance Organizations

All music organizations are open to all University students by audition: Chamber Singers, Contemporary Chamber Players, University Chorale, University Band, Symphonic Band, Men's Glee Club, Women's Glee Club, University Women's Choir, University Symphony Orchestra, University Wind Ensemble, World Music Ensemble, Percussion Ensemble, Jazz Ensembles, Baroque Ensemble, and Pep Band. Chamber ensembles for instrumentalists are organized each semester.

UNCG Affiliated Student Organizations
web.uncg.edu/stn/student.groups/

The above web pages lists information regarding the myriad of student organizations available, which fall in the following categories: Community service and philanthropy, governance, honorary societies, media, multicultural, national societies and professional groups, departmental, performance and fine arts, political/activist/environmental, religious, special interests, and sport clubs.

University Box Office

129 Elliott University Center
(336) 334-4TIX (4849)
boxoffice.uncg.edu/
Hours: M-F, 12 noon- 5 pm

The University Box Office sells tickets to arts-orientated and student organization events on campus. There are two locations of the University Box Office, in the Elliott University Center (on the first floor near the Library Connector) and in the School of Music. For most events, the University Box Office also sells tickets in the specific venue on the evening of the event. The Box Office will open one hour before show time on these evenings.

Tickets may also be purchased by phone, fax, mail, and online (University Concert & Lecture Series only).

University Concert & Lecture Series

Each year, the University Concert & Lecture Series (UCLS) presents an assortment of programs including musical concerts, drama, and dance by touring performing artists. A committee of students, faculty, and staff members serve as an advisory board to the Office of Student Life for the selection of each performance.

As season subscribers, students enjoy the innovative variety and excitement that UCLS is best known. UNCG students can purchase season tickets for as little as $32 or $7 for individual performances. Students may purchase two discounted tickets, per performance, with their UNCG Student ID and invite a family member or friend to share the excitement of a live show.

Season tickets are on sale beginning in July through the University Box Office in Elliott University Center. Tickets for individual performances are available beginning in August.

Weatherspoon Art Museum

Anne and Benjamin Cone Building (corner of Spring Garden & Tate Streets)
(336) 334-5770
weatherspoon.uncg.edu
Hours: T,W,F, 10 am-5 pm; Th, 10 am-9 pm; Sat-Sun, 1-5 pm

The Weatherspoon Art Museum, UNCG's contemporary art museum, is nationally known for its outstanding collections and dynamic exhibition program. Founded in 1941, the Weatherspoon has focused on building a permanent collection of modern and contemporary American art that is considered one of the best in the Southeast. The collection of nearly 5,500 works of art represents all major art movements from the beginning of the 20th century to the present. Willem de Kooning, Robert Rauschenberg, Louise Bourgeois, Alexander Calder, Cindy Sherman, Louise Nevelson, and Andy Warhol are just a few of the major artists represented. Other highlights include the Dillard Collection of Art on Paper; the Claribel and Etta Cone Collection, which includes prints and bronzes by Henri Matisse and other European and American modernists; and the Lenoir C. Wright

Collection of Japanese Prints. The Weatherspoon earned re-accreditation from the American Association of Museums in 2005.

The Weatherspoon's calendar of more than 20 exhibitions per year offers opportunities to students, faculty, and the public to see and learn directly from significant examples of modern and contemporary art. Featured are the work of outstanding artists of national and international reputation; thematic group exhibitions on timely aesthetic, cultural, and social issues; participants in the Falk Visiting Artists Program (co-sponsored with the Department of Art); small focused exhibitions of emerging artists; selections from the permanent collection; and M.F.A. thesis shows and faculty biennials. The Weatherspoon offers regular tours and educational programs that include lectures and gallery talks by visiting artists, scholars, and critics; panel discussions; film and video series; and other after-hours events.

Admission is free and open to the public. The museum is wheelchair accessible. UNCG students can participate in the museum Docent program, the Gallery Greeters program, and other volunteer opportunities. Student membership is $15 per year and provides a number of benefits including exhibition announcements, a subscription to the quarterly newsletter *ARTicles*, discounts in the museum store, and invitations to special members' events.

Sports and Recreation

Campus Recreation, Department of

412 Student Recreation Center
Main Desk/Court Reservations: (336) 334-4030
Office: (336) 334-5924
24 hour Information Line: (336) 334-3060
Schedules: campusrec.uncg.edu

The Department of Campus Recreation, located in the Student Recreation Center, provides a variety of recreational and educational services as listed below, as well as a golf practice area, tennis courts, lighted fields, and Rosenthal Pool located in the HHP Building.

Student Recreation Center

The Student Recreation Center (Rec Center) covers 86,900 square feet and includes a 38-foot indoor climbing wall (The Edge), a three-court gymnasium for basketball, volleyball, soccer, and badminton, a jogging track, racquetball courts, and two weight rooms with free weights and selectorized and plate loaded strength training equipment. Cardiovascular exercise areas include bikes, elliptical trainers, treadmills, and rowers. Televisions are available on the second floor for workout entertainment. Saunas are available in each locker room. Use of the Rec Center and pool are free for currently enrolled students. Spouses/life mates of students may be sponsored for a paid membership.

Campus Recreation Courts and Irwin Belk Recreation Track

Two outdoor basketball and volleyball courts, a picnic Pavilion, and a running and walking trail are located north of the Rec Center. Facilities are free and open to UNCG students and Rec Center members. Basketballs and volleyballs may be checked out with a current ID at the Rec Center.

Fitness

Fitness classes are offered daily in the fitness and spin studios. The Fitness program offers the beginner and new-exerciser fitness orientations and proper set up and exercise technique. For all exercisers the Fitness program offers fitness assessments. Specialty classes, such as Power Yoga and Pilates, are popular, noncredit activities available each semester for a nominal fee. The Personal Training program offers one-on-one instruction that incorporates a specialized workout designed for each individual's specific goals. The fee is minimal for this service and individuals can sign up at the reception desk on the fourth floor of the Rec Center. Additional programs such as weight management, instructor training and educational workshops are on going.

Piney Lake

(336) 334-4273

Piney Lake, 15 minutes southeast of campus, offers currently enrolled students free seasonal recreation from April through October. Students may swim, kayak, canoe, fish, and picnic and play Frisbee, volleyball, and horseshoes. Summer memberships are available for students who were enrolled in the previous spring semester. The Hilltop Lodge, Lakeside Lodge, and picnic area are available by reservation year-round.

Club Sports

(336) 334-5924

Club Sports are affiliated student organizations serving students' individual interests in a variety of competitive, recreational/social, and instructional sporting activities. Currently, thirteen active clubs are offered—equestrian, women's soccer, volleyball, men and women's rugby, men's lacrosse, men's and women's ultimate frisbee, badminton, tennis, swim, football, and ice hockey. Students are welcome to start their own club.

The Edge (Climbing Wall)
(336) 334-4708

The Edge is a 38-foot indoor climbing wall located in the north end of the Rec Center. Climbing is free to students and Rec Center members. Climbing workshops, belay certifications, shoe rental, and group climbing events are available. The wall provides climate-controlled rock climbing and bouldering with challenges for beginning and advanced climbers.

Intramural Sports
(336) 334-5924

Intramural Sports leagues are offered for men and women in the following traditional sports; flag football, outdoor soccer, volleyball, softball, indoor soccer, and basketball. Co-recreational leagues are offered in the above-mentioned sports. Additionally, Intramural Sports hosts the Jack Cooke Golf Classic and Intramural Flag Football and Basketball All Star Games.

Outdoor Adventures
(336) 334-4033

The Outdoor Adventures Program, located on the first floor of the Rec Center (enter from brick sidewalk between Rec Center and HHP building) offers outdoor trips and activities as well as an outdoor equipment rental center. Student-led trips geared toward beginners and the experienced include canoeing, whitewater and sea kayaking, hiking, rafting, caving, skiing, and rock climbing. The rental center provides outdoor maps and basic backpacking and camping equipment for personal outdoor trips.

Team QUESt (Quality University Experiences for Students)
(336) 334-4855
e-mail: teamquest@uncg.edu

Team QUESt is an experientially based leadership and team building program that facilitates group development. Programs are designed to meet the client's specific needs. Activities allow a variety of ages and physical abilities to participate and include low and high challenge course elements, team orienteering, classroom workshops, and portable initiatives.

Employment Opportunities

The Department of Campus Recreation hires graduate assistants and approximately 160 undergraduate and graduate students to assist in the operation of the programs and Department.

Spartan Athletics

Athletics Ticket Office: (336) 334-3250
uncgspartans.com

The University fields eight men's and eight women's teams affiliated with the NCAA Division I and the Southern Conference. Men's teams are baseball, basketball, cross country and track, golf, soccer, tennis, and wrestling. Women's teams are basketball, cross country and track, golf, soccer, softball, tennis, and volleyball. The University also supports a pep band, a dance team, and a cheer-leading squad.

Admission is free for UNCG students with a valid UNCG First Card ID to all exhibition and regular-season home athletic events. Certain games in the Greensboro Coliseum, pre-season, post-season, and special events are not included. Schedules are posted on the Spartans' web page.

University Policies

All students at UNCG, graduate and undergraduate, are responsible for observing all federal, state, and local laws as well as the regulations of The University. The University has developed policies relating to certain kinds of behavior and circumstances, some of which are of particular interest or significance to graduate students. Judicial policies related to student conduct and full statements of the following policies may be found at studentconduct.uncg.edu.

1. Academic Integrity Policy
2. Drug Policy and Operational Procedures
3. Copyright Compliance Policy
4. Discriminatory Conduct Policy
5. Sexual Harassment Policy
6. Public Safety (including motor vehicle registration and parking regulation)
7. Student Records (academic and nonacademic)

Conflict of Interest: Student-Instructor Relationship

It is essential to the promotion of high academic standards and maintenance of sound professional practice that the student-instructor relationship be free of real or apparent conflicts of interest based on familiar relationships. To this end, a member of the faculty shall not serve in any capacity that will involve evaluating the academic performance of a graduate student when there exists between them a relationship in the first or second degree of affinity or consanguinity or when they otherwise are so closely identified with one another as to suggest a possible conflict of interest.

UNIVERSITY HISTORY AND OFFICERS

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina at Greensboro is one of the 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new 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 North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through Legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as 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 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

General Administration Council of The University of North Carolina

President
Erskine B. Bowles, B.S., M.B.A.
Senior Vice President for Academic Affairs
Harold L. Martin, Sr., B.S., M.S., Ph.D.
Chief of Staff
Jeffrey R. Davies, B.S., M.B.A., C.P.A.
Secretary of the University
L.B. Corgnati, Jr., B.S., M.S.
Vice President for Research and Sponsored Programs
Russ Lea, B.S., Ph.D.
Vice President for Academic Planning and University School Programs
Alan R. Mabe, B.A., M.A., Ph.D.
Vice President for Finance
Robert O. Nelson, B.A., M.P.A.
Vice President for Information Resources and CIO
Robyn R. Render, A.S., B.S., M.A.
Vice President for Federal Regulations
Kimrey Rhinehardt, B.A.
Vice President for Government Relations
Lee Andrew (Andy) Willis, B.S., M.P.A.
Vice President and General Counsel
Leslie J. Winner, A.B., J.D.

Senior Associate Vice President for Academic and Student Affairs
Robert (Bobby) C. Kanoy III, B.A., M.A., Ph.D.
Associate Vice President for Economic Development Research, Policy and Planning
Leslie Boney III, B.A.
Associate Vice President for Communications and Special Assistant to the President
Joni B. Worthington, B.A., M.A.

Board of Governors of The University of North Carolina

Class of 2007	Class of 2009
Brent D. Barringer	Bradley T. Adcock
R. Steve Bowden	Peaches Gunter Blank
F. Edward Broadwell, Jr.	Laura W. Buffaloe
William L. Burns, Jr.	Phillip R. Dixon
John W. Davis III	Ray S. Farris
Peter D. Hans	Dudley E. Flood
Charles A. Hayes	Hannah D. Gage
Peter Keber	H. Frank Grainger
Adelaide Daniels Key	Charles H. Mercer, Jr.
G. Leroy Lail	Fred G. Mills
Charles S. Norwood	Jim W. Phillips, Jr.
Cary C. Owen	Irvin A. Roseman
Patsy B. Perry	William G. Smith
Gladys Ashe Robinson	J. Craig Souza
Estelle W. Sanders	J. Bradley Wilson
Priscilla P. Taylor	David W. Young

Members Emeriti	Ex-Officio
James E. Holshouser, Jr.	Derek T. Pantiel

History of The University of North Carolina at Greensboro

1891 The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the STATE NORMAL AND INDUSTRIAL SCHOOL. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. In 1896 its name was changed to the STATE NORMAL AND INDUSTRIAL COLLEGE. Charles Duncan McIver, who with other pioneers in public education crusaded for women's education, was the first president, serving from 1892 until his death in 1906. He was followed by Julius I. Foust, who served until 1934.

1919 In 1919, the school was renamed NORTH CAROLINA COLLEGE FOR WOMEN, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education. The first graduate degree, the Master of Arts, was awarded in 1922.

1931 The General Assembly of 1931 combined the North Carolina College for Women, The University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a single Consolidated University. The campus at Greensboro thus became THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA.

1963 "W.C." became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At this time, the Greensboro campus was again renamed as THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. The first doctoral degree was awarded in 1963.

1971 In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

1995 Patricia A. Sullivan became the ninth chancellor and the first woman chancellor of the University.

2007 UNCG's fall 2006 enrollment was 16,728—23% of whom were graduate students—with 1,001 full- and part-time instructional faculty. UNCG offers over 100 undergraduate areas of study, master's degrees in a wide variety of concentrations, and 23 doctoral programs. The campus on Spring Garden Street, its original location, has grown to 204 acres and 96 buildings.

The Mission of The University of North Carolina at Greensboro

(Approved by The University of North Carolina Board of Governors, November 14, 2003)

The University of North Carolina at Greensboro is a diverse, student-centered research university, linking the Triad and North Carolina to the world through learning, discovery, and service. As a doctorate-granting institution, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally recognized researchers and artists.

Affirming the liberal arts as the foundation for lifelong learning, the university provides exemplary learning environments on campus and through distance education so that students can acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. Co-curricular, residential and other programs contribute to students' social, aesthetic, and ethical development.

The University of North Carolina at Greensboro is a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged students, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member.

Board of Trustees of The University of North Carolina at Greensboro

Academic Year 2005-2006

Kate R. Barrett
Earlene Hardie Cox
Jean E. Davis
Carolyn Ferree
Stephen C. Hassenfelt
Karen McNeil-Miller
Richard L. Moore
William J. Pratt
Jane Preyer
Thomas W. Ross
James N. Smith
Gwynn Swinson

Ex Officio Member (one-year term)

Jonae Wartel, Student Government President

Officers of The University of North Carolina at Greensboro

Administrative

Office of the Chancellor

Chancellor
Patricia A. Sullivan, Ph.D.
Executive Assistant to the Chancellor
Sharlene O'Neil, B.S.
University Counsel
Lucien Capone, J.D.
Director, Intercollegiate Athletics
Nelson E. Bobb, M.Ed.

Office of the Provost

Provost and Vice Chancellor for Academic Affairs
A. Edward Uprichard, Ph.D.
Senior Associate Provost for Academic Affairs
J. Alan Boyette, Ph.D.
Associate Provost for Enrollment Services
M. Cynthia Farris, Ph.D.
Associate Provost for International Programs
Lynette K. Lawrance, Ph.D.
Associate Provost for Undergraduate Education
Kathleen Rountree, D.M.
Associate Provost for Research and Public/Private Sector Partnerships
Rosemary C. Wander, Ph.D.
Project Manager, Student Information Systems
Vacant
University Registrar
Kelly A. Rowett-James, Ph.D.
Dean, Division of Continual Learning
Robert M. Brown, Ph.D.
Dean, The Graduate School
James C. Petersen, Ph.D.
Director, Office of Sponsored Programs
Valera T. Francis, Ph.D.
Director, Admissions
Elise K. Keller, M.S.
Director, Financial Aid Office
Deborah D. Tollefson, M.Ed.
Director, Student Success Center
John E. Foreman, M.A.
Director, University Teaching and Learning Center
Ray C. Purdom, Ph.D.
Assistant Vice Chancellor for Institutional Research
Sarah D. Carrigan, Ph.D.
Assistant Vice Chancellor for EPA Personnel
Patsy Baird O'Rork, M.P.A.
Assistant Vice Chancellor for Academic Resources
David A. Vaughan
Director, International Student and Scholar Services
Anelise Z. Hofman, M.A.
Director, Student Academic Services
Robert A. Ross, M.Ed.
University Librarian, The University Libraries
Rosann V. Bazirjian, M.S.S., M.S.L.S.

Office of Information Technology Services

Vice Chancellor for Information Technology Services
James Clotfelter, Ph.D.
Associate Vice Chancellor for Client Services
Gloria E. Thornton, M.A.
Associate Vice Chancellor for Systems and Networks
Donna Heath, M.S.
Associate Vice Chancellor for Data Services
Larry Henson, M.S., M.B.A.
Assistant Vice Chancellor for Technology Planning (Information Security Officer)
R. Chuck Curry, Jr., B.A.
Assistant Vice Chancellor for Management Information Systems
Moreland Smith, B.A.
Assistant Vice Chancellor for Application Services (University Web Master)
Todd Sutton, B.A.
Assistant Vice Chancellor for Systems
Susan S. Hensley, M.S.
Assistant Vice Chancellor for Project Management
Michael Durr, M.S.
Assistant Vice Chancellor for Management and Budget
Vickie Gaskill, B.S., B.A.

Office of Business Affairs

Vice Chancellor for Business Affairs
Reade Taylor, M.B.A.
Associate Vice Chancellor for Facilities
Davis B. Lumpkin, B.S.E.E.
Associate Vice Chancellor for Finance
Steven W. Rhew, B.S.
Associate Vice Chancellor for Human Resources
R. Alan Bridge, M.A.
Assistant Vice Chancellor for Auxiliary Services
Michael T. Byers, B.A.
Assistant Vice Chancellor for Business Services
Shannon B. Clegg, B.A.
Assistant Vice Chancellor for Foundation Finance
Jill Goodman, B.S.
Assistant Vice Chancellor for Public Safety and Police
Rollin Donelson, M.Ed.
Assistant Vice Chancellor for Enterprise Administrative Applications
Laura Young, M.B.A.

Office of University Advancement
Vice Chancellor for University Advancement
Patricia W. Stewart, Ed.D.
Associate Vice Chancellor for University Relations
Helen C. Dennison, M.A.
Assistant Vice Chancellor for Development Constituent Programs
Laura Pitts, M.Ed.
Assistant Vice Chancellor for Central Development Programs
Lynn Bresko, B.A.
Director, Alumni Affairs
Rebecca Menghini, M.S.
Director, Advancement Services
Donna Sexton, B.S.
Director, Annual Giving
Terri Burris, M.S.Ed.
Director, University Relations
John S. Gilliam, B.A.
Director, Web Communications
Miriam C. Barkley, M.L.S.
Director of Development for Athletics/Spartan Club
John M. Roach, B.S.
Capital Campaign Director
Michelle Schneider, M.P.A.

Office of Student Affairs
Vice Chancellor for Student Affairs
Carol S. Disque, Ph.D.
Associate Vice Chancellor for Student Affairs
Cheryl M. Callahan, Ph.D.
Assistant Vice Chancellor for Student Affairs and Director of Student Life
Bruce J. Michaels, M.A.
Dean of Students
Jennifer Day Shaw, Ph.D.
Medical Director, Student Health Services
Peter H. Patterson, M.D.
Director, Student Health Services
Tresa M. Saxton, Ph.D.
Director, Career Services Center
Donna J. Seckar, M.Ed.
Director, Campus Recreation
Cynthia M. Hardy, M.A.
Director, Counseling and Testing Center
Edward F. Morris, Ph.D.
Director, Disability Services
Mary E. Culkin, M.S.
Director, Housing and Residence Life
Mary L. Hummel, Ph.D.
Director, Multicultural Affairs
Audrey O. Daniel, M.S.
Director, Office for Adult Students
Brooks G. Graham, B.A.
Director, Office of Orientation
Kim Sousa-Peoples, Ph.D.
Director, Office of Leadership and Service Learning
Cathy H. Hamilton, Ph.D.

Academic

Chancellor
Patricia A. Sullivan, Ph.D.
Provost and Vice Chancellor for Academic Affairs
A. Edward Uprichard, Ph.D.
Senior Associate Provost for Academic Affairs
J. Alan Boyette, Ph.D.
Associate Provost for Enrollment Services
M. Cynthia Farris, Ph.D.
Associate Provost for Undergraduate Education
Kathleen Rountree, Ph.D.
Associate Provost for Research and Public/Private Sector Partnerships
Rosemary C. Wander, Ph.D.

The Graduate School
James C. Petersen, Ph.D., Dean
Rebecca B. Saunders, Ph.D., Associate Dean
J. Scott Hudgins, M.Div., Assistant Dean

College of Arts and Sciences
Timothy D. Johnston, Ph.D., Dean
Robert C. Hansen, Ph.D., Associate Dean
Denise N. Baker, Ph.D., Associate Dean
Kevin W. Moore, Ph.D., Associate Dean for Research

Department Heads
African American Studies, N. Frank Woods, Jr., Ph.D., Director
Anthropology, Arthur D. Murphy, Ph.D.
Art, Patricia Wasserboehr, M.F.A.
Biology, John J. Lepri, Ph.D.
Broadcasting and Cinema, Vacant
Chemistry and Biochemistry, Patricia H. Reggio, Ph.D.
Classical Studies, Susan C. Shelmerdine, Ph.D.
Communication Studies, Peter M. Kellett, Ph.D.
Computer Science, Robert L. Miller, Ph.D., (Interim)
English, Anne D. Wallace, Ph.D.
Geography, Jeffrey C. Patton, Ph.D.
German, Russian, and Japanese Studies, Andreas Lixl, Ph.D.
History, Charles C. Bolton, Ph.D.
Mathematics and Statistics, Alexander Chigogidze, Ph.D.
Philosophy, Gary Rosenkrantz, Ph.D.
Physics and Astronomy, Stephen C. Danford, Ph.D.
Political Science, Ruth H. DeHoog, Ph.D.
Psychology, George F. Michel, Ph.D.
Religious Studies, William D. Hart, Ph.D. (Interim)
Romance Languages, Carmen T. Sotomayor, Ph.D.
Sociology, Julie V. Brown, Ph.D.
Theatre, Thomas W. Humphrey, M.F.A.
Women's and Gender Studies, Mary Ellis Gibson, Ph.D., Director

Joseph M. Bryan School of Business and Economics
James K. Weeks, Ph.D., Dean
Donald L. McCrickard, Ph.D., Associate Dean
Department Heads
Accounting and Finance, Daniel T. Winkler, Ph.D.
Business Administration, Stephen R. Lucas, Ph.D. (Interim)
Economics, Stuart D. Allen, Ph.D.
Information Systems and Operations Management, Kwasi Amoako-Gyampah, Ph.D.

School of Education
Dale H. Schunk, Ph.D., Dean
Ada L. Vallecorsa, Ph.D., Associate Dean
Betty C. Epanchin, Ph.D., Associate Dean
Department Chairs
Counseling and Educational Development, L. DiAnne Borders, Ph.D.
Curriculum and Instruction, Samuel D. Miller, Ph.D.
Educational Leadership and Cultural Foundations, Ulrich C. Reitzug, Ph.D.
Educational Research Methodology, Terry A. Ackerman, Ph.D.
Library and Information Studies, Orvin L. Shiflett, Ph.D.
Specialized Education Services, John D. Smith, Ph.D. (Interim)

School of Health and Human Performance
David H. Perrin, Ph.D., Dean
Robert Mayo, Ph.D., Associate Dean
Department Heads
Communication Sciences and Disorders, Celia R. Hooper, Ph.D.
Dance, Jan. E. Van Dyke, Ed.D.
Exercise and Sport Science, Kathleen Williams, Ph.D.
Public Health Education, Daniel L. Bibeau, Ph.D.
Recreation, Tourism, and Hospitality Management, Stuart J. Schleien, Ph.D.

School of Human Environmental Sciences
Laura S. Sims, Ph.D., Dean
Vacant, Associate Dean
John C. Rife, Ph.D., Assistant Dean
Department Chairs
Consumer, Apparel, and Retail Studies, Gwendolyn S. O'Neal, Ph.D.
Interior Architecture, Carl T. Lambeth, M.L.A.
Human Development and Family Studies, David H. Demo, Ph.D.
Nutrition, Deborah E. Kipp, Ph.D.
Social Work, Elizabeth W. Lindsey, Ph.D. (Interim)

School of Music
John J. Deal, Ph.D., Dean
David L. Nelson, Ph.D., Associate Dean

School of Nursing
Lynne G. Pearcey, Ph.D., Dean
Virginia B. Karb, Ph.D., Associate Dean
Eileen M. Kohlenberg, Ph.D., Associate Dean
Department Chairs
Adult Health, Anita S. Tesh, Ed.D.
Community Practice, L. Louise Ivanov, D.N.S.
Parent/Child, Hazel N. Brown, M.S.N.

Special Academic Programs
Conflict Resolution, Cathie J. Witty, Ph.D., Director
Genetic Counseling, Nancy E. Callanan, M.S., Director
Gerontology, Janice I. Wassel, Ph.D., Director
Liberal Studies, Kathleen E. Forbes, M.Div., Director

The Graduate Studies Committee of The University of North Carolina at Greensboro

Elected Members
Term Expires 2007
Robin Bartlett, Ph.D., Assistant Professor, Nursing
Laura A. Chesak, Ph.D., Associate Professor, Romance Languages
Garrett W. Lange, Ph.D., Professor, Human Development and Family Studies (Chair, Policies and Procedures Subcommittee)
David Nelson, Ph.D., Professor, Music (Chair)

Term Expires 2008
Zhi-Jun Liu, Ph.D., Assistant Professor, Geography

Term Expires 2009
John Lee Jellicorse, Ph.D., Professor, Broadcasting and Cinema
Larry E. Lavender, Ph.D., Professor, Dance
Steve Layson, Ph.D., Associate Professor, Economics
Barbara Levin, Ph.D., Professor, Curriculum and Instruction

Appointed Members (One-year term)
Micheline Chaloub-Deville, Ph.D., Professor, Educational Research Methodology
Vincent Francisco, Ph.D., Associate Professor, Public Health Education (Chair, Curriculum Subcommittee)
Prashant Patel, Ph.D., Professor, Information Systems and Operations Management (Senate Representative)
Patti Sink, Ph.D., Associate Professor, Music
Martha Taylor, Ph.D., Associate Professor, Nutrition

Ex Officio
James Petersen, Ph.D., Professor, Sociology, Dean of The Graduate School
Kelly Rowett-James, Ph.D., University Registrar
Rebecca B. Saunders, Ph.D., Associate Professor, Nursing, Associate Dean of The Graduate School

Student Members
Kelly Godfrey
Rita Jones-Hyde

COMMUNICATIONS WITH UNCG

This catalog contains information about post-baccalaureate studies at UNCG, including descriptions of degree and certificate programs, admissions procedures, academic regulations, and course offerings. All students should read it carefully and completely and keep the catalog issue effective during their first semester. Prospective students are also urged to read it carefully before contacting University offices. Questions about most sections in this catalog should be directed to either The Graduate School, or where specific to the program of study, to the appropriate academic department. Other correspondence may be directed as follows.

Academic Departments

- Requirements for specific programs
- Academic appeals
- Request for assistantship
- Transfer credit

Alumni Affairs

- Alumni affairs
- Homecoming
- Reservations for Alumni House

Associated Campus Ministries Center

- Religious activities

Career Services Center

- Career counseling for students, alumni
- Part-time jobs, on/off campus
- Workshops
- Reference file service

Cashier's and Students Accounts Office

- Payment of tuition, fees
- Deferral of payment
- Appeals for refund

Financial Aid Office

- Eligibility for financial aid, loans
- Work-study program
- Estimated annual expenses

Gove Student Health Center

- Medical services
- Immunization "Shotline"
- Medical insurance

Graduate School

- Requests for application forms, catalogs, program brochures, campus map
- Status of application
- Admissions
- Regulations, forms required for doctoral study
- Application for graduation
- Academic policies and procedures
- Accreditation
- Faculty positions
- Residence Status for tuition purposes

Graduate Student Association

- Professional development funding
- Thesis/dissertation funding
- Advocacy for graduate student concerns

Housing & Residence Life

- Graduate dormitory
- Meal plans
- Strong College
- Tower Village Suites

Human Resources

- Staff employment
- Benefits

International Programs

- Student services
- Academic advising

Parking Services

- Vehicle registration
- Parking permits
- Campus maps & parking regulations

Registrar

- Registration schedules
- Schedule of courses
- Official transcripts

Student Affairs

- Academic Honor Policy
- Nondiscriminatory & other policies
- Student advocacy services

Student Recreation Center

- Campus recreation
- Fitness programs, equipment
- Piney Lake
- Special events

Summer Session & Continuing Education

- Summer visitor registration
- Extension courses
- Continuing education courses

University Advancement

- Contributions, gifts, or bequests
- Estate planning
- Information services
- Public relations
- University publications

RESOURCES FOR GRADUATE STUDENTS

Issue	Resource	Location	*Phone
Academic Honesty	Student Affairs	149 Mossman	334-5513
Address Change	Registrar's Office	180 Mossman	334-5946
Appeal of rule(s)	See Academic Regulations in The Graduate School Bulletin		
Application, admission, permission to enroll	Graduate School	241 Mossman	334-5596
Audit a Class	Registrar's Office	180 Mossman	334-5946
Bills, deferred payment	Cashier	151 Mossman	334-5831
Computer Sites	Instructional & Research Computing	235 Bryan B & E	334-5350
Continuous Enrollment	See Academic Regulations in The Graduate School Bulletin		
Counseling			
Academic	Academic Department, Advisor or Director of Graduate Study		
Career	Career Services Center	207 Foust	334-5454
Disability	Disability Services	101 Park Bldg	334-5440
Financial	Financial Aid	723 Kenilworth	334-5702
Legal	Student Affairs	149 Mossman	334-5099
Personal (alcohol, drugs, stress, relationships, family, anxiety, emotional concerns)	Student Health Services or	Gove Student Health Ctr.	334-5340
	Counseling/Testing Center	12 Gove334-5874	
Deadlines	See Calendar, appropriate sections in The Graduate School Bulletin		
Emergency			
Fire	University Police	996 Spring Garden St.	334-4444
Police	University Police	996 Spring Garden St.	334-4444
Medical-emergency	University Police	996 Spring Garden St.	334-4444
Medical-other	Student Health Services	Gove Student Health Ctr.	334-5340
Enrollment Verification	University Registrar's Office	180 Mossman	334-5946
Environmental Safety	Office of Safety	Oakland Ave. & Forest St.	334-5179
Safety Escort (Dusk-to-dawn)	University Police	996 Spring Garden St.	334-5919
Grades	See Academic Regulations in The Graduate School Bulletin		
Housing	Housing and Residence Life	Weil-Winfield	334-5636
International Programs	International Programs Center	127 McIver Street	334-5404
Leave of Absence	Graduate School	241 Mossman	334-5596
Learning Disability	Disability Services	157 EUC	334-5440
Library	Walter Clinton Jackson Library	Information	334-5304
		Hours	334-5284
Media Support	Teaching & Learning Ctr.	73 McNutt	334-5078
Name Change	Registrar's Office	180 Mossman	334-5946
Police, non-emergency	University Police	996 Spring Garden St.	334-5963
Records, Transcripts	Registrar's Office	180 Mossman	334-5946
Religious Activities	Assoc. Campus Ministries Center	500 Stirling	334-4266
Rules and Regulations	See Academic Regulations in The Graduate School Bulletin		
Salary-assistantship	Payroll Office or	270 Mossman	334-5748
	Graduate School	241 Mossman	334-5596
Withdrawal from University/ Classes	Graduate School	241 Mossman	334-5596

*Area code 336

GRADUATE FACULTY

Members

Terry A. Ackerman, Professor and Department Chair, Educational Research Methodology, Ph.D., University of Wisconsion Milwaukee

Jeffrey T. Adams, Associate Professor, German, Russian, and Japanese Studies, Ph.D., Northwestern University

Rebecca G. Adams, Professor, Sociology, Ph.D., University of Chicago

Amy L. Adamson, Associate Professor, Biology, Ph.D., Johns Hopkins University

K. Porter Aichele, Professor, Art, Ph.D., Bryn Mawr College

Riad A. Ajami, Professor, Business Administration, Ph.D., Pennsylvania State University

Kenneth D. Allan, Associate Professor, Sociology, Ph.D., University of California Riverside

Stuart D. Allen, Professor and Department Head, Economics, Ph.D., University of Virginia

Kwasi Amoako-Gyampah, Professor and Department Head, Information Systems and Operations Management, Ph.D., University of Cincinnati

Michael Ananian, Associate Professor, Art, M.F.A., Yale University

Arthur D. Anastopoulos, Professor, Psychology, Ph.D., Purdue University

James A. Anderson, Associate Professor, History, Ph.D., University of Washington

Susan L. Andreatta, Associate Professor, Anthropology, Ph.D., Michigan State University

C. Edward Arrington, Professor and Department Head, Accounting and Finance, D.B.A., Florida State University

Dennis W. AsKew, Associate Professor, Music, D.M.A., University of Michigan

Ceola Ross Baber, Professor, Curriculum and Instruction, Ph.D., Purdue University

Edward S. Bach, Associate Professor, Music, D.M.A., British Columbia (Canada)

Denise N. Baker, Associate Dean, College of Arts and Sciences and Professor, English, Ph.D., University of Virginia

Sheldon Donald Balbirer, Associate Professor, Accounting and Finance, Ph.D., The University of North Carolina at Chapel Hill

R. Bruce Banks, Associate Professor, Chemistry and Biochemistry, Ph.D., Florida State University

Beth Ellen Barba, Associate Professor, Nursing, Ph.D., New York University

Matthew Barr, Associate Professor, Broadcasting and Cinema, M.F.A., University of California Los Angeles

Mary A. Barret, Associate Professor, Music, D.M.A., Florida State University

Pamela P. Barron, Associate Professor, Library and Information Studies, Ph.D., Florida State University

Richard E. Barton, Associate Professor, History, Ph.D., University of California Santa Barbara

Walter H. Beale, Professor, English, Ph.D., University of Michigan

Peter M. Bearse, Associate Professor, Economics, Ph.D., University of Virginia

Leandra A. Bedini, Professor, Recreation, Tourism, and Hospitality Management, Ph.D., University of Maryland

Deborah Bell, Professor, Theatre, M.F.A., University of Minnesota Duluth

Gregory C. Bell, Assistant Professor, Mathematics and Statistics, Ph.D., University of Florida

D. Gordon Bennett, Professor, Geography, Ph.D., Michigan State University

James Murray Benshoff, Professor, Counseling and Educational Development, Ph.D., American University

Daniel L. Bibeau, Associate Professor and Department Head, Public Health Education, Ph.D., University of Pennsylvania

Jodi Bilinkoff, Professor, History, Ph.D., Princeton University

Francine Blanchet-Sadri, Professor, Computer Science, Ph.D., McGill University (Canada)

Carolyn Blue, Professor, Nursing, Ph.D., University of Illinois

Charles C. Bolton, Professor and Department Head, History, Ph.D., Duke University

L. DiAnne Borders, Professor and Department Chair, Counseling and Educational Development, Ph.D., University of Florida

J. Phillip Bowen, Professor, Chemistry and Biochemistry, Ph.D., Emory University

Sharon L. Bracci, Associate Professor, Communication Studies, Ph.D., Ohio State University

Robert Bracey, Associate Professor, Music, D.M.A., University of Michigan

Marc Bregman, Professor, Religious Studies, Ph.D., Hebrew University of Jerusalem

Hazel N. Brown, Professor, Nursing, Ed.D., The University of North Carolina at Greensboro

Julie Vail Brown, Associate Professor, Sociology, Ph.D., University of Pennsylvania

Llewellyn G. Brown, Associate Professor, Business Administration, Ph.D., The University of North Carolina at Chapel Hill

William O. Brown, Associate Professor, Accounting and Finance, PhD., Clemson University

Susan J. Buck, Associate Professor, Political Science, Ph.D., Virginia Polytechnic Institute and State University

Cheryl Buehler, Professor, Human Development and Family Studies, Ph.D., University of Minnesota St. Paul

Kelly Burke, Professor, Music, D.M.A., University of Michigan

Michael J. Burns, Associate Professor, Music, D.M.A., University of Cincinnati

William Bursuck, Professor, Specialized Education Services, Ph.D., University of Illinois
E. Holly Buttner, Professor, Business Administration, Ph.D., The University of North Carolina at Chapel Hill
Bruce Jeffrey Caldwell, Professor, Economics, Ph.D., The University of North Carolina at Chapel Hill
Robert M. Calhoon, Professor, History, Ph.D., Case Western Reserve University
Susan D. Calkins, Professor, Psychology, Ph.D., University of Maryland
Roberto E. Campo, Associate Professor, Romance Languages, Ph.D., University of Pennsylvania
Kenneth L. Caneva, Professor, History, Ph.D., Princeton University
Robert E. Cannon, Professor, Biology, Ph.D., University of Delaware
Bonnie F. Canziani, Associate Professor, Recreation, Tourism, and Hospitality Management, Ph.D., Cornell University
James V. Carmichael, Jr., Professor, Library and Information Studies, Ph.D., The University of North Carolina at Chapel Hill
Peter S. Carmichael, Associate Professor, History, Ph.D., Pennsylvania State University
Melanie Carrico, Associate Professor, Consumer, Apparel, and Retail Studies, M.F.A., University of North Texas
Gregory D. Carroll, Associate Professor, Music, Ph.D., University of Iowa
William Pearson Carroll, Professor, Music, D.M.A., University of Cincinnati
Kathleen Casey, Associate Professor, Educational Leadership and Cultural Foundations, Ph.D., University of Wisconsin
Craig S. Cashwell, Professor, Counseling and Educational Development, Ph.D., The University of North Carolina at Greensboro
Deborah J. Cassidy, Professor, Human Development and Family Studies, Ph.D., University of Illinois
Michelline Chalhoub-Deville, Professor, Educational Research Methodology, Ph.D., Ohio State University
Laura A. Chesak, Associate Professor, Romance Languages, Ph.D., University of Wisconsin
Maya Chhetri, Associate Professor, Mathematics and Statistics, Ph.D., Mississippi State University
Alexander Chigogidze, Professor and Department Head, Mathematics and Statistics, Ph.D., Moscow State University (Russia)
Elizabeth Chiseri-Strater, Associate Professor, English, Ph.D., University of New Hampshire
Jacalyn A. Claes, Associate Professor, Social Work, Ph.D., University of Iowa
James Clotfelter, Professor, Political Science, Ph.D., The University of North Carolina at Chapel Hill
Stephanie I. Coard, Associate Professor, Human Development and Family Studies, Ph.D., Columbia University
Mary V. Compton, Associate Professor, Specialized Education Services, Ed.D., University of Virginia
William R. Cowling III, Professor, Nursing, Ph.D., New York University
Patricia B. Crane, Associate Professor, Nursing, Ph.D., University of Arkansas
William E. Crowther, Professor, Political Science, Ph.D., University of California Los Angeles
Steven Randolph Cureton, Associate Professor, Sociology, Ph.D., Washington State University
Keith Cushman, Professor, English, Ph.D., Princeton University
Stephen C. Danford, Associate Professor and Department Head, Physics, Ph.D., Yale University
Paul G. Davis, Associate Professor, Exercise and Sport Science, Ph.D., University of South Carolina
John J. Deal, Dean and Professor, Music, Ph.D., University of Iowa
Keith G. Debbage, Professor, Geography, Ph.D., University of Georgia
Anthony J. DeCasper, Professor, Psychology, Ph.D., Northwestern University
Ruth H. DeHoog, Professor and Department Head, Political Science, Ph.D., Michigan State University
David H. Demo, Professor and Department Chair, Human Development and Family Studies, Ph.D., Cornell University
Susan T. Dennison, Associate Professor, Social Work, M.S.W., Barry College
Margaret Jorgensen Dick, Associate Professor, Nursing, Ph.D., University of Texas Austin
Ann H. Dils, Associate Professor, Dance, Ph.D., New York University
George Dimock, Associate Professor, Art, Ph.D., University of Rochester
Joseph Anthony DiPiazza, Associate Professor, Music, D.M.A., University of Wisconsin
Stuart L. Dischell, Professor, English, M.F.A., University of Iowa
Gerald G. Duffy, Professor, Curriculum and Instruction, Ed.D., Northern Illinois University
Andrew M. Dunnill, Associate Professor, Art, M.F.A., West Surrey College
Paul F. Duvall, Professor, Mathematics and Statistics, Ph.D., University of Georgia
Barbara J. Dyer, Associate Professor, Consumer, Apparel, and Retail Studies, Ph.D., University of Tennessee
Carl L. Dyer, Professor, Consumer, Apparel, and Retail Studies, Ph.D., North Carolina State University
John L. Eatman, Associate Professor, Information Systems and Operations Management, Ph.D., University of South Carolina
Emily D. Edwards, Associate Professor, Broadcasting and Cinema, Ph.D., University of Tennessee
Deborah Egekvist, Associate Professor, Music, D.M., Florida State University
Richard Ehrhardt, Professor, Information Systems and Operations Management, Ph.D., Yale University
Betty Epanchian, Associate Dean, School of Education, Director, The Teachers Academy, and Professor, Specialized Education Services, Ed.D., Duke University
Jennifer Etnier, Associate Professor, Exercise and Sport Science, Ph.D., Arizona State University
James E. Evans, Professor, English, Ph.D., University of Pennsylvania
Richard H. Fabiano, Associate Professor, Mathematics and Statistics, Ph.D., Virginia Polytechnic Institute and State University
Colleen M. Fairbanks, Professor, Curriculum and Instruction, Ph.D., University of Virginia
John M. Fadial, Associate Professor, Music, D.M.A., University of Maryland
David Fein, Professor, Romance Languages, Ph.D., Cornell University
SallyAnn Ferguson, Associate Professor, English, Ph.D., Ohio State University
Benjamin P. Filene, Associate Professor, History, Ph.D., Yale University

Anne C. Fletcher, Associate Professor, Human Development and Family Studies, Ph.D., Temple University
Mary Floyd, Associate Professor, History, Ph.D., Indiana University
Anthony Nicholas Fragola, Professor, Broadcasting and Cinema, M. of Professional Writing, University of Southern California
Vincent T. Francisco, Associate Professor, Public Health Education, Ph.D., Kansas University
Marilyn Friend, Professor, Specialized Education Services, Ph.D., Indiana University
Michael Frierson, Associate Professor, Broadcasting and Cinema, Ph.D., University of Michigan
John J. Gamble, Professor, Dance, American University
Vidyaranya Gargeya, Professor, Information Systems and Operations Management, Ph.D., Georgia State University
Heather Gert, Associate Professor, Philosophy, Ph.D., Brown University
Mary Ellis Gibson, Director, Women's and Gender Studies and Professor, English, Ph.D., University of Chicago
Diane L. Gill, Professor, Exercise and Sport Science, Ph.D., University of Illinois
Nancy J. Gladwell, Associate Professor, Recreation, Tourism, and Hospitality Management, Re.D., Indiana University
Allan H. Goldfarb, Professor, Exercise and Sport Science, Ph.D., Temple University
Bert Arthur Goldman, Professor, Curriculum and Instruction, Ed.D., University of Virginia
Carl Goldstein, Professor, Art, Ph.D., Columbia University
Mark David Gottsegen, Associate Professor, Art, M.F.A., Boston University
Jill I. Green, Associate Professor, Dance, Ph.D., Ohio State University
Nancy L. Green, Associate Professor, Computer Science, Ph.D., University of Delaware
Robert J. Griffiths, Associate Professor, Political Science, Ph.D., University of Connecticut
Veronica Grossi, Associate Professor, Romance Languages, Ph.D., University of Texas
Harvey William Gruchow, Professor, Public Health Education, Ph.D., University of Wisconsin
John M. Gulley, Associate Professor, Theatre, M.F.A., University of Wisconsin
Sat N. Gupta, Professor, Mathematics and Statistics, Ph.D., Colorado State University
Robert E. Guttentag, Professor, Psychology, Ph.D., University of Denver
Robert H. Gutter, Professor, Music, M.M., Yale University
Alice E. Haddy, Associate Professor, Chemistry and Biochemistry, Ph.D., University of Michigan
Steve Haines, Associate Professor, Music, M.M., University of North Texas
Robert C. Hansen, Associate Dean, College of Arts and Sciences and Professor, Theatre, Ph.D., University of Minnesota Twin Cities
J. William Harden, Associate Professor, Accounting and Finance, Ph.D., University of Kentucky
Andrew Harley, Associate Professor, Music, D.M.A., University of California Los Angeles
William D. Hart, Associate Professor, Religious Studies, Ph.D., Princeton University
Donald Hartmann, Professor, Music, D.M.A., University of Oklahoma
Heather Helms, Associate Professor, Human Development and Family Studies, Ph.D., Pennsylvania State University
Vincent C. Henrich, Professor, Biology, Ph.D., Ohio State University
Julie A. Hersberger, Associate Professor, Library and Information Studies, Ph.D., Indiana University
Anne E. Hershey, Julia Taylor Morton Distinguished Professor, Biology, Ph.D., North Carolina State University
Gerald L. Hershey, Professor, Information Systems and Operations Management, Ph.D., Indiana University
Linda Lott Hestenes, Associate Professor, Human Development and Family Studies, Ph.D., Purdue University
Virginia A. Hinton, Associate Professor, Communication Sciences and Disorders, Ph.D., University of Iowa
Donald Hodges, Professor, Music, Ph.D., University of Texas
Nancy J. Nelson Hodges, Associate Professor, Consumer, Apparel, and Retail Studies, Ph.D., University of Minnesota
Christopher T. Hodgkins, Professor, English, Ph.D., University of Chicago
Joshua Hoffman, Professor, Philosophy, Ph.D., Brandeis University
David Holley, Professor, Music, M.M., University of Texas
Celia Hooper, Professor and Department Head, Communication Sciences and Disorders, Ph.D., Case Western Reserve University
Keith A. Howell, Professor, Public Health Education, Ph.D., University of Toledo
Glenn M. Hudak, Professor, Educational Leadership and Cultural Foundations, Ph.D., University of Wisconsin
Thomas W. Humphrey, Professor and Department Head, Theatre, M.F.A., University of California San Diego
Andrea Hunter, Associate Professor, Human Development and Family Studies, Ph.D., Cornell University
Phyllis W. Hunter, Associate Professor, History, Ph.D., College of William and Mary
Elisabeth Porter Hurd, Associate Professor, Social Work, Ph.D., University of Chicago
Luba L. Ivanov, Associate Professor, Nursing, D.N.S., Indiana University
Lakshmi S. Iyer, Associate Professor, Information Systems and Operations Management, Ph.D., University of Georgia
Venkataraman M. Iyer, Associate Professor, Accounting and Finance, Ph.D., University of Georgia
Thomas F. Jackson, Associate Professor, History, Ph.D., Stanford University
Katherine M. Jamieson, Associate Professor, Exercise and Sport Science, Ph.D., University of Michigan
John L. Jellicorse, Professor, Broadcasting and Cinema, Ph.D., Northwestern University
Francine R. Johnston, Associate Professor, Curriculum and Instruction, Ed.D., University of Virginia
Timothy David Johnston, Dean, College of Arts and Sciences and Professor, Psychology, Ph.D., University of Connecticut
Ellen D. Jones, Associate Professor, Nursing, D.N., Case Western Reserve University
Janine C. Jones, Associate Professor, Philosophy, Ph.D., University of California Los Angeles
Alan G. Kamhi, Professor, Communication Sciences and Disorders, Ph.D., Indiana University
Michael J. Kane, Associate Professor, Psychology, Ph.D., Duke University
Virginia Burke Karb, Associate Dean and Associate Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
William B. Karper, Associate Professor, Exercise and Sport Science, Ed.D., New York University

Karen S. Katula, Associate Professor, Biology, Ph.D., Northwestern University
Susan Phillips Keane, Professor, Psychology, Ph.D., Purdue University
Jennifer M. Keith, Associate Professor, English, Ph.D., Emory University
Peter M. Kellett, Associate Professor and Department Head, Communication Studies, Ph.D., Southern Illinois University
Laurie M. Kennedy-Malone, Associate Professor, Nursing, Ph.D., University of Texas
Karen L. Kilcup, Professor, English, Ph.D., Brandeis University
John L. King, Associate Professor, Philosophy, Ph.D., University of Wisconsin
Ruth King, Associate Professor, Information Systems and Operations Management, Ph.D., University of Texas
George Kiorpes, Professor, Music, D.M.A., Boston University
Deborah E. Kipp, Professor and Department Chair, Nutrition, Ph.D., Cornell University
Bruce K. Kirchoff, Associate Professor, Biology, Ph.D., Duke University
Kenneth A. Klase, Associate Professor, Political Science, D.P.A., University of Georgia
Paul Knapp, Professor, Geography, Ph.D., University of Georgia
Eileen Mieras Kohlenberg, Associate Dean and Associate Professor, Nursing, Ph.D., University of Texas
Randy B. Kohlenberg, Professor, Music, Ph.D., University of Oklahoma
Colleen Kriger, Professor, History, Ph.D., York University (Canada)
Stephen Kroll-Smith, Professor and Department Head, Sociology, Ph.D., University of Pennsylvania
Heidi V. Krowchuk, Associate Professor, Nursing, Ph.D., Case Western Reserve University
Derek Krueger, Professor, Religious Studies, Ph.D., Princeton University
Thomas R. Kwapil, Associate Professor, Psychology, Ph.D., University of Wisconsin
Elizabeth P. Lacey, Professor, Biology, Ph.D., University of Michigan
Dennis R. LaJeunesse, Associate Professor, Biology, Ph.D., Johns Hopkins University
C. Thomas Lambeth, Associate Professor and Department Chair, Interior Architecture, M.L.A., North Carolina State University
Robert E. Langenfeld, Professor, English, Ph.D., Arizona State University
Carl Lashley, Associate Professor, Educational Leadership and Cultural Foundations, Ed.D., Indiana University
Larry E. Lavender, Professor, Dance, Ph.D., New York University
Lyn Lawrance, Associate Professor, Public Health Education, Ph.D., University of Illinois
Stephen K. Layson, Associate Professor, Economics, Ph.D., University of Chicago
Billy Lee, Professor, Art, M.F.A., Royal College of Art
Carla LeFevre-Milholin, Associate Professor, Music, D.M.A., University of Iowa
Jo Ramsay Leimenstoll, Professor, Interior Architecture, M. Arch., North Carolina State University
Esther Leise, Associate Professor, Biology, Ph.D., University of Washington
David V. Leone, Assistant Professor, Anthropology, Ph.D., University of Missouri
Jarrett Leplin, Professor, Philosophy, Ph.D., University of Chicago
John J. Lepri, Associate Professor and Department Head, Biology, Ph.D., North Carolina State University
Susan Ann Letvak, Associate Professor, Nursing, Ph.D., Adelphi University
Barbara Levin, Professor, Curriculum and Instruction, Ph.D., University of California Berkeley
Beverly Levine, Associate Professor, Public Health Education, Ph.D., The University of North Carolina at Chapel Hill
Douglas W. Levine, Associate Professor, Psychology, Ph.D., University of California Irvine
Henry Samuel Levinson, Professor, Religious Studies, Ph.D., Princeton University
Lynne P. Lewallen, Associate Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
Michael E. Lewis, Associate Professor, Geography, Ph.D., University of Oklahoma
Dennis P. Leyden, Associate Professor, Economics, Ph.D., Carnegie-Mellon University
Elizabeth W. Lindsey, Professor anrd Department Chair, Social Work, Ph.D., University of Georgia
Albert N. Link, Professor, Economics, Ph.D., Tulane University
Andreas Lixl, Professor and Department Head, German, Russian, and Japanese Studies, Ph.D., University of Wisconsin
Amy J. Lixl-Purcell, Associate Professor, Art, M.F.A., Rutgers University
John Raymond Locke, Professor, Music, Ed.D., University of Illinois
Cheryl Ann Logan, Professor, Psychology, Ph.D., University of California San Diego
George Loo, Professor, Nutrition, Ph.D., University of Tennessee
Kay Ann Lovelace, Associate Professor, Public Health Education, Ph.D., The University of North Carolina at Chapel Hill
Cheryl A. Lovelady, Professor, Nutrition, Ph.D., University of California Davis
Kevin B. Lowe, Associate Professor, Business Administration, Ph.D., Florida International University
Stephen R. Lucas, Professor, Business Administration, Ph.D., Ohio State University
Paul Luebke, Associate Professor, Sociology, Ph.D., Columbia University
Richard M. Luecht, Professor, Educational Research Methodology, Ph.D., University of Wisconsin Milwaukee
John Thomas Maggio, Professor, Art, M.F.A., Carnegie-Mellon University
William T. Markham, Professor, Sociology, Ph.D., University of Texas
Anna Marshall-Baker, Associate Professor, Interior Architecture, Ph.D., Virginia Polytechnic Institute and State University
Thomas J. Martinek, Professor, Exercise and Sport Science, Ed.D., Boston University
Jack Masarie, Associate Professor, Music, M.M., Bowling Green State University
Novem M. Mason, Professor, Interior Architecture, M.F.A., East Carolina University
Catherine E. Matthews, Professor, Curriculum and Instruction, Ph.D., Kansas University
Robert Mayo, Associate Dean, School of Health and Human Performance and Professor, Communication Sciences and Disorders, Ph.D., Memphis State University
Paul Mazgaj, Associate Professor, History, Ph.D., University of Iowa

Gregory E. McAvoy, Associate Professor, Political Science, Ph.D., University of Minnesota
Cort McClaren, Associate Professor, Music, Ph.D., University of Oklahoma
Terrance Calihan McConnell, Professor, Philosophy, Ph.D., University of Minnesota Twin Cities
Donald L. McCrickard, Associate Dean, Joseph M. Bryan School of Business and Economics and Associate Professor, Economics, Ph.D., The University of North Carolina at Chapel Hill
Michael K. McIntosh, Professor, Nutrition, Ph.D., University of Georgia
Randall J. McMullen, Professor, Theatre, M.F.A., The University of North Carolina at Greensboro
Gerald W. Meisner, Professor, Physics and Astronomy, Ph.D., University of California Berkeley
Frank T. Melton, Professor, History, Ph.D., University of Wisconsin
George F. Michel, Professor and Department Head, Psychology, Ph.D., Rutgers University
Benton E. Miles, Professor, Business Administration, Ph.D., Ohio State University
Samuel D. Miller, Professor and Department Chair, Curriculum and Instruction, Ph.D., University of Michigan
Anatoly Miroshnichenko, Assistant Professor, Physics and Astronomy, Ph.D., Pulkovo Observatory
David F. Mitchell, Assistant Professor, Sociology, Ph.D., Kansas University
Christian Moraru, Associate Professor, English, Ph.D., Indiana University
Mary Y. Morgan, Associate Professor, Human Development and Family Studies, Ph.D., University of Missouri Columbia
Ron F. Morrison, Assistant Professor, Nutrition, Ph.D., East Carolina University
Joseph B. Mountjoy, Professor, Anthropology, Ph.D., Southern Illinois University
Paul M. Muchinsky, Professor, Business Administration, Ph.D., Purdue University
Arthur D. Murphy, Professor and Department Head, Anthropology, Ph.D., Temple University
Jane E. Myers, Professor, Counseling and Educational Development, Ph.D., University of Florida
Nancy Myers, Associate Professor, English, Ph.D., Texas Christian University
Elizabeth J. Natalle, Associate Professor, Communication Studies, Ph.D., Florida State University
David L. Nelson, Professor, Music, Ph.D., Northwestern University
Elisabeth S. Nelson, Associate Professor, Geography, Ph.D., South Carolina
Rosemery O. Nelson-Gray, Professor, Psychology, Ph.D., State University of New York Stony Brook
Hamid R. Nemati, Associate Professor, Information Systems and Operations Management, Ph.D., University of Georgia
John Neufeld, Professor, Economics, Ph.D., University of Michigan
Tracy R. Nichols, Associate Professor, Public Health Education, Ph.D., Columbia University
Judith A. Niemeyer, Professor, Specialized Education Services, Ph.D., Vanderbilt University
Terence A. Nile, Professor, Chemistry and Biochemistry, Ph.D., University of Sussex (United Kingdom)
Craig Nova, Professor, English, M.F.A., Columbia University
Evangeline E. Nwokah, Associate Professor, Communication Sciences and Disorders, Ph.D., University of Cambridge (England)
Marion O'Brien, Professor, Human Development and Family Studies, Ph.D., Kansas University
W. John O'Brien, Professor, Biology, Ph.D., Michigan State University
Gwendolyn O'Neal, Professor and Department Chair, Consumer, Apparel, and Retail Studies, Ph.D., Ohio State University
Charles D. Orzech, Associate Professor, Religious Studies, Ph.D., University of Chicago
Marsha M. Paludan, Associate Professor, Theatre, Ph.D., Kansas University
Joan E. Paluzzi, Assistant Professor, Anthropology, Ph.D., University of Pittsburgh
Prashant C. Palvia, Professor, Information Studies and Operations Management, Ph.D., University of Minnesota
Hugh C. Parker, Associate Professor, Classical Studies, Ph.D., University of Minnesota
Michael Fleming Parker, Professor, English, M.F.A., University of Virginia
Jeffrey C. Patton, Professor and Department Head, Geography, Ph.D., Kansas University
Lynne G. Pearcey, Dean and Professor, Nursing, Ph.D., University of Kentucky
David H. Perrin, Dean, Health and Human Performance and Professor, Exercise and Sport Science, Ph.D., University of Pittsburgh
James C. Petersen, Dean, The Graduate School and Professor, Sociology, Ph.D., University of Iowa
Susan L. Phillips, Associate Professor, Communication Sciences and Disorders, Ph.D., University of Maryland
Promod Pratap, Associate Professor, Physics and Astronomy, Ph.D., Syracuse University
Charles L. Prysby, Professor, Political Science, Ph.D., Michigan State University
Jerry Pubantz, Professor, Political Science, Ph.D., Duke University
Bennett H. Ramsey, Associate Professor, Religious Studies, Ph.D., Union Theological Seminary
Gregory M. Raner, Associate Professor, Chemistry and Biochemistry, Ph.D., University of Utah
Scott W. Rawls, Associate Professor, Music, D.M.A., State University of New York Stony Brook
John Rees, Professor, Geography, Ph.D., London School of Economics
Patricia H. Reggio, Professor and Department Head, Chemistry and Biochemistry, Ph.D., University of New Orleans
Julie M. Reinhart, Associate Professor, Library and Information Studies, Ph.D., Indiana University
Ulrich (Rick) C. Reitzug, Professor and Department Chair, Educational Leadership and Cultural Foundations, Ed.D., Indiana University
David C. Ribar, Professor, Economics, Ph.D., Brown University
Scott J. Richter, Associate Professor, Mathematics and Statistics, Ph.D., Oklahoma State University
John C. Rife, Professor, Social Work, Ph.D., Ohio State University
Harper A. Roehm, Jr., Associate Professor, Business Administration, Ph.D., Ohio State University
Eugene F. Rogers, Jr., Professor, Religious Studies, Ph.D., Yale University
Scott B. Romine, Associate Professor, English, Ph.D., The University of North Carolina at Chapel Hill

Gary Sol Rosenkrantz, Professor and Department Head, Philosophy, Ph.D., Brown University
Hephzibah C. Roskelly, Professor, English, Ph.D., University of Louisville
Phillip Royall, Associate Professor, Geography, Ph.D., University of Tennessee
Parke A. Rublee, Professor, Biology, Ph.D., North Carolina State University
Christopher J. Ruhm, Professor, Economics, Ph.D., University of California Berkeley
Stephen Q. Ruzicka, Associate Professor, History, Ph.D., University of Chicago
Fereidoon Sadri, Professor, Computer Science, Ph.D., Princeton University
Al Farooq Salam, Associate Professor, Information Systems and Operations Management, Ph.D., State University of New York Buffalo
Walter L. Salinger, Professor, Psychology, Ph.D., University of California Los Angeles
John Cameron Salmon, Professor, Music, D.M.A., University of Texas
Mary Kaye Sandford, Professor, Anthropology, Ph.D., University of Colorado
Eluza M. Santos, Associate Professor, Dance, Ph.D., Texas Woman's University
Rebecca B. Saunders, Associate Dean, The Graduate School and Associate Professor, Nursing, Ph.D., The University of North Carolina at Greensboro
Stuart J. Schleien, Professor and Department Head, Recreation, Tourism, and Hospitality Management, Ph.D., University of Maryland
Karl A. Schleunes, Professor, History, Ph.D., University of Minnesota
Randy J. Schmitz, Associate Professor, Exercise and Sport Science, Ph.D., University of Virginia
Malcolm Schug, Associate Professor, Biology, Ph.D., Ohio State University
Dale H. Schunk, Dean, School of Education and Professor, Curriculum and Instruction, Ph.D., Stanford University
Roy Schwartzman, Professor, Communication Studies, Ph.D., University of Iowa
Loren Schweninger, Professor, History, Ph.D., University of Chicago
Theresa A. Sears, Professor, Romance Languages, Ph.D., Cornell University
James Ray Sellers, Professor, Recreation, Tourism, and Hospitality Management, Ed.D., University of Georgia
John J. Seta, Professor, Psychology, Ph.D., University of Texas
H. Svi Shapiro, Professor, Educational Leadership and Cultural Foundations, Ed.D., Boston University
Susan C. Shelmerdine, Professor and Department Head, Classical Studies, Ph.D., University of Michigan
Terri L. Shelton, Professor, Psychology, Ph.D., Purdue University
Lee Shiflett, Professor and Department Chair, Library and Information Studies, Ph.D., Florida State University
Sandra J. Shultz, Associate Professor, Exercise and Sport Science, Ph.D., University of Virginia
Laura S. Sims, Dean, Human Environmental Sciences and Professor, Nutrition, Ph.D., Michigan State University
Patricia E. Sink, Associate Professor, Music, Ph.D., Kansas University
J. David Smith, Professor and Interim Department Chair, Specialized Education Services, Ph.D., Columbia University
Paige Hall Smith, Associate Professor, Public Health Education, Ph.D., The University of North Carolina at Chapel Hill
Mark I. Smith-Soto, Professor, Romance Languages, Ph.D., University of California Berkeley
Kenneth A. Snowden, Associate Professor, Economics, Ph.D., University of Wisconsin
Jeffrey S. Soles, Professor, Classical Studies, Ph.D., University of Pennsylvania
Carmen T. Sotomayor, Associate Professor and Department Head, Romance Languages, Ph.D., Michigan State University
Robert H. Stavn, Professor, Biology, Ph.D., Yale University
Paul B. Stewart, Professor, Music, D.M., Florida State University
Roy S. Stine, Associate Professor, Geography, Ph.D., University of South Carolina
Susan W. Stinson, Professor, Dance, Ed.D., The University of North Carolina at Greensboro
Charlsena F. Stone, Associate Professor, Recreation, Tourism, and Hospitality Management, Ph.D., The University of North Carolina at Chapel Hill
Patricia A. Sullivan, Chancellor and Professor, Biology, Ph.D., New York University
Shan Suthaharan, Associate Professor, Computer Science, Ph.D., Monash University (Australia)
Deborah Taub, Associate Professor, Curriculum and Instruction, Ph.D., University of Maryland
Larry R. Taube, Associate Professor, Information Systems and Operations Management, Ph.D., The University of North Carolina at Chapel Hill
Ethan Will Taylor, Director, Laboratory for Molecular Medicine, Office of Research and Instructor, Chemistry, Ph.D., University of Arizona
Martha L. Taylor, Associate Professor, Nutrition, Ph.D., University of Maryland
David Teachout, Associate Professor, Music, Ph.D., Kent State University
Joseph Telfair, Professor, Public Health Education, Dr.P.H., Johns Hopkins University
Anita S. Tesh, Associate Professor, Nursing, Ph.D., The University of North Carolina at Greensboro
Lisa C. Tolbert, Associate Professor, History, Ph.D., The University of North Carolina at Chapel Hill
Denise A. Tucker, Associate Professor, Communication Sciences and Disorders, Ph.D., University of Virginia
Jonathan Tudge, Professor, Human Development and Family Studies, Ph.D., Cornell University
William L. Tullar, Professor, Business Administration, Ph.D., University of Rochester
A. Edward Uprichard, Provost and Professor, Curriculum and Instruction, Ph.D., Syracuse University
Ada L. Vallecorsa, Associate Dean, School of Education and Professor, Specialized Education Services, Ph.D., University of Pittsburgh
Jan Ellen VanDyke, Professor and Department Head, Dance, Ed.D., The University of North Carolina at Greensboro
Jerry E. Vaughan, Professor, Mathematics and Statistics, Ph.D., Duke University
Theresa Vaughan, Professor, Mathematics and Statistics, Ph.D., Duke University
Leila E. Villaverde, Associate Professor, Educational Leadership and Cultural Foundations, Ph.D., Pennsylvania State University
Susan M. Walcott, Associate Professor, Geography, Ph.D., Indiana University

Nancy Walker, Associate Professor, Music, D.M., Indiana University
Anne Wallace, Professor and Department Head, English, Ph.D., University of Texas
Debra C. Wallace, Professor, Nursing, Ph.D., University of South Carolina
Jerome L. Walsh, Professor, Chemistry and Biochemistry, Ph.D., University of Wisconsin
Rosemary C. Wander, Associate Provost for Research and Professor, Nutrition, Ph.D., University of Georgia
Patricia Wasserboehr, Associate Professor and Department Head, Art, M.F.A., Boston University
Anne Watkins, Associate Professor, Accounting and Finance, Ph.D., Louisiana State University
James K. Weeks, Dean, Joseph M. Bryan School of Business and Economics and Professor, Information Systems and Operations Management, Ph.D., University of South Carolina
Saundra D. Westervelt, Associate Professor, Sociology, Ph.D., University of Virginia
Karen A. Weyler, Associate Professor, English, Ph.D., The University of North Carolina at Chapel Hill
David B. Wharton, Associate Professor, Classical Studies, Ph.D., The University of North Carolina at Chapel Hill
Jacquelyn W. White, Professor, Psychology, Ph.D., Kent State University
Laurie Wideman, Assistant Professor, Exercise and Sport Science, Ph.D., University of Virginia
J. Kent Williams, Professor, Music, Ph.D., Indiana University
Kathleen Williams, Professor and Department Head, Exercise and Sport Science, Ph.D., University of Wisconsin
Nicholas Carlton Williamson, Associate Professor, Business Administration, Ph.D., The University of North Carolina at Chapel Hill
Andrew S. Willis, Professor, Music, D.M.A., Cornell University
Robert J. Wineburg, Professor, Social Work, Ph.D., University of Pittsburgh
Tony R. Wingler, Associate Professor, Business Administration, D.B.A., University of Kentucky
Daniel T. Winkler, Professor and Department Head, Business Administration, Ph.D., University of South Carolina
Edward J. Wisniewski, Associate Professor, Psychology, Ph.D., Brown University
John Wolf, Associate Professor, Theatre, M.F.A., University of Alabama Birmingham
James M. Wren, Associate Professor, Theatre, M.F.A., University of Florida
David Wyrick, Associate Professor, Public Health Education, Ph.D., The University of North Carolina at Greensboro
Stephen R. Yarbrough, Professor, English, Ph.D., Pennsylvania State University
Lee Zacharias, Professor, English, M.F.A., Arkansas
Michael J. Zimmerman, Professor, Philosophy, Ph.D., University of Massachusetts

Associate Members

Moses Acquaah, Assistant Professor, Business Administration, Ph.D., University of Wisconsin Milwaukee
Kathleen M. Ahern, Assistant Professor, German, Russian, and Japanese Studies, Ph.D., The University of North Carolina at Chapel Hill
Wesley D. Allan, Assistant Professor, Psychology, Ph.D., University of Mississippi
Emelia Pappoe Amoako, Assistant Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
Sandra Andrews, Assistant Professor, Library and Information Studies, Ph.D., Florida State University
Robert E. Aronson, Assistant Professor, Public Health Education, Dr.P.H., Johns Hopkins University
David F. Ayers, Assistant Professor, Curriculum and Instruction, Ed.D., North Carolina State University
T. Robin Bartlett, Assistant Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
Geoffrey Baym, Assistant Professor, Broadcasting and Cinema, Ph.D., University of Utah
Kim Beomsoo, Assistant Professor, Economics, Ph.D., University of Maryland
Nikki L. Blair, Assistant Professor, Art, M.F.A., Ohio University
J.A. Boyette, Associate Provost and Lecturer, Political Science, Ph.D., The University of North Carolina at Chapel Hill
Rachel Briley, Assistant Professor, Theatre, M.F.A., Arizona State University
Lynda M. Brown, Assistant Professor, Nutrition, Ph.D., University of Maryland
Shelly L. Brown, Assistant Professor, Sociology, Ph.D., University of Michigan
Ricky L. Bunch, Assistant Professor, Geography, Ph.D., University of South Carolina
Erick T. Byrd, Jr., Assistant Professor, Recreation, Tourism, and Hospitality Management, Ph.D., North Carolina State University
Nancy P. Callanan, Clinical Professor, The Graduate School and Program Director, Genetic Counseling, M.S., Sarah Lawrence University
Barbara Campbell, Assistant Professor, Art, M.F.A., University of California Berkeley
Guy Capuzzo, Assistant Professor, Music, Ph.D., University of Rochester
David Cardenas, Assistant Professor, Recreation, Tourism, and Hospitality Management, Ph.D., North Carolina State University
David Carlone, Assistant Professor, Communication Studies, Ph.D., University of Colorado
Heidi B. Carlone, Assistant Professor, Curriculum and Instruction, Ph.D., University of Colorado
Christopher Cassidy, Assistant Professor, Art, M.F.A., State University of New York Albany
Nadja B. Cech, Assistant Professor, Chemistry and Biochemistry, Ph.D., University of New Mexico
Robert Charest, Assistant Professor, Interior Architecture, M.Arch., McGill University
Joanne R. Chesley, Assistant Professor, Educational Leadership and Cultural Foundations, Ed.D., The University of North Carolina at Chapel Hill
Norman H.L. Chiu, Assistant Professor, Chemistry and Biochemistry, Ph.D., University of Windsor (Canada)
Tanya Coakley, Assistant Professor, Social Work, Ph.D., University of Tennessee
Camille W. Cooper, Assistant Professor, Educational Leadership and Cultural Foundations, Ph.D., University of California Los Angeles
Jewell E. Cooper, Assistant Professor, Curriculum and Instruction, Ph.D., The University of North Carolina at Greensboro
Danielle A. Crosby, Assistant Professor, Human Development and Family Studies, Ph.D., University of Texas
Duane A. Cyrus, M.F.A., Dance, Assistant Professor, University of Illinois
G. Brent Dawson, Assistant Professor, Chemistry and Biochemistry, Ph.D., Iowa State University

Peter Delaney, Assistant Professor, Psychology, Ph.D., Florida State University
Will Derusha, Assistant Professor, Romance Languages, Ph.D., University of Georgia
Kirsten A. Doehler, Assistant Professor, Mathematics and Statistics, Ph.D., North Carolina State University
Gavin D. Douglas, Assistant Professor, Music, Ph.D., University of Washington
James Douglass, Assistant Professor, Music, D.M.A., University of Southern California
Michelle Dowd, Assistant Professor, English, Ph.D., Columbia University
Liam M. Duffy, Assistant Professor, Chemistry and Biochemistry, Ph.D., The University of North Carolina at Chapel Hill
Chad E. Eby, Assistant Professor, Music, M.M., Ohio State University
Seth S. Ellis, Assistant Professor, Art, M.F.A., Columbia University
Mark Engebretson, Assistant Professor, Music, D.M.A., Northwestern University
Keith Erikson, Assistant Professor, Nutrition, Ph.D., Pennsylvania State University
Igor Erovenko, Assistant Professor, Mathematics and Statistics, Ph.D., University of Virginia
Sonia R. Eubanks, Clinical Assistant Professor, The Graduate School, M.S., University of South Carolina
Beverly S. Faircloth, Assistant Professor, Curriculum and Instruction, Ph.D., The University of North Carolina at Chapel Hill
Lixin Fu, Assistant Professor, Computer Science, Ph.D., University of Florida
Jill E. Fuller, Assistant Professor, Sociology, Ph.D., University of Virginia
María E. García de las Bayonas, Assistant Professor, Romance Languages, Ph.D., Indiana University
Charles P. Gause, Assistant Professor, Educational Leadership and Cultural Foundations, Ph.D., University of Miami
Heidi Gazelle, Assistant Professor, Psychology, Ph.D., University of Illinois
Robin M. Gee, Assistant Professor, Dance, M.F.A., Sarah Lawrence University
Kevin M. Geraldi, Assistant Professor, Music, D.M.A., University of Michigan
Gregory Price Grieve, Assistant Professor, Religious Studies, Ph.D., University of Chicago
Jennifer L. Grotz, Assistant Professor, English, M.F.A., Indiana University, Ph.D., University of Houston
Lauren Haldeman, Assistant Professor, Nutrition, Ph.D., University of Connecticut
Belinda Hardin, Assistant Professor, Specialized Education Services, Ph.D., The University of North Carolina at Chapel Hill
Sherrill Hayes, Assistant Professor, The Graduate School, Ph.D., University of Newcastle upon Tyne (England)
Edward H. Hellen, Assistant Professor, Physics and Astronomy, Ph.D., University of Michigan
Jolene Henning, Assistant Professor, Exercise and Sport Science, Ed.D., Ball State University
Mark Daniel Hens, Assistant Professor, Biology, Ph.D., Medical University of South Carolina
Robert Henson, Assistant Professor, Educational Research Methodology, Ph.D., University of Illinois
Maura Heyn, Assistant Professor, Classical Studies, Ph.D., University of California Los Angeles
David Holian, Assistant Professor, Political Science, Ph.D., Indiana University
Heather Holian, Assistant Professor, Art, Ph.D., Indiana University
Stephen Holland, Assistant Professor, Economics, Ph.D., University of Michigan
Ana M. Hontanilla, Assistant Professor, Romance Languages, Ph.D., Washington University St. Louis
Yu-Chin Hsieh, Assistant Professor, Recreation, Tourism, and Hospitality Management, Ph.D, Purdue University
Jie Hu, Assistant Professor, Nursing, Ph.D., University of Arizona
Gwen Hunnicutt, Assistant Professor, Sociology, Ph.D., University of New Mexico
Brett Ingram, Assistant Professor, Broadcasting and Cinema, M.F.A., The University of North Carolina at Greensboro
Watson Woodson Jennison III, Assistant Professor, History, Ph.D., University of Virginia
Susan W. Johnson, Assistant Professor, Political Science, Ph.D., University of South Carolina
Jeffrey Wade Jones, Assistant Professor, History, Ph.D., The University of North Carolina at Chapel Hill
Spoma Jovanovic, Assistant Professor, Communication Studies, Ph.D., University of Denver
Matina Kalcounis-Rüppell, Assistant Professor, Biology, Ph.D., University of Western Ontario
Donald Kautz, Assistant Professor, Nursing, Ph.D., University of Kentucky
Elizabeth L. Keathley, Assistant Professor, Music, Ph.D., State University of New York Stony Brook
Etsuko Kinefuchi, Assistant Professor, Communication Studies, Ph.D., Arizona State University
Kurt Kornatz, Assistant Professor, Exercise and Sport Science, Ph.D., University of Colorado
Nir Kshetri, Assistant Professor, Business Administration, Ph.D., University of Rhode Island
Stephanie A. Kurtts, Assistant Professor, Specialized Education Services, Ph.D., The University of North Carolina at Greensboro
Karen LaParo, Assistant Professor, Human Development and Family Studies, Ph.D., University of New Orleans
Elizabeth Leal, Assistant Professor, Art, Ph.D., Texas Tech University
Esther M. Leerkes, Assistant Professor, Human Development and Family Studies, Ph.D., University of Vermont
David Lefkowitz, Assistant Professor, Philosophy, Ph.D., University of Maryland
Gerald J. Lennartson, Assistant Professor, Geography, Ph.D., University of Wisconsin Milwaukee
Lisa Levenstein, Assistant Professor, History, Ph.D., University of Wisconsin
Todd F. Lewis, Assistant Professor, Counseling and Educational Development, Ph.D., Kent State University
Zhi-Jun Liu, Assistant Professor, Geography, Ph.D., University of Iowa
Jane R. Livingstone, Assistant Professor, Accounting and Finance, Ph.D., Pennsylvania State University
Patrick Lee Lucas, Assistant Professor, Interior Architecture, Ph.D., Michigan State University
Rebecca MacLeod, Assistant Professor, Music, Ph.D., Florida State University
Stuart Marcovitch, Assistant Professor, Psychology, Ph.D., University of Toronto
Sarah Martin, Assistant Professor, Art, M.F.A., Yale

Johanna Mazlo, Assistant Professor, Chemistry and Biochemistry, Ph.D., University of Nebraska
Arlise McKinney, Assistant Professor, Business Administration, Ph.D., Virginia Polytechnic Institute and State University
Constance McKoy, Assistant Professor, Music, Ph.D., The University of North Carolina at Greensboro
Kaarin Michaelsen, Assistant Professor, History, Ph.D., University of California Berkeley
Amy Milsom, Assistant Professor, Counseling and Educational Development, Ph.D., University of Florida
Christine Morris, Assistant Professor, Theatre, M.F.A., University of Virginia
Sharon D. Morrison, Assistant Professor, Public Health Education, Ph.D., University of Florida
Christine E. Murray, Assistant Professor, D.Ed., Pennsylvania State University
R. Renee Newcomer, Assistant Professor, Exercise and Sport Science, Ed.D., West Virginia University
David Brett Nolker, Assistant Professor, Music, Ph.D., University of Missouri
Derrick A. Paladino, Assistant Professor, Counseling and Educational Development, Ph.D, University of Arkansas
Yashomati M. Patel, Assistant Professor, Biology, Ph.D., Case Western Reserve University
Sebastian Pauli, Assistant Professor, Mathematics and Statistics, Ph.D., Concordia University (Canada)
Kimberlianne Podlas, Assistant Professor, Broadcasting and Cinema, J.D., State University of New York Buffalo
Christopher N. Poulos, Assistant Professor, Communication Studies, Ph.D., University of Denver
Kathryn A. Prater, Assistant Professor, Curriculum and Instruction, Ph.D., University of Texas
Irna Priore, Assistant Professor, Music, Ph.D., University of Iowa
Jason J. Reddick, Assistant Professor, Chemistry and Biochemistry, Ph.D., Cornell University
David L. Remington, Assistant Professor, Biology, Ph.D., North Carolina State University
Adam Ricci, Assistant Professor, Music, Ph.D., University of Rochester
Kerri Richardson, Assistant Professor, Curriculum and Instruction, Ph.D., University of Oklahoma
Dan T. Rosenbaum, Assistant Professor, Economics, Ph.D., Northwestern University
Eileen R. Rossen, Assistant Professor, Nursing, Ph.D., University of Illinois
Linda M. Rupert, Assistant Professor, History, Ph.D., Duke University
Olav Rüppell, Assistant Professor, Biology, Ph.D., University of California Davis
Jan Rychtar, Assistant Professor, Mathematics and Statistics, Ph.D., University of Alberta (Canada)
Filip Saidak, Assistant Professor, Mathematics and Statistics, Ph.D., Queens University (Canada)
Lili Sahakyan, Assistant Professor, Psychology, Ph.D., Florida State University
Tina Sarawgi, Assistant Professor, Interior Design, M. Arch., University of Miami
Margaret Savoca, Assistant Professor, Nutrition, Ph.D., The University of North Carolina at Greensboro
Tammy A. Schilling, Assistant Professor, Exercise and Sport Science, Ph.D., The University of North Carolina at Greensboro
Alexandra Schultheis, Assistant Professor, English, Ph.D., University of Rochester
Mark Schulz, Assistant Professor, Public Health Education, Ph.D., The University of North Carolina at Chapel Hill
Mary Catherine Scott-Little, Assistant Professor, Human Development and Family Studies, Ph.D., University of Maryland
Pauli Sebastian, Assistant Professor, Mathematics and Statistics, Ph.D., Concordia University
Mona Shattell, Assistant Professor, Nursing, Ph.D., University of Tennessee
Evan Shough, Assistant Professor, Accounting and Finance, Ph.D., University of Oklahoma
Carisa Showden, Assistant Professor, Political Science, Ph.D., The University of North Carolina at Chapel Hill
Sudha Shreeniwas, Assistant Professor, Human Development and Family Studies, Ph.D., University of Michigan
Stephen J. Sills, Assistant Professor, Sociology, Ph.D., Arizona State University
Paul Silvia, Assistant Professor, Psychology, Ph.D., Kansas University
Rahul Singh, Assistant Professor, Information Systems and Operations Management, Ph.D., Virginia Commonwealth University
Benjamin W. Smith, Assistant Professor, Specialized Education Services, Ph.D., University of Oregon
Stephen B. Stallcup, Assistant Professor, English, Ph.D., Princeton University
Paul A. Steimle, Assistant Professor, Biology, Ph.D., Cleveland State University
Mariam A. L. Stephan, Assistant Professor, Art, M.F.A., University of Washington
Jennifer Stewart, Assistant Professor, Music, Ph.D., University of Texas
Robert W. Strack, Assistant Professor, Public Health Education, Ph.D., University of South Carolina
Steven Stusek, Assistant Professor, Music, D.M., Indiana University
Juana Suárez, Assistant Professor, Romance Languages, Ph.D., Arizona State University
Elizabeth J. Sullivan, Assistant Professor, Dance, M.F.A., University of Illinois
Selima Sultana, Assistant Professor, Geography, Ph.D., University of Georgia
Andrew J. Supple, Assistant Professor, Human Development and Family Studies, Ph.D., University of Wisconsin
Christopher Swann, Assistant Professor, Economics, Ph.D., University of Virginia
Michelle Sheran Sylvester, Assistant Professor, Economics, Ph.D., University of Virginia
Melissa Floyd Taylor, Assistant Professor, Social Work, Ph.D., Virginia Commonwealth University
John E. Tomkiel, Assistant Professor, Biology, Ph.D., University of Washington
Manuel Triano-López, Assistant Professor, Romance Languages, Ph.D., Indiana University
Takashi Tsukamoto, Assistant Professor, Political Science, Ph.D., University of Louisville
David Upton, Assistant Professor, Accounting and Finance, Ph.D., Indiana University
Annette Van, Assistant Professor, English, Ph.D., Brown University
Thomas Van Dyke, Assistant Professor, Information Systems and Operations Management, Ph.D., University of North Texas
Elizabeth Van Horn, Assistant Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill

José A. Villalba, Assistant Professor, Counseling and Educational Development, Ph.D., University of Florida
Janice I. Wassel, Adjunct Assistant Professor, The Graduate School and Program Director, Gerontology, Ph.D., Pennsylvania State University
Kittichai Watchravesringkan, Assistant Professor, Consumer, Apparel, and Retail Studies, Ph.D., University of Arizona
Kelly L. Wester, Assistant Professor, Counseling and Educational Development, Ph.D., Kent State University
Brooks Whitehouse, Assistant Professor, Music, D.M.A., State University of New York Stony Brook
Eve Wiederhold, Assistant Professor, English, Ph.D., University of Illinois
Cathie J. Witty, Program Director, Conflict Resolution, Ph.D., University of California Berkeley
James A. Woodley, Assistant Professor, Business Administration, Ph.D., Rutgers University
Adrian J. Wurr, Assistant Professor, English, Ph.D., University of Arizona
Welborn E. Young, Assistant Professor, Music, D.M.A., University of Illinois
Jonathan P. Zarecki, Assistant Professor, Classical Studies, Ph.D., University of Florida

Adjunct Members

Nancy L. Allen, Visiting Assistant Professor, Educational Research Methodology, Ph.D., University of Iowa
David Altman, Adjunct Lecturer, Public Health Education, Ph.D., University of California Irvine
Stephen J. Aragon, Adjunct Professor, Educational Research Methodology, Ph.D., The University of North Carolina at Greensboro
George Atkins, Adjunct Lecturer, Curriculum and Instruction, Ph.D., The University of North Carolina at Greensboro
James Barba, Adjunct Instructor, Nursing, M.A., New York University
Arnold Barnes, Adjunct Assistant Professor, Social Work, Ph.D., University of Washington
Roy Baroff, Lecturer, Conflict Resolution, J.D., The University of North Carolina at Chapel Hill
Sandra Barrie-Blackley, Visiting Assistant Professor, Communication Sciences and Disorders, M.A., University of Missouri
Deborah J. Bartz, Adjunct Instructor, Educational Research Methodology, M.A., Western Michigan University
Sue Beeson, Visiting Assistant Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
Carolyn D. Boyles, Visiting Assistant Professor, Specialized Education Services, Ed.D., The University of North Carolina at Greensboro
Helen Brooks, Lecturer, Nursing, M.S.N., The University of North Carolina at Greensboro
Nancy Bruton-Maree, Visiting Assistant Professor, Nursing, M.S., Wake Forest University
Raymond Buck, Visiting Assistant Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
Joi W. Bulls, Assistant Professor, Human Development and Family Studies, Ph.D., Florida State University
Marin E. Burton, Instructor, Recreation, Tourism, and Hospitality Management, M.S., Minnesota State University
Susan Goodwin Butler, Lecturer, Communication Sciences and Disorders, Ph.D., East Carolina University
*Cheryl M. Callahan, Adjunct Assistant Professor, Curriculum and Instruction, Ph.D., The University of North Carolina at Greensboro
Donald W. Cameron, Adjunct Lecturer, Curriculum and Instruction, Ed.D., Nova University
Michael Campbell, Academic Professional Associate Professor, Communication Sciences and Disorders, M.S., University of Arkansas
*Sarah D. Carrigan, Director, Institutional Research, The Graduate School, Ph.D., University of Kentucky
Jody Cauthen, Lecturer, Theatre, M.F.A., Saint Mary's University of Minnesota
Anthony S. Chow, Instructor, Library and Information Studies, Ph.D., Florida State University
Kim Clark, Recreation, Tourism, and Hospitality Management, M.S., University of Arizona
George Cliette, Adjunct Associate Professor, Human Development and Family Studies, Ed.D., Boston University
Larry D. Coble, Lecturer, Educational Leadership and Cultural Studies, Ed.D., The University of North Carolina at Greensboro
Nancy Fleming Courts, Visiting Associate Professor, Nursing, Ph.D., The University of North Carolina at Greensboro
Raymond Covington, Adjunct Lecturer, Curriculum and Instruction, Ph.D., The University of North Carolina at Chapel Hill
Shelley Crisp, Lecturer, The Graduate School, Ph.D., Massachusetts
Mary L. Crowe, Director, Office of Undergraduate Research and Instructor, Biology, Ph.D., Northern Illinois University
Sheila C. Crumb, Adjunct Instructor, Nursing, M.S.N., The University of North Carolina at Charlotte
Yoko Crume, Adjunct Assistant Professor, Social Work, Ph.D., The University of North Carolina at Chapel Hill
Jones B. Darnell, Adjunct Instructor, Nursing, M.S.N., The University of North Carolina at Greensboro
Vrinda Datta, Adjunct Associate Professor, Human Development and Family Studies, Ph.D., SNDT University (India)
Mark Alan Davenport, Adjunct Assistant Professor, Curriculum and Instruction and Educational Research Methodology, Ph.D., Auburn University
Karen B. DeBord, Adjunct Associate Professor, Human Development and Family Studies, Ph.D., Virginia Polytechnic Institute and State University
Craig W. Deville, Adjunct Instructor, Educational Research Methodology, Ph.D., Ohio State University
Robert G. Dillard, Adjunct Professor, Nutrition, M.D., Yale University
Carol Disque, Adjunct Lecturer, Curriculum and Instruction, Ph.D., University of Virginia
Nancy M. Doll, Director, Weatherspoon Art Gallery, M.A., University of Iowa
Franklin P. Donaldson, Lecturer, Broadcasting and Cinema, M.A., The University of North Carolina at Greensboro
Sarah Dorsey, Librarian, Music, M.M., Boston, M.L.S., University of Arizona
Douglas Easterling, Adjunct Professor, Public Health Education, Ph.D., University of Pennsylvania
Xandra Eden, Curator of Exhibitions, Weatherspoon Art Gallery, M.A., Bard College
Colette Marie Edwards, Academic Professonial Assistant Professor, M.A., University of Tennessee
Alexis Epanchin, Adjunct Instructor, Educational Research Methodology, Ph.D., Duke University
Ellen Essick, Academic Professional Instructor, Public Health Education, Ph.D., The University of North Carolina at Greensboro
Don Fader, Lecturer, Music, Ph.D., Stanford University

*M. Cynthia Farris, Adjunct Assistant Professor, Curriculum and Instruction, Ph.D., The University of North Carolina at Greensboro
Joyce Ferguson, Lecturer, Communication Studies, M.Ed., The University of North Carolina at Greensboro
Michael Flannery, Lecturer, Theatre, M.F.A., The University of North Carolina at Greensboro
Perry F. Flynn, Academic Professional Assistant Professor, Communication Sciences and Disorders, M.Ed., The University of North Carolina at Greensboro
Robert Mitchell Fore, Academic Professional Associate Professor, Dance, M.F.A., Wayne State University
Lisa G. Fox-Thomas, Assistant Professor, Communication Sciences and Disorders, Ph.D., University of Virginia
MacGregor S. Frank, Lecturer, Communication Sciences and Disorders, Ph.D., The University of North Carolina at Chapel Hill
Susan Fuller, Lecturer, Nursing, M.S.N., The University of North Carolina at Chapel Hill
Richard Gantt, Lecturer, Art, M.F.A., The University of North Carolina at Greensboro
Kelly C. Gordon, Visiting Assistant Professor, Theatre, Ph.D., University of Georgia
Patricia M. Gray, Clinical Professor, Music, D.M.A., University of Cincinnati
Ann F. Grimaldi, Adjunct Assistant Professor, Art, M.Ed., Springfield College
Kenneth J. Gruber, Adjunct Assistant Professor, Interior Architecture, Ph.D., The University of North Carolina at Greensboro
Christopher Haas, Lecturer, Theatre, M.F.A., Southern Illinois University
William Hansen, Adjunct Lecturer, Public Health Education, Ph.D., University of Houston
Cynthia M. Hardy, Adjunct Lecturer, Recreation, Tourism, and Hospitality Management, M.A., Michigan State University
Ann Duffy Harrington, Visiting Clinical Associate Professor, Curriculum and Instruction, Ph.D., University of Georgia
Janet C. Harris, Adjunct Professor, Exercise and Sport Science, Ph.S., University of California Berkeley
Charlotte A. Herrick, Visiting Professor, Nursing, Ph.D., Southern Illinois University
Dorothy Herron, Clinical Associate Professor, Ph.D., University of Maryland
Catherine Holderness, Lecturer, Business Administration, Ed.D., The University of North Carolina at Greensboro
Deborah J. Johnson, Adjunct Professor, Human Development and Family Studies, Ph.D., Northwestern University
Jeanneine P. Jones, Instructor, Curriculum and Instruction, Ph.D., The University of North Carolina at Greensboro
Bennett M. Judkins, Visiting Lecturer, Sociology, Ph.D., University of Tennessee
Michael J. Kamtman, Lecturer, Theatre, M.F.A., The University of North Carolina at Greensboro
Janet H. Kanode, Academic Professional Assistant Professor, Social Work, M.S.W., State University of New York Stony Brook
Bob King, Curriculum and Instruction, Ph.D., The University of North Carolina at Greensboro
Cynthia King, Adjunct Assistant Professor, Nursing, Ph.D., University of Rochester
Robert Burns King, Lecturer, Music, M.S.M., Union Theological, Prix de Virtuosité, Schola Cantorum (France)
John C. Lalonde, Adjunct Assistant Professor, Exercise and Sport Science, M.D., Ohio State University
Joye Latta, Lecturer, Library and Information Studies, M.L.S., East Carolina University
Sandra Crawford Leak, Lecturer, M.H.A., Duke University
Betsy B. Lehman, Public Health Education, Clinical Assistant Professor, Nursing, M.S., The University of North Carolina at Chapel Hill
Ellen C. Linton, Lecturer, Music, M.M., New England Conservatory
Stephen D. Lucey, Adjunct Assistant Professor, Exercise and Sport Science, M.D., Medical University of South Carolina
Lyn B. Mankoff, Academic Professional Assistant Professor, Communication Sciences and Disorders, M.A., The University of North Carolina at Greensboro
Barry W. Markus, Lecturer, Information Systems and Operations Management, M.A., Eastern Illinois University
Thomas G. Matyok, Lecturer, Conflict Resolution, Ph.D., Nova Southeastern University
Mark A. Mazzatenta, Lecturer, Music, M.M., Florida State University
Carolyn Vick McCready, Academic Professional Professor, Communication Sciences and Disorders, M.A., Case Western Reserve University
Lisa McDonald, Academic Professional Assistant Professor, Communication Sciences and Disorders, M.A., The University of North Carolina at Greensboro
Linda J. McNeal, Clinical Associate Professor, Nursing, Ph.D., The University of North Carolina at Greensboro
Judy Miller, Lecturer, Nursing, Ph.D., University of Oregon
Kimberly Miller, Instructor, Recreation, Tourism, and Hospitality Management, M.S., The University of North Carolina at Greensboro
A. Keith Mobley, Clinical Assistant Professor, Counseling and Educational Development, Ph.D., The University of North Carolina at Greensboro
Rick L. Morgan, Visiting Associate Professor, Educational Research Methodology, Ph.D., Ohio State University
C. Timothy Monroe, Adjunct Lecturer, Public Health Education, M.D., The University of North Carolina at Chapel Hill
Carolyn A. Moore, Academic Professional Associate Professor, Social Work, M.S.W., Case Western Reserve University
Richard G. Ouellette, Adjunct Instructor, Nursing, M.Ed., Boston State College
Sandra Maree Ouellette, Adjunct Assistant Professor, Nursing, M.Ed., The University of North Carolina at Greensboro
Sherrlyn Harris Owens, Adjunct Instructor, Nursing, M.S.N., The University of North Carolina at Greensboro
Margo Packheiser, Adjunct Clinical Associate Professor, Nursing, M.S.N., The University of North Carolina at Greensboro
Anne F. Parks, Visiting Associate Professor, Music, Ph.D., Cornell University
Cathy Chris Payne, Instructor, Human Development and Family Studies, Ph.D., The University of North Carolina at Greensboro
Karen Perry, Lecturer, Library and Information Studies, M.S.L.S., The University of North Carolina at Chapel Hill
Joe F. Pittman, Jr., Adjunct Professor, Human Development and Family Studies, Ph.D., University of Georgia
Kelly J. Poole, Visiting Assistant Professor, Social Work, M.S.W., North Carolina A&T State University
Regina McCoy Pulliam, Academic Professional Assistant Professor, Public Health Education, M.P.H., The University of North Carolina at Greensboro
Louise F. Raleigh, Academic Professional Assistant Professor, Communication Sciences and Disorders, M.Ed., The University of North Carolina at Greensboro

Terri Hardin Ramsey, Lecturer, Communication Sciences and Disorders, M.Ed., University of Virginia
Donald Reichard, Lecturer, Curriculum and Instruction, Ph.D., Michigan State University
John A. Richards, Academic Professional Associate Professor, Exercise and Sport Science, Ed.D., University of Tennessee
Michael Rieker, Visiting Assistant Professor, Nursing, D.N.P., Rush University
Ed Riley, Lecturer, Music, D.M.A., University of Iowa
Lana Russ-Trent, Lecturer, Conflict Resolution, Ph.D., Nova Southeastern University
Jennifer Bell Sandoval, Clinical Associate Professor, Nursing, Ph.D., The University of North Carolina at Chapel Hill
Jeffrey K. Sarbaum, Visiting Assistant Professor, Economics, Ph.D., State University of New York Binghampton
Susan Saxon, Lecturer, Nursing, M.S.N., University of Pittsburgh
Levone Tobin Scott, Lecturer, Music, M.M., University of South Carolina
Lorraine Shackelford, Lecturer, Theatre, M.F.A., Virginia Commonwealth University
*Jennifer Day Shaw, Lecturer, Curriculum and Instruction, Ph.D., Florida State University
Nancy C. Shedlick, Adjunct Instructor, Nursing, M.S.N., The University of North Carolina at Greensboro
James R. Shipp, Adjunct Instructor, Exercise and Sport Science, M.A., Alabama at Birmingham
Ann Berry Somers, Lecturer, Biology, M.S., Appalachian State University
Will South, Adjunct Assistant Professor, Art, Ph.D., City University of New York
Sue Spencer, Lecturer, Library and Information Studies, M.L.S., The University of North Carolina at Greensboro
Susan W. Stevens, Academic Professional Assistant Professor, Exercise and Sport Science, Ed.D., The University of North Carolina at Greensboro
Linda Stone, Adjunct Instructor, Nursing, M.S.N., The University of North Carolina at Greensboro
Nancy Stoudemire, Academic Professional Assistant Professor, M.Ed., University of Virginia
Lou Sua, Lecturer, Library and Information Studies, M.L.S., The University of North Carolina at Greensboro
Erica P. Thornton, Instructor, Exercise and Sport Science, M.S., University of Florida
Velma Tyrance, Adjunct Assistant Professor, Social Work, M.S.W., Fordham University
Lois Lewis VonCannon, Clinical Associate Professor, Nursing, M.S.N., The University of North Carolina at Greensboro
Frank Vulpi, Academic Professional Instructor, Dance, M.A., Ohio State University
Margo Weiss, Lecturer, The Graduate School, Ph.D., Nova University
Robert A. Wells, Assistant Professor, Music, M.M., University of Cincinnati
Ishan Canty Williams, Visiting Lecturer, Human Development and Family Studies, Ph.D., The University of North Carolina at Greensboro
Misti W. Williams, Clinical Assistant Professor, Educational Leadership and Cultural Foundations, Ed.D., The University of North Carolina at Greensboro
Pamela Adams Wilson, Adjunct Lecturer, Recreation, Tourism, and Hospitality Management, M.S., The University of North Carolina at Chapel Hill
John J. Young, Adjunct Associate Professor, Philosophy, Ph.D., University of Virginia

APPENDIX A

Academic Integrity Policy

Responsibility for academic integrity lies with individual students and faculty members of the UNCG community. Students are responsible for becoming familiar with the Academic Integrity Policy in all its aspects and for indicating their knowledge and acceptance of the Policy by signing the Academic Integrity pledge for all major work submitted. Specific information on the Academic Integrity Policy and obligations of faculty and students may be found on the UNCG web site at academicintegrity.uncg.edu or by calling the Office of the Dean of Students at (336) 334-5514.

APPENDIX B

Guidelines for Good Practice in Graduate Education

It is essential that graduate students:

- Conduct themselves in a mature, professional, and civil manner in all interactions with faculty and staff.
- Recognize that the faculty advisor provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support.
- Recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive.
- Recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty advisor, and the University.
- Exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.
- Acknowledge the contributions of the faculty advisor and other members of the research team to the student's work in all publications and conference presentations.
- Maintain the confidentiality of the faculty advisor's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.
- Take primary responsibility to inform themselves of regulations and policies governing their graduate studies.

It is also imperative that faculty:

- Interact with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment.
- Impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate.
- Prevent personal rivalries with colleagues from interfering with their duties as graduate advisors, committee members, or colleagues.
- Excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest.
- Acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.
- Not impede a graduate student's progress toward the degree in order to benefit from the student's proficiency as a teaching or research assistant.
- Create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently.
- Have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation.
- Provide verbal or written comments and evaluation of students' work in a timely manner.
- Discuss laboratory, studio, or departmental authorship policy with graduate students in advance of entering into collaborative projects.
- Refrain from requesting students to do personal work (mowing lawns, baby-sitting, typing papers, etc.) without appropriate compensation.
- Familiarize themselves with policies that affect their graduate students.

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisors to assist them in identifying and gaining access to financial and/or intellectual resources which support their graduate programs.

In some academic units, the student's specific advisor may change during the course of the student's program. The role of advising may also change and become a mentoring relationship. The reward of finding a faculty mentor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that graduate students:

- Devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree.
- Be aware of time constraints and other demands imposed on faculty members and program staff.
- Take the initiative in asking questions that promote understanding of the academic subjects and advance the field.
- Communicate regularly with faculty advisors, especially in matters related to research and progress within the graduate programs.

Faculty advisors, on the other hand, should:

- Provide clear maps of the requirements each student must meet, including course work, languages, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step.
- Evaluate student progress and performance in regular and informative ways consistent with the practice of the field.
- Help students develop artistic, interpretive, writing, verbal, and quantitative skills, when appropriate, in accordance with the expectations of the discipline.
- Assist graduate students to develop grant-writing skills, where appropriate.
- Take reasonable measures to ensure that each graduate student initiates thesis or dissertation research in a timely fashion.
- When appropriate, encourage graduate students to participate in professional meetings or perform or display their work in public settings.
- Stimulate in each graduate student an appreciation of teaching.
- Create an ethos of collegiality so that learning takes place within a community of scholars.
- Prepare students to be competitive for employment that includes portraying a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of their students, as appropriate.

In academic units, faculty advisors support the academic promise of graduate students in their program. In some cases, academic advisors are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisors in accordance with disciplinary interest or research expertise. Advising is manifold in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and intensifies, direct collaborations may evolve which entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity. Such collaborations are encouraged and are a desired outcome of the mentoring process.

APPENDIX C

UNCG's Vision for Teaching and Learning

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

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

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

- utilizes assessment, evaluation and feedback to improve teaching and learning.

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

APPENDIX D

Guidelines for Graduate Distance Learning Courses

In this era of rapid technological advances and the changing needs of traditional and non-traditional students, we recognize the need (and desirability) of taking courses and programs to our constituency more often and in different forms. Many distance learning courses and programs will be delivered in traditional fashion, but at distant sites; other courses will rely on Web and video technologies for most or all of their delivery. Further, it is impossible to know what additional, desirable technologies will emerge in the future. Regardless of how learning takes place, the quality of courses must be assured to students. In this light, the following assurances are warranted:

Departmental/Unit Responsibility:

1. Academic departments will be responsible for maintaining the same high standards for all courses, regardless of the mode of delivery.
2. Academic departments/units are responsible for assuring that distance learning delivery of graduate courses, including electronically delivered instruction, is comparable in quality and content to the corresponding traditional campus instruction.
3. Essential student services and course-related materials (books, journals, computer facilities, laboratories and other resource material) are accessible at all sites.
4. Fair and appropriate staffing policies are adopted by the delivering unit as it relates to distance and electronic instruction.
5. Departments/units using distance or electronically delivered instruction will describe a process for how and when courses and programs will be evaluated. In general, courses and programs will be evaluated on schedules that are the same or similar to those used with traditionally taught courses/programs.
6. Courses and programs will be assessed regularly, based on standards determined by departmental units. Delivery methods and content (as well as those aspects of courses evaluated in traditional courses) will be assessed regularly.

Administrative Responsibility:

1. Although distance and electronically delivered courses must be identified in the UNCG database of courses, they will not be so distinguished on students' transcripts from courses delivered in more traditional ways.
2. Degree programs that require students to complete more than one-third of its hours through distance learning will consult with the Graduate Studies Committee in advance.
3. Resources will be made available to assist faculty who wish to place courses/programs on the Web. In this manner, students and faculty can be assured that technologies are being used most appropriately.
4. Faculty will receive the same courseload credit for courses taught through various distance delivery media as for those taught traditionally.

Faculty/Student Responsibility:

1. Course/program prerequisites clearly describe any technical/technological skills necessary for course participation. Any hardware or software requirements are included in this description. This information should be included in a course syllabus or other appropriate document.
2. Any required (or desirable) supplemental materials (e.g., library requirements, laboratory space/specifications, etc.) will be clearly described.
3. Courses/programs employ explicit strategies that promote interaction between faculty and students and among students. Student-faculty interactions include faculty availability ("office hours") via face-to-face, e-mail, or telephone meetings.
4. Student assessment will consider any limitations of the delivery method, like security, graphics resolution, audio difficulties, etc. Assessment strategies should be tailored to the specific needs of students, site and delivery mode, and should be examined during the normal course of evaluation (e.g., should not be separate from typical course evaluation procedures).

APPENDIX E

Policy on Discriminatory Conduct

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNCG supports policies, curricula and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG is committed to equal opportunity in education and employment for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

This policy applies internally as well as to the University's relationships with outside organizations, except to the extent that those organizations, including the federal and State government, the military, ROTC, or private employers do not yet recognize sexual orientation as protected.

The University's educational and employment practices are consistent with Section 103 of The Code of The University of North Carolina. In addition, the University complies with North Carolina General Statutes 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and other federal and state laws relating to discrimination in educational programs and employment. In accord with Executive Order 11246, the University has in place an Affirmative Action Plan which states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation. Students should contact the Office of Student Affairs.

Retaliatory action of any kind will not be tolerated against any person for making a good faith report of discrimination or on the basis of that person's participation in any allegation, investigation or proceeding related to the report of discriminatory conduct. Every UNCG employee and student is charged with the responsibility to be aware of and abide by this policy. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

APPENDIX F

Policy on Illegal Drugs

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and dissemination of knowledge. All members of the academic community—students, faculty, and staff members—share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees[1], and SPA employees[2].

Notice

Article 5 of Chapter 90 of the North Carolina General Statutes makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The North Carolina General Statutes are readily available in the Library or online at www.ncleg.net/gascripts/statutes/statutes.asp.

This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials

distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

Educational and Rehabilitation Programs

The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs.

This program shall emphasize these subjects:

- The incompatibility of the use or sale of illegal drugs with the goals of the University.
- The legal consequences of involvement with illegal drugs.
- The medical implications of the use of illegal drugs.
- The ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities.

The University shall provide information about drug counseling and rehabilitative services (campus-based or community-based) available to students and employees.

Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

Disciplinary Proceedings and Sanctions

Preliminary Determinations

The University will initiate a disciplinary proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever both of these requirements are met:

- There is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances.
- The alleged conduct is deemed to harm the interests of the University.

The first requirement above can be satisfied by either of the following:

- A conviction or a guilty plea resulting from criminal prosecution
- Independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate disciplinary action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students. Student Code of Conduct for The University of North Carolina at Greensboro, approved by the Chancellor.

Faculty Members. The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees.

Senior Administrative Officers. Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors.

Non-faculty EPA Employees. Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees.

SPA Employees. Relevant regulations of the Office of State Personnel.

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

Penalties for Students, Faculty, Senior Administrative Officers, and Non-Faculty EPA Employees

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offenses described:

Trafficking[3] in Illegal Drugs. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N. C. General Statutes 90-89, or Schedule II, N. C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N. C. General Statutes 90-91 through 90-94, (including, but not limited to,

marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

Illegal Possession of Drugs. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N. C. General Statute 90-89, or Schedule II, N. C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N. C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.

Suspension Pending Final Disposition. When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceeding if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

Oversight and Reporting

A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

This policy shall be effective with the beginning of fall term, 1988.

---

[1]Non-faculty personnel whose employment is exempt from the State Personnel Act.

[2]Staff personnel whose employment is subject to the State Personnel Act.

[3]The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90-95(h).

APPENDIX G

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. Failure to provide such information results in an out-of-state classification.

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

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a 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. North Carolina resident who serve outside the State may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute (G.S. 116-143.3) affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed on active duty in North Carolina, may be charged the in-state tuition rate. A dependent relative of a service member stationed in North Carolina is also 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.

Qualifying active duty military members and the dependent relatives thereof are extended a "military grace period" if the military member is reassigned outside of North Carolina while the member of dependent is enrolled in an institution of higher education. During this grace period, the military member or dependent relative thereof is eligible for the in-state tuition rate as long as he or she is continuously enrolled in the degree or other program in which he or she was enrolled at the time of the reassignment.

Additionally, any nonresident North Carolina Guard members in reserve or active status are eligible for the in-state rate and all application mandatory fees.

These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. Application for this benefit must be made prior to the beginning of the first enrolled term of each academic year for which the benefit is sought.

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

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

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming 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 following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 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, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

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

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

Aliens and Foreigners. Aliens lawfully admitted into the United States for permanent residence are subject to the same considerations as citizens in the determination of residentiary status for tuition purposes. Certain classes of both resident and nonresident aliens are subject to these same considerations, but certain classes are not. More complete information on the residence classification of aliens may be obtained from the Manual (referred to above) or from the Office of the Provost.

North Carolina Public School Teachers. Under separate statue (G.S. 116-143.5; Section V of this document), certain North Carolina public school teachers (or other personnel paid on the teacher salary schedule) are eligible to be charged the in-state tuition rate for courses relevant to teacher certification or professional development, irrespective of their length of legal residence. To qualify, the applicant must be a legal resident of North Carolina and employed full-time by a North Carolina public school. Application for this benefit must be made prior to the beginning of each academic term for which the benefit is sought.

Tuition Waivers. A separate North Carolina statue (G.S. 115B section VI of this document) provide tuition waiver for North Carolina resident who are at least age 65. The tuition waiver benefit also extends to certain family members of deceased or totally and permanently disabled emergency workers of North Carolina. More complete information on this statute may be obtained from the Office of the Provost.

INDEX

A

Academic Common Market, 333
Academic eligibility, 16
Academic Eligibility to Continue in Graduate School (Academic Dismissal), 16; Certificate Programs, 16; degree programs, 16; Denial of Enrollment, 17; Exception to Academic Ineligibility, 17; Readmission after Academic Dismissal, 16; VISIONS Program, 16
Academic Integrity Policy, 18, 363
Academic Programs in the Arts, 340
Academic regulations, 14
Accelerated master's programs, 12
Accounting and Finance; courses, 29; Department of, 28
Accreditation, 7
Admissions; deadlines, 10; distance learning/off-campus courses, 13; full graduate standing requirements, 10; Provisional admission, 10; requirements for doctoral program, 23; visiting and non-degree seeking students, 11
Advisory/dissertation committee, 23
Anthropology; courses, 30; Department of, 30
Apparel Product Design courses, 84
Appeals of; grades, 16; nursing policies, 239; nutrition policies, 250; psychology policies, 267; regulations, 17
Art; courses, 34; Department of, 32
Arts and Entertainment, 340
Assistantships, 333
Astronomy; courses, 258
Auditing, 13; fees, 329

B

Biochemistry. *See* Chemistry and Biochemistry
Biology; courses, 39; Department of, 37
Board of Trustees, 346
Broadcasting and Cinema; courses, 45; Department of, 43
Business; courses, 48
Business Administration; Department of, 47; Master of, 51

C

Calendar of Events, 2
Campus Ministries, 335
Campus Recreation, Department of, 342
Candidacy; for doctoral students, 25
Capstone Experience, 20
Career Services Center, 335
Cashiers and Student Accounts Office, 336
Certification/verifications of student enrollment, 339
Change of address or name, 339
Chemistry and Biochemistry; courses, 60; Department of, 58
Classical civilization; courses, 63
Classical Studies; Department of, 62
College of Arts and Sciences, 6; degree programs, 6
Commencement; participation policy, 17
Communication Sciences and Disorders; courses, 68; Department of, 65
Communication Studies; courses, 74; Department of, 72
Communications with UNCG, 349
Computer Science; courses, 76; Department of, 75
Conflict of Interest; faculty as student, 18; student-instructor relationship, 18, 343
Conflict Resolution program, 79; courses, 80
Consumer, Apparel, and Retail Studies; courses, 85; Department of, 82
Continual Learning, 18
Continuous Enrollment; Policy on, 14
Counseling and Educational Development; courses, 96; Department of, 87
Course load, 14
Courses; graduate, 27; repeating, 15; withdrawing from, 15
Course work; level for master's degree, 19
Credit; application in master's degree, 19; auditing, 13; continual learning, 18; distance learning/off-campus, 13; for dissertation, 26; for thesis, 20; transfer for doctoral, 24; transfer for master's, 21
Cross registration, 12
Curriculum and Instruction; courses, 107; Department of, 99

D

Dance; courses, 115; Department of, 113
Dean's Message, 5
Dean of The Graduate School, 6
Degrees; listing of, 6
Denial of Enrollment, 17
Dining Services, University, 335
Disability Services, Office of, 336
Discriminatory Conduct; Policy on, 366
Dissertation, 25; publishing fees, 329
Distance Learning/Off-Campus credit, 13
Doctoral minor; educational research methodology, 137; information systems, 197; statistics, 217
Doctoral programs; admissions requirements, 23; admission to candidacy, 25; advisory/dissertation committee, 23; Doctor of Education, 22; Doctor of Musical Arts, 22; Doctor of Philosophy, 22; minor, 23; plan of study, 23; research competence, 23; residence requirement, 24; time limits, 24
Doctor of Education degree, 22; counseling and educational development, 95; educational leadership, 128; exercise and sport science, 154
Doctor of Musical Arts degree, 22, 228
Doctor of Philosophy; communication sciences and disorders, 67; special education, 302
Doctor of Philosophy degree, 22; consumer, apparel, and retail studies, 84; counseling and educational development, 95; curriculum and teaching, 106; curriculum and teaching/cultural studies, 130; economics, 121; educational research, measurement, and evaluation, 136, 197; English, 144; exercise and sport science, 157; geography, 168; history, 180; human development and family studies, 188; information systems, 196; music education, 230; nursing, 244; nutrition, 252; psychology, 269
Doctor of Public Health degree, 275
Dual registration, 11

E

Economics; courses, 122; Department of, 118
Educational Leadership and Cultural Foundations; courses, 131; Department of, 125
Educational Research Methodology; courses, 137; Department of, 134; doctoral minor in, 137
Elliott University Center, 340
English; Department of, 140
Enrolled Student Services, 336
Enrollment; denial of, 17; ineligibility for, 16
Examinations; doctoral preliminary, 25
; oral; for doctoral degree, 26; on thesis, 21
Exercise and Sport Science; courses, 157; Department of, 150

F

Fees. *See* Tuition and fees
Fellowships; national, 333; UNCG, 333
Finance; courses, 29
Financial aid; Office of, 336; refund, 329
Financial support, 333; Academic Common Market, 333
First Card, 338
French; courses, 285

G

Genetic Counseling program, 162; courses, 164; Master of Science degree, 163
Geography; courses, 169; Department of, 166
German, Russian, and Japanese Studies; courses, 171; Department of, 171
Gerontology program, 172; courses, 175; Master of Science degree, 173; Post-Baccalaureate Certificate, 173
Grades, 15; appeal of, 16; Incomplete (I), 15; requirement for graduate degree, 15; Satisfactory (S), 16; transfer of, 21, 25; Unsatisfactory (U), 16; Withdrawal (W/WF), 15
Grading scale, 15
Graduate faculty, 351
Graduate School, 6
Graduate Student Association, 341
Graduate Studies Committee, 6, 348
Graduation; applying for, 17; fees, 329
Greater Greensboro Consortium, 12
Greek; courses, 64
Greensboro Review, The, 141
Guidelines for Good Practice in Graduate Education, 363
Guidelines for Graduate Distance Learning Courses, 365

H

Health service, 338; fee, 330
History; courses, 181; Department of, 176
Housing; off campus, 335; on campus, 335; fees, 326
Human Development and Family Studies; courses, 189; Department of, 185

I

Identification card, 338
Illegal drugs; policy on, 366
Immunization clearance, 11
Incomplete, 15
Independent study, 20, 23
Information Systems and Operations Management; courses, 197; Department of, 192
Information Technology; doctoral minor in, 197
Information Technology Services, 336; student consulting, 336

Interinstitutional registration, 12
Interior Architecture; courses, 205; Department of, 202
International Programs Center, 337
International Student and Scholar Services, 337
Italian; courses, 286

J

Jackson Library, 338
Jobs, Campus, 334
Joseph M. Bryan School of Business and Economics, 6; degree programs, 6

L

Language requirements; exceptions to, 20; in doctoral degrees, 24; in master's degrees, 20
Latin; courses, 64
Leaves of absence, 14
Liberal Studies; courses, 208; program, 207
Libraries, 338; non-credit use, 330
Library and Information Studies; courses, 211; Department of, 209
Licensure, 7; English as a second language add-on, 102; media coordinator, 211; Post-Baccalaureate Alternative Initial Teacher Licensure; Special Education, 299; reading add-on, 103

M

Management; courses, 48
Master's programs; accelerated, 12; degree requirements, 19; level of course work, 19; plan of study, 19; semester-hour requirements, 19; time limitations, 19
Master of Arts/Doctor of Philosophy integrated program; economics, 120
Master of Arts degree; communication studies, 73; conflict resolution, 80; criminology, 295; dance, 114; dance education, 114; economics, applied, 119; with financial economics concentration, 120; English, 142; financial economics, 120; French, 284; geography, applied, 167; with urban planning and economic development concentration, 168; history, 178; with historic preservation concentration, 178; with museum studies concentration, 178; language requirements, 20; liberal studies, 208; mathematics, 215; with applied mathematics concentration, 215; with applied statistics concentration, 215; with pure mathematics concentration, 216; political science, 263; psychology, 268; romance languages and literatures, 284; with French concentration, 284; with Spanish concentration, 284; sociology, 295; with criminology concentration, 295; Spanish, 284; speech-language pathology, 66; statistics, applied, 215; urban planning and economic development, 168; women's and gender studies, 317
Master of Business Administration/Master of Science in gerontology dual degree, 52, 174
Master of Business Administration/Master of Science in Nursing dual degree, 52, 243
Master of Business Administration program, 49; courses, 54; degree, 51; dual degree with; Master of Science in gerontology, 52, 174; Master of Science in Nursing, 52, 243
Master of Education degree; art education, 34; biology, 38; birth-kindergarten: interdisciplinary studies in education, 186, 301; curriculum and instruction, 101; chemistry education, 101; elementary education, 101; English as a second language, 101; French education, 102; instructional technology, 102; mathematics education, 102; middle grades education, 103; reading education, 103; science education, 103; social studies education, 104; Spanish education, 104; educational supervision, 104; instructional design, 104; English, 143; exercise and sport science, 151; with school and community youth sport studies conc, 152; higher education, 105; Latin, 62; special education, 300; theatre education, 310
Master of Fine Arts degree, 7; art (studio arts), 33; creative writing, 143; dance, 114; drama - concentrations in; acting, 307; design, 308; directing, 309; film and video production, 44; theatre for youth, 309; studio arts, 33
Master of Library and Information Studies degree, 210; with instructional technology concentration, 210; with media coordinator (076) licensure, 211
Master of Music degree, 224; composition, 227; music education, 224; music performance, 225; music theory, 227
Master of Public Affairs degree, 261; concentrations in; community and economic development, 261; local government management, 262; nonprofit management, 262
Master of Public Health degree, 274
Master of School Administration degree, 126
Master of Science/Doctor of Philosophy integrated; educational research, measurement, and evaluation, 135
Master of Science/Doctor of Philosophy integrated program; exercise and sport science, 155
Master of Science/Specialist in Education dual degree; concentrations in; community counseling, 92; couple and family counseling, 92; gerontological counseling, 93; school counseling, 93; student development in higher education, 93; counseling and educational development, 92

Master of Science degree; accounting, 28; biochemistry, 59; biology, 38; chemistry, 60; computer science, 75; consumer, apparel, and retail studies, 83; counseling and educational development, 90; combined with Specialist in Education, 92; with community counseling concentration, 90; with gerontological counseling concentration, 90; with school counseling concentration, 91; with student development in higher education conce, 90; educational research, measurement, and evaluation, 135; exercise and sport science, 151; with athletic training concentration, 153; with school and community youth sport studies concentration, 152; genetic counseling, 163; gerontology, 173; with nonprofit management concentration, 174; human development and family studies, 187; with family life and parent education concentration, 187; information technology and management, 195; interior architecture, 203; with historic preservation concentration, 204; with interior product design concentration, 204; with museum studies concentration, 204; language requirements, 20; nutrition, 251; parks and recreation management, 279
Master of Science in gerontology/Master of Business Administration dual degree, 174
Master of Science in Nursing/Master of Business Administration dual degree, 52, 243
Master of Science in Nursing degree, 241; concentrations in; adult nurse practitioner/gerontological nurse practitioner, 242; nurse anesthesia, 242; nursing administration, 241; nursing education, 241
Master of Social Work degree, 290; advanced standing option, 291
Mathematics and Statistics; courses, 215; Department of, 214
Mathematics teachers; courses for, 219
Minor. *See* Doctoral minor
Music; courses, 230; School of, 222
Music organizations, 341

N

Nurse anesthesia program fees, 330
Nursing; courses, 244; Policy on Unsafe Practice, 239; School of, 236
Nutrition; courses, 253; Department of, 248; Policy on Professional Impairment, 249

P

Parking Services, 337
Philosophy; courses, 255; Department of, 255
Physics and Astronomy; courses, 257; Department of, 257
Political Science; courses, 263; Department of, 259
Post-Baccalaureate and Post-Master's Certificates, 8, 19
Post-Baccalaureate Certificate programs; advanced Spanish language and Hispanic cultural studies, 283; business administration, 50; computer education, 100, 210; conflict resolution, 80; dietetic internship, 251; geographic information science, 167; gerontological nursing, 241; gerontology, 173; historic preservation, 177, 203; information assurance, security, and privacy, 193; information technology, 194; leadership in early care and education, 186, 299; museum studies, 177, 203; non-profit management, 260; nursing administration, 241; nursing case management, 241; nursing education, 241; statistics, 214; supply chain and logisitics management, 194; teaching English as a second language, 101; technical writing, 141; urban and economic development, 167, 260; women's and gender studies, 316
Post-Master's Certificate programs; adult nurse practitioner/gerontological nurse practioner, 243; advanced school counseling, 95; college teaching and adult learning, 105; couple and family counseling, 94; financial analysis, 53; gerontological counseling, 94; information technology, 196; international business, 53; management, 53; music theory pedagogy, 228; nurse anesthesia, 243; school counseling, 94
Provisional admission, 10
Psychology; courses, 270; Department of, 265; Policy on Professional Impairment, 266
Public Health Education; courses, 275; Department of, 273
Publishing fees; thesis or dissertation, 329

R

Readmission, 15
Readmission after Academic Dismissal, 16
Recreation, Tourism, and Hospitality Management; courses, 279; Department of, 278
Refund Committee. *See* University Refund Appeals Committee
Refund Policy, 326
Registration, 339; late fees, 329
Release of grades and GPA information, 340
Religious Studies; courses, 281; Department of, 281

Research Centers and Institutes; Center for Biotechnology, Genomics and Health Research, 320; Center for Creative Writing in the Arts, 320; Center for Drug Design, 320; Center for Educational Research and Evaluation, 321; Center for Educational Studies and Development, 321; Center for Geographic Information Science and Health, 321; Center for Global Business Education and Research, 321; Center for Innovation in Interior Architecture, 322; Center for Legislative Studies, 322; Center for New North Carolinians, 322; Center for the Health of Vulnerable Populations, 322; Center for Women's Health and Wellness, 323; Center for Youth, Family, and Community Partnerships, 323; Family Research Center, 323; Human Environmental Sciences Center for Research, 323; Interdisciplinary Center for eLearning, 324; Music Research Institute, 324; Office of Business and Economic Research, 324; Office of Professional Development Programs, 324; SERVE Center for Continuous Improvement, 324
Residence on campus, 335
Residence requirements; for doctoral candidates, 24
Residence status; appeals, 330; for married persons, 331; for Military Personnel and Dependents, 331; for tuition purposes, 330, 368; for UNC employees, 331; initial classification, 330; of aliens, 331; subsequent classification, 330
Resources for graduate students, 350
Retailing and Consumer Studies courses, 86
Romance Languages; courses, 286; Department of, 282

S

Satisfactory (S), 16
School of Education, 6; degree programs, 6
School of Health and Human Performance, 6; degree programs, 7
School of Human Environmental Sciences, 6; degree programs, 7
School of Music, 6; degree programs, 7
School of Nursing, 6; degree programs, 7
Semester hours, 14
Social Work; courses, 291; Department of, 288
Sociology; courses, 295; Department of, 294
Spanish; courses, 286
Spartan Mail, 337
Special Academic Programs; degree programs, 7
Specialist in Education; combined with Master of Science, 92; educational leadership, 126; higher education, 105
Specialist in Education/Master of Science in counseling dual degree, 92
Specialized Education Services; courses, 302; Department of, 298
Statistical Consulting Center, 337
Statistics; applied statistics concentration, 215; courses, 220; doctoral minor in, 217
Student Health Services, 338
Student loans, 334
Student organizations, 341
Student responsibilities, 18
Summer Session, 18
Supply Chain Management courses, 201

T

Table of Contents, 4
Teacher licensure; add-on; reading, 103; advanced, 8; doctoral, 8; licensure renewal, 11; master's "M", 8; media coordinator, 211; Post-Baccalaureate Alternative Initial Licensure; Special Education, 299
Theatre; courses, 312; Department of, 306
Thesis, 20; publishing fees, 329
Transcripts, 339
Transfer of credit; for doctoral degrees, 24; for master's degrees, 21
Tuition and fees, 325; Athletic, activity, and facilities fees, 329; Auditing fees, 329; credit policy, 326; for North Carolina public school teachers, 331; graduation fee, 329; health service fee, 330; nurse anesthesia program, 330; residence status for, 330; special fees, 329; tuition waivers, 332
Tuition waivers, 332

U

UNCG; Board of Trustees, 346; history of, 345; mission, 345; Officers, 346; Vision for Teaching and Learning, 364
UNCG First Card ID Center, 338
University Box Office, 341
University Concert & Lecture Series, 341
University directory information, 339
University Libraries, 338
University of North Carolina; history of, 344
University policies, 343; conflict of interest, 18, 343
University Refund Appeals Committee, 329
University Registrar's Office, 339
University services, 335
Unsatisfactory (U), 16

V

VISIONS program, 11; academic ineligibity, 16
Visiting and non-degree seeking students (VISIONS), 11

W

Weatherspoon Art Gallery, 341
Withdrawal, 15
Women's and Gender Studies, 315; courses, 319