THE UNIVERSITY *of* NORTH CAROLINA

GREENSBORO

THE GRADUATE SCHOOL BULLETIN

Catalog Issue for the Year 2011-2012
Announcements for 2012-2013

This catalog is intended for informational purposes only. Requirements, rules, procedures, courses, and informational statements are subject to change. The University reserves the right to revise any part without notice or obligation.

Policies approved by the Graduate Studies Committee become effective upon the publication of The University of North Carolina at Greensboro's Graduate School Bulletin.

The University reserves the right to make changes as required in course offerings, curriculum, academic policies and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

THE GRADUATE SCHOOL MISSION STATEMENT

The Graduate School at The University of North Carolina at Greensboro promotes excellence in graduate education through leadership and service within the University and greater community. Leadership is provided through initiation of dialog regarding issues and trends in higher education; the development of innovative and timely graduate programs; support for improvement of existing, viable programs; the endorsement of policies and practices contributing to high quality education endeavors; and proactive advocacy for graduate faculty and students. Service is provided through recruitment and enrollment of well qualified students; professional, accurate, and timely response to requests and concerns; the maintenance of processes and procedures that are efficient and consistent with academic policies; and responsible use of resources. The Graduate School is committed to building collegial and mutually supportive relationships with all constituencies to create learning environments that contribute to outstanding achievement in learning, discovery, scholarship, and service.

EQUALITY OF EDUCATIONAL OPPORTUNITY

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, The University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 123 Mossman Building (336-334-5167), is responsible for coordinating compliance and investigating complaints.

STATEMENT OF NONDISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION

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

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

The Graduate School's Internet Address is as follows: grs.uncg.edu

The University of North Carolina at Greensboro, The Graduate School, 241 Mossman Building, PO Box 26170, Greensboro, NC 27402-6170

VOICE 336-334.5596

FAX 336.334.4424

ADMISSIONS FAX 336.256.0109

EMAIL inquiries@uncg.edu

Calendar of Events 2012-2013

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

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

Summer 2012

First Session: May 14-June 22

May 14, Monday ..... MBA first summer session classes begin
May 21, Monday..... Summer Session I classes begin
May 28, Monday ..... Deadline for graduate students to apply to graduate in Summer Session 2012
June 22, Friday ..... Summer Session I final examinations

Second Session: June 25-August 6

June 25, Monday ..... Summer Session II classes and MBA second summer session classes begin
July 4, Wednesday ..... Independence Day holiday. Offices closed, classes dismissed
July 5, Thursday ..... Final date for August doctoral candidates' oral examinations
July 9, Monday ..... Filing deadline for electronic approval copy of thesis, The Graduate School
July 13, Friday ..... Filing deadline for electronic approval copy of dissertation and original signature pages, The Graduate School
July 30, Monday ..... Summer Session II final examinations
July 30, Monday ..... Final date for complete clearance of August graduate degree candidates, including electronic submission of final thesis or dissertation to The Graduate School and payment of fees owed the University
August 6, Monday ..... MBA second summer session classes end
August 10, Friday ..... Summer graduation date

Fall 2012

August 13–17, Monday–Friday ..... Orientation, Advising, Registration for all students based on student population and classification
August 13, Monday ..... Fall semester opens
August 14, Tuesday ..... State of the Campus Address
August 20, Monday ..... Classes begin, 8 am
August 20–24, Monday–Friday ..... Late registration and schedule adjustment
August 24, Friday ..... Last day to change courses or course sections without special permission.
Financial Aid satisfactory academic progress appeals deadline; hours locked for financial aid purposes.
Last day to drop course for tuition and fees refund
August 27, Monday ..... Deadline for graduate students to apply to graduate in December 2012
September 3, Monday ..... Labor Day holiday. Classes dismissed; offices closed
October 5, Friday ..... Founders Day
October 12, Friday ..... Last day to drop courses without academic penalty
October 12, Friday ..... Instruction ends for Fall Break 6 pm
October 17, Wednesday ..... Classes resume after Fall Break 8 am
Oct. 17–Nov. 19, Wed.–Mon..... Spring semester advising for continuing students, by appointment
October 26, Friday ..... Final date for December doctoral candidates' oral examinations
Oct. 29–Nov. 19, Mon.–Mon. ..... Spring and Summer 2013 registration for continuing students

November 9, Friday ..... Filing deadline for electronic approval copy of dissertation and original signature pages, The Graduate School
November 19, Monday ..... Filing deadline for electronic approval copy of thesis, The Graduate School
November 20, Tuesday ..... Instruction ends for Thanksgiving holiday 10 pm
November 26, Monday ..... Classes resume 8 am
December 3, Monday ..... Last day of classes
December 4, Tuesday ..... Final date for complete clearance of December graduate degree candidates, including electronic submission of final thesis or dissertation to The Graduate School and payment of fees owed the University
December 4, Tuesday ..... Reading Day
December 5–8, 10–12 ..... Final examinations
Wed.-Sat., Mon.-Wed.
December 13-14, Thur.-Fri ..... Final exam makeup days
December 13, Thursday ..... December Commencement, Greensboro Coliseum

Spring 2013

January 7–11, Monday–Friday ..... Orientation, Advising, Registration for all students based on student population and classification
January 14, Monday ..... Classes begin 8 am
January 14–18, Monday–Friday ..... Late registration and schedule adjustment
January 18, Friday ..... Financial Aid satisfactory academic progress appeals deadline; hours locked for financial aid purposes
Last day to change courses or course sections without special permission
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 2013
March 1, Friday ..... Financial Aid priority filing date for 2013–14 academic year
March 8, Friday ..... Last day to drop course(s) without academic penalty
March 9, Saturday ..... Instruction ends for Spring Break 1 pm
March 18, Monday ..... Classes Resume after Spring Break 8 am
Mar. 18–Apr. 24, Mon.–Wed. ..... Fall advising for continuing students, by appointment
March 20, Wednesday ..... Final date for May doctoral candidates' oral examinations
March 27, Wednesday ..... Filing deadline for electronic approval copy of dissertation and original signature pages, The Graduate School
March 29, Friday ..... Spring holiday. Classes dismissed; offices closed.
April 1–24, Mon.–Wed. ..... Fall 2013 registration for continuing students
April 9, Tuesday ..... Filing deadline for electronic approval copy of thesis, The Graduate School
April 12, Friday ..... Student Excellence Day
April 30, Tuesday ..... University follows Friday schedule; Last day of classes
May 1, Wednesday ..... Final date for complete clearance of May candidates for graduate degrees, including electronic submission of final thesis or dissertation to The Graduate School and payment of fees owed the University
May 1, Wednesday ..... Reading Day
May 2-4, May 6-8..... Final examinations
Thurs.-Sat., Mon.-Wed.
May 10, Friday ..... May Commencement, Greensboro Coliseum

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The Graduate School

Welcome to the Graduate Bulletin of the University of North Carolina at Greensboro. The bulletin serves as the student's contract with the University and provides guidance relating to policies, procedures, and deadlines regarding graduate study. The Bulletin also provides descriptions of our post baccalaureate and graduate certificates, master's degrees, and doctoral degree programs. Included are course descriptions, degree requirements, and other regulations.

For the first time in our history we have gone from a print version of our bulletin to an electronic version. This change will provide two major benefits to the academic community. First, the electronic version will allow students and advisors to use key words to quickly and easily search and find the exact sections that pertain to questions at hand. No longer will an individual have to thumb through a booklet to locate the desired sections. Second, the electronic version will be easier to maintain and thus will be a more up-to-date compendium of all things graduate.

UNCG has grown over the years and now has a graduate enrollment of almost 3,800 students. There are approximately 40 certificate, 65 master's, and 30 doctoral programs available to students. In addition to being directly admitted into our programs, some students dip their toes into the academic water by taking courses as non-degree students (VISIONS program) and later applying up to 9 hours toward a master's degree. Still other students begin their studies in certificate programs and later work to complete a master's degrees.

The University is classified by the Carnegie Foundation as a doctoral granting institution with high research. UNCG is also among a small group of universities that has earned the community engagement classification. This is a combination that is unique and affords the student the best of both worlds. Faculty bring the results of their research and community work into the classroom to make their teaching relevant to today's problems. This multi-dimensional approach results in quality teaching that is supported through discovery of new knowledge and cooperative engagement with the community.

Please view this graduate bulletin as one of many resources available to you. If you have unanswered questions or want to explore further, please do not hesitate to visit The Graduate School or call our office at (336) 334-5596.

Dr. William R. Wiener
Dean of The Graduate School

Graduate Programs

The University is organized into the College of Arts and Sciences, five professional schools, and one joint professional school with North Carolina A&T State University: Joseph M. Bryan School of Business and Economics; School of Education; School of Health and Human Sciences; School of Music, Theatre and Dance; Joint School of Nanoscience and Nanoengineering; 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 26 areas of study, five Master of Fine Arts degrees, Master of Arts in Teaching degree, master's degrees in a wide variety of majors, and a number of Post-Baccalaureate and Post-Master's Certificates. Each of these programs is described in detail in the following 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.

Accreditation

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

The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. All other inquiries, such as admission requirements, financial aid, educational programs, etc., should be made directly to The University of North Carolina at Greensboro, 336-334-5000.

Graduate Degree Programs

College of Arts and Sciences

Art
MFA in Studio Arts

Biology
MS in Biology
PhD in Environmental Health Science

Chemistry and Biochemistry
MS in Biochemistry
MS in Chemistry
PhD in Medicinal Biochemistry

Classical Studies
MEd in Latin

Communication Studies
MA in Communication Studies

Computer Science
MS in Computer Science

English
MA and **PhD** in English
MFA in Creative Writing

Geography
MA in Applied Geography (Geosciences Education for Teachers or Urban Planning and Economic Development optional concentrations)
PhD in Geography

History
MA in History (American History, European History, *Historic Preservation or *Museum Studies concentration (*jointly with Department of Interior Architecture)
PhD in History

Interior Architecture
MS in Interior Architecture (*Historic Preservation, Interior Product Design, or *Museum Studies optional concentrations) (*jointly with Department of History)

Languages, Literatures, and Cultures
MA in Romance Languages and Literatures (French and Francophone Studies or Spanish concentration)
MEd in Curriculum and Instruction (French Education or Spanish Education concentration)

Mathematics and Statistics
MA in Mathematics (Applied Statistics optional concentration)
PhD in Computational Mathematics

Media Studies
MFA in Drama (Film and Video Production concentration)

Political Science
MA in Political Science
MPA in Public Affairs (Community and Economic Development, Local Government Management, or Nonprofit Management optional concentrations)

Psychology
MA in General Experimental Psychology
MA/PhD in Clinical Psychology
PhD in Psychology (Cognitive, Developmental, General Experimental, or Social Psychology concentration)

Sociology
MA in Sociology (Criminology optional concentration)

Women's and Gender Studies
MA in Women's and Gender Studies (Gender and Community Leadership, Gender and Health, or Individualized Program concentration)

Joseph M. Bryan School of Business and Economics

Accounting
MS in Accounting

Master of Business Administration
MBA
MSN/MBA in Health Management (jointly with School of Nursing)
MS (gerontology)/MBA (jointly with Gerontology Program)

Consumer, Apparel, and Retail Studies
MS in Consumer, Apparel, and Retail Studies (Integrated Apparel and Related Industries optional concentration)
MS in Global Apparel Supply Chain Management
PhD in Consumer, Apparel, and Retail Studies

Economics
MA in Applied Economics (Financial Economics optional concentration)
MA/PhD in Economics
PhD in Economics

Information Systems and Supply Chain Management
MS in Information Technology and Management
PhD in Information Systems

School of Education
Counseling and Educational Development
MS in Counseling (Clinical Mental Health, College Counseling and Student Development, Couple and Family Counseling, or School Counseling concentration)
MS/EdS in Counseling (Clinical Mental Health, Couple and Family Counseling, College Counseling and Student Development, or School Counseling concentration)
EdD in Counseling and Counselor Education
PhD in Counseling and Counselor Education

Educational Leadership and Cultural Foundations
MSA in School Administration
EdS in Educational Leadership (Advanced Principal and Superintendent licensure)
EdD in Educational Leadership (non licensure)
PhD in Educational Studies (Cultural Studies concentration)

Educational Research Methodology
MS in Educational Research, Measurement, and Evaluation
MS/PHD in Educational Research, Measurement, and Evaluation
PhD in Educational Research, Measurement, and Evaluation

Library and Information Studies
MLIS in Library and Information Studies (Instructional Technology and Media Coordinator optional licensures)

Specialized Education Services
MEd in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (jointly with Department of Human Development and Family Studies)
MEd in Special Education (General Curriculum, Behavioral and Emotional Disabilities or Learning Disabilities concentrations)
PhD in Special Education

Teacher Education and Higher Education
MA in Teaching (Elementary Education, Middle Grades Education, Science Education, Social Studies Education, Teaching English to Speakers of Other Languages)
MEd in Curriculum and Instruction (Elementary Education, Elementary Mathematics, Instructional Technology, Middle/Secondary English Language Arts, Middle/Secondary Mathematics Education, Reading Education, Science Education, Social Studies Education, or Teaching English to Speakers of Other Languages concentrations)
MEd in Student Personnel Administration in Higher Education
PhD in Educational Studies (Teacher Education and Development or Higher Education concentration)

School of Health and Human Sciences
Communication Sciences and Disorders
MA in Speech-Language Pathology
PhD in Communication Sciences and Disorders

Community and Therapeutic Recreation
MS in Parks and Recreation Management (Licensure Services Management or Therapeutic Recreation concentration)

Conflict and Peace Studies
MA in Conflict and Peace Studies (Professional Conflict Practice, Education, or International Peace Development optional concentrations)

Genetic Counseling
MS in Genetic Counseling

Gerontology
MS in Gerontology (Aging and Business or Nonprofit Management optional concentrations)
MS/MBA (jointly with MBA Program)

Human Development and Family Studies
MEd in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (jointly with the Department of Specialized Education Services)
MS in Human Development and Family Studies
PhD in Human Development and Family Studies

Kinesiology
MEd in Kinesiology
MS in Kinesiology (Applied Neuromechanics, Exercise Physiology, Community Youth Sport Development, Motor Behavior, Pedagogical Kinesiology, and Sport and Exercise Psychology or Sports Medicine optional concentrations)
MSAT in Athletic Training
EdD in Kinesiology
MS/PhD in Kinesiology
PhD in Kinesiology (Applied Neuromechanics, Exercise Physiology, Pedagogical Kinesiology, and Sport and Exercise Psychology optional concentrations)

Nutrition
MS and **PhD** in Nutrition

Public Health Education
MPH in Community Health Education
DrPH in Community Health

Social Work
MSW in Social Work (Advanced Standing optional concentration) (jointly with North Carolina A&T State University)

School of Music, Theatre and Dance
Dance
MA in Dance (Dance Education, or Dance Theories and Practices concentration)
MFA in Dance (Choreography or Design concentration)

Music
MM in Composition
MM in Music Education
MM in Music Performance (Accompanying and Piano Chamber Music, Conducting/Choral, Conducting/Instrumental, Early Keyboard Instruments, Organ, Piano, Piano Pedagogy, Strings/Winds/Percussion, Vocal Pedagogy, Voice, or Multiple Woodwinds concentration)
MM in Music Theory
DMA in Performance (Conducting, Instrumental, or Vocal concentration)
PhD in Music Education

Theatre
MEd in Drama
MFA in Drama (Acting, Directing, Design or Theatre for Youth concentration)

Joint School of Nanoscience and Nanoengineering
Professional MS in Nanoscience
PhD in Nanoscience

School of Nursing
MSN (Adult/Gerontological Nurse Practitioner-Primary Care, Nursing, Nursing Outreach, Nursing Administration, Nurse Anesthesia, or Nursing Education concentration)
MSN/MBA in Health Management (jointly with MBA Program)
PhD in Nursing

Special Academic Programs

Liberal Studies
MA in Liberal Studies

Post-Baccalaureate and Post-Master's Certificates

Graduate certificates offer structured and applied instruction directly related to the needs of working professionals. See departmental listings for further details. Post-Baccalaureate and Post-Master's certificates are offered in the following areas:

College of Arts and Sciences

African American Studies Program
Post-Baccalaureate Certificate in African American Studies

Geography
Post-Baccalaureate Certificates
- Global and Regional Studies Geography
- Urban and Economic Development (jointly with Department of Political Science)

History/ Interior Architecture
Post-Baccalaureate Certificate
- Historic Preservation (jointly with Department of Interior Architecture)

Languages, Literatures and Cultures
Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies

Mathematics and Statistics
Post-Baccalaureate Certificate in Statistics

Political Science
Post-Baccalaureate Certificates
- Nonprofit Management
- Urban and Economic Development (jointly with Department of Geography)

Women's and Gender Studies
Post-Baccalaureate Certificate in Women's and Gender Studies

Joseph M. Bryan School of Business and Economics

Consumer, Apparel, and Retail Studies
Post-Baccalaureate Certificate in Global Apparel Supply Chain Management

Entrepreneurship Program
Post-Baccalaureate Certificate in Entrepreneurship

Information Systems and Supply Chain Management
Post-Baccalaureate Certificates
- Healthcare Information Technology Management
- Information Assurance, Security, and Privacy
- Information Technology
- Supply Chain, Logistics, and Transportation Management

Post-Master's Certificate in Information Technology

MBA Program
Post-Baccalaureate Certificate in Business Foundations

School of Education

Counseling and Educational Development
Post-Master's Certificates
- Advanced School Counseling
- Couple and Family Counseling
- Gerontological Counseling
- School Counseling

Educational Research Methodology
Post-Baccalaureate Certificate in Educational Assessment

Educational Leadership and Cultural Foundations
Post-Master's Certificates
- School Administration
- School Administration - Specialized Education
- Urban School Leadership and Administration

Library and Information Studies
Post-Baccalaureate Certificate in Special Endorsement for Computer Education (jointly with Department of Teacher Education and Higher Education)

Specialized Education Services
Post-Baccalaureate Alternative Initial Teacher Licensure (PAIL)
Post-Baccalaureate Certificate in Leadership in Early Care and Education (jointly with Department of Human Development and Family Studies)

Teacher Education and Higher Education
Post-Baccalaureate Certificates
- Special Endorsement for Computer Education (jointly with Department of Library and Information Studies)
- Teaching English to Speakers of Other Languages

Teachers Academy
NC TEACH Alternative Licensure Program

School of Health and Human Sciences

Community and Therapeutic Recreation
Post-Baccalaureate Certificates
- Animal Assisted Therapy
- Geriatric Recreational Therapy

Conflict and Peace Studies Program
Post-Baccalaureate Certificate in Conflict and Peace Studies

Gerontology
Post-Baccalaureate Certificate in Gerontology

Human Development and Family Studies
Post-Baccalaureate Certificate in Leadership in Early Care and Education (jointly with Department of Specialized Education Services)

Nutrition
Post-Baccalaureate Certificate - Dietetic Internship

School of Music, Theatre and Dance

Dance
Post-Baccalaureate Licensure in Dance Education

Music
Post-Baccalaureate Certificates
- BioMusic
- Composition
- Jazz Studies
- Music Education
- Music Theory
- Musicology
- Ethnomusicology

Post-Master's Certificate in Music Theory Pedagogy (within the PhD or DMA)

School of Nursing

Post-Baccalaureate Certificates
- Gerontological Nursing
- Nursing Administration
- Nursing Case Management
- Nursing Education

Post-Master's Certificates
- Adult/Gerontological Nurse Practitioner - Primary Care
- Nurse Anesthesia

Special Academic Programs

Master of Arts in Liberal Studies Program
Post-Baccalaureate Certificate in Global Studies

Licensure for Teachers and Professional School Personnel

Licensure-only Programs

Persons who hold a baccalaureate degree and would like to complete a licensure program in art, birth-kindergarten, dance, middle grades, music, secondary theatre, physical education, and education of the deaf should contact the Teachers Academy 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.

Upon completion of their programs, students should download an application for state licensure 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

Elementary Math

Middle Grades Education

Secondary Education
- Latin
- Mathematics
- Comprehensive Social Studies
- Comprehensive Science

K-12 Special Subject Areas
- Dance
- French
- Music
- Reading
- Spanish
- Theatre
- English as a Second Language

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 (EdS)
Special Service Personnel
- School Administrator
- School Counselor

Doctoral Level
K-12 Specialties
- Music
- Special Education

Special Service Personnel
- School Administrator
- School Counselor

Application, Admission, and Registration

Applying for Admission

All applicants are encouraged to read carefully the Guide for Graduate Admissions published annually by The Graduate School in print and electronic form. The online version is located on The Graduate School's website, grs.uncg.edu. The printed version can be requested on The Graduate School's website. Persons who seek admission to graduate study at UNCG must submit a completed online application, a nonrefundable application fee of $60.00 (USD), and the following supporting credentials:

1. One official transcript of the applicant's academic record from every college and university previously attended. If credit from one institution has been transferred to another, a transcript from the original institution is not required. If an applicant is currently enrolled in a degree program and will not graduate prior to an admission deadline, transcripts should be provided that reflect courses in progress. Prior to enrollment, a final, official transcript indicating the degree earned and date of award is required if admitted.

   Applicants whose baccalaureate degree is from a college or university outside the United States will be required to submit the transcript to a third party credential evaluation service recognized by UNCG. See Credential Evaluations below.
2. Three letters of recommendation from former professors, employers, or persons well acquainted with the applicant's academic potential.
3. Official copies of GRE scores or results from other authorized examinations as required by the program to which one applies. Scores are valid for five years from the time originally taken.
4. Any additional materials required by the program or department, such as audition, interview, portfolio, resume, writing sample, personal statement, etc. Please refer to the Guide for Graduate Admissions or the departmental/program website for specific instructions and/or requirements.

All credentials must be in English and received by The Graduate School by the posted deadline. International applicants should refer to the following section entitled Additional Requirements for International Applicants.

Applicants are strongly encouraged to have recommenders utilize the option to submit letters of recommendation electronically. In addition, copies of official academic transcripts may be uploaded to the application electronically by converting the paper document to a pdf file and submitting it in the appropriate section of the application. Resumes, personal statements, and requested forms also may be provided electronically by uploading the documents into the application prior to submission. Uploading required credentials and having recommenders provide recommendations electronically speeds the processing of applications. Applicants who cannot utilize these features may submit credentials by mail and are not disadvantaged in the admission process by choosing to do so.

Application Deadlines

Unless otherwise stated in the Application and Admission section of the appropriate program or the Guide for Graduate Admissions, the application, including supporting credentials, must be received by the following deadlines:

Fall Semester	July 1
Spring Semester	October 1
Summer Session	April 1

Additional Requirements for International Applicants

International applicants include citizens or permanent residents of a country other than the United States. International applicants may be in the United States on an educational, worker, or visitor visa, or be residing in their home country. International applicants must submit all application materials as described above. All supporting credentials must be in English and transcripts must be evaluated by one of the suggested third-party credential evaluators.

International applicants on, or intending to be on, an F-1 or J-1 visa are required to certify that they have adequate financial resources to cover the cost of tuition and fees, accommodation and meals, insurance, and other living expenses. Financial forms and supporting bank/sponsor documents may be downloaded from www.uncg.edu/ipg.

Application Deadlines

Unless otherwise stated in the Application and Admission section of the appropriate program or the Guide for Graduate Admissions, the application, including supporting credentials, must be submitted by the following deadlines.

Fall Semester	May 15
Spring Semester	September 15
Summer Session	February 15

Deadlines may be extended one month if the international applicant is already in the U.S.

English Proficiency

Non-native speakers of English must validate proficiency in the English language by one of three means.

1. Submit a satisfactory score on a language proficiency test. If the TOEFL is the chosen test, the minimum required score depends on the form of the exam taken (internet based - 79 or paper based - 550). A score of at least 6.5 is required on the IELTS.
2. Have earned a baccalaureate or graduate degree from an accredited college or university in the United States.
3. Complete INTERLINK, the intensive English language program located on UNCG's campus (uncg.interlinkesl.com).

The English language proficiency requirement may be waived if the applicant is a graduate of a university in a country where English is the official language.

Credential Evaluations

All supporting credentials must be in English. Applicants must arrange for The Graduate School to receive official or certified copies of transcripts of academic records from every college and university previously attended. Transcripts must be evaluated by a NACES-affiliated credential evaluation service, preferably Educational Credential Evaluators (ECE), Educational Perspectives (EP), International Education Research Foundation (IREF), or World Education Services (WES). The web site grs.uncg.edu/prospective/international should be consulted to determine whether a general or detailed report is required. Graduate students coming to UNCG through exchange programs or through formally established relationships between a foreign university and UNCG are exempt from this requirement. For a transcript or diploma to be official it must contain the name of the degree and date on which it was awarded.

Accelerated Master's Programs

UNCG offers accelerated programs that allow qualified freshmen, especially those having Advanced Placement Credit, to earn both a bachelor's and a master's degree in approximately five years. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. 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 (BS)/Accounting (MS)
- Anthropology (BA)/Economics (MA)
- Biology (BA)/Chemistry (MS)
- Chemistry (BS)/Chemistry (MS)
- Computer Science (BS)/Computer Science (MS)
- Economics (BA)/Economics (MA)
- Economics (BA)/Public Affairs (MPA)
- Exercise and Sport Science (BS)/Athletic Training (MSAT)
- Mathematics (BA, BS)/Mathematics (MA)
- Political Science (BA)/Economics (MA)
- Political Science (BA)/Public Affairs (MPA)

Application Procedures

The student must consult with the appropriate department faculty advisor and complete an Accelerated Program Plan of Study that includes both undergraduate and graduate courses recommended for the program. The plan of study must be approved by University Registrar's Office and then The Graduate School.

Once the plan of study is approved, the student must submit an application for admission, including payment of the application fee, to The Graduate School and a Dual Registration Form, signed by the department, to the University Registrar's Office. A Dual Registration form is required each semester the student wishes to enroll in graduate level courses prior to graduation from the undergraduate degree.

By the appropriate application deadline, the student must submit all supporting credentials required by The Graduate School and the department. Once the undergraduate degree has been awarded and the student has been admitted to the graduate program, the student will be classified as a graduate student.

Admission

Each application to The Graduate School will result in one admission decision. Applicants are notified of offers of admission by letter from The Graduate School. Successful applicants are offered full graduate admission or provisional admission for a specific program in a specific term. If the admitted applicant does not register for the term specified in the admission letter, 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.

Full Graduate Admission

All applicants must have obtained the following:

1. A bachelor's degree from an accredited college or university or appropriately-evaluated credentials for non-U.S. schools.
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) (verbal, quantitative, and analytical writing) or other authorized examination as required by the respective graduate degree programs.

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 nonaccredited 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 but who show promise for success.

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.

Deferral of Admission

Graduate admission to a degree or certificate program may be deferred for a maximum of one year from the initial term of admission. The student is responsible for contacting the department to determine if admission for subsequent terms is allowed.

To request a deferral of admission, admitted students must submit a completed Deferral of Admission Form found at grs.uncg.edu/forms to the admitting department's Director of Graduate Study no later than the first day of classes of the term of initial admission. The deferral request must be for a specific term and may not exceed one year from the original term of admission. After considering the request, the department will forward the form to The Graduate School for processing and The Graduate School will notify the student of the decision. Merit-based financial aid (teaching/research assistantships, scholarships, and fellowships) will not be deferred and the student must compete again for the awards for the term of deferral (if approved).

Students who have not enrolled after one year and have not requested a deferral of admission will be required to reapply.

Registration

Dates for registration periods for each semester are published in the University's Academic Calendar, pages 2-3 of the *Graduate Bulletin*, and on the University Registrar's website (www.uncg.edu/reg). Registration at UNCG is an automated process conducted online through UNCGenie.

Prior to the assigned registration access window, all new and continuing students will receive an email from the University Registrar's Office. The email will be sent to the @uncg.edu address and will contain the method to request a randomly assigned personal identification number (PIN). The email may also include a preassigned advising code; however, in certain programs students must see their advisors to obtain advising codes.

Continuing students who do not pre-register for the next semester during the Early Registration periods in November (for spring semester) and in April (for summer/fall semester) will be required to pay a late registration fee.

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 available online 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 each semester 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, are exempt from this requirement. 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).

Bryan Prelude

The Bryan Prelude program is a non-degree status designed for individuals who wish to explore a potential degree program in Business Administration (MBA), Information Systems and Operations Management (MSITM), or MS in Accounting. Admitted applicants to the Bryan Prelude may enroll in select courses as outlined in the course requirements listed below. The abbreviated application is found on-line under the Bryan Prelude program listing. Participants in the Bryan Prelude program must apply each semester in which they intend to enroll by using the online application. A $25.00 non-refundable fee is charged each semester an application is submitted.

Bryan Prelude students who subsequently are admitted and enrolled in the Master of Business Administration, the Master of Science in Information Technology & Management (MSITM), or the Master of Science in Accounting program may include no more than 6 hours of graduate level coursework earned while enrolled in the Bryan Prelude program. Bryan Prelude courses taken in preparation for the Bryan MS in Accounting are intended for individuals whose undergraduate degree is not in accounting and who wish to take undergraduate-level, prerequisite coursework for the Bryan MS in Accounting.

Requirements for Admission

Admission to the Bryan Prelude program is selective. To be considered all applicants must meet the following minimum standards: (1) an official undergraduate transcript, verifying an earned baccalaureate degree from an accredited college or university with an undergraduate grade point average of 3.00 or higher (on a 4.00 scale); (2) a clearly articulated statement of purpose indicating degree program interest; (3) a current resume.

A combination of work experience and education could on rare occasions possibly substitute for GPA requirements. Personal statement of interest and resume are not required for prerequisite, undergraduate accounting courses taken in preparation for the Bryan MS in Accounting.

Course Offerings

Students admitted to the Bryan Prelude program may enroll in the following courses. Course selection and sequence is determined by applicant designation of interest in the MBA, MSITM, or MS in Accounting program.

For Business Administration:

MBA 701: Quantitative Analysis for Decision Making, MBA 702: Financial and Managerial Accounting, MBA 703: The Economic Environment of the Firm, MBA 706: Marketing Management; and MBA 710: Ethical Leadership and Sustainable Business. For Information Technology & Management:

The following courses are recommended for students applying to MSITM without a business background. These are prerequisite courses and cannot be applied toward the master's degree: ACC 202: Managerial Accounting, SCM 302: Operations Management.

Students with a baccalaureate in business should take the following courses which later upon admittance to graduate study can be applied toward the master's degree: ISM 671: Database Management and ISM 673: Telecommunication and Distributed Networks.

For Accounting:

The following prerequisite courses are recommended for students applying to Accounting without a baccalaureate in Accounting. These courses cannot be applied toward the master's degree: ACC 202: Managerial Accounting, ACC 218: Financial Statement Preparation and Disclosures, ACC318: Intermediate Accounting I, ACC 319: Intermediate Accounting II, ACC 325: Accounting Transaction Processing Systems, ACC 330: Cost Accounting, ACC 420: Federal Tax Concepts, ACC 440: Auditing Concepts

For additional information on these courses along with potential undergraduate course prerequisite options, see the Bryan Prelude web-site.

Academic Eligibility to Continue in the Graduate School

Bryan Prelude students will become academically ineligible to continue in The Graduate School under any of the following circumstances:

When grades of U, F, or WF (or D in an undergraduate course) are received in any 6 semester hours.

When Grades of C+ or C are received in 9 semester hours of any course work taken (graduate or undergraduate).

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 grades.

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 $25.00 non-refundable fee is charged each semester a VISIONS enrollment form is submitted.

VISIONS students are not eligible for financial aid.

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 wishing to enroll in graduate courses in the Department of Art or the Bryan School of Business and Economics must obtain permission from the appropriate graduate program director. Visiting students who wish to enroll in MBA classes must provide a letter of good standing, signed by the dean of their graduate program, prior to registration. 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 for only 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 and up to three (3) semester hours of such credit may be accepted toward a certificate. 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.

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.

Cross Registration

Students taking courses through an interinstitutional agreement must meet the standards for participation in the program as set by their home institution, including the transfer credit policies of The Graduate School, and must follow the rules and policies of both campuses. 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 the Consortium agreement. Under Interinstitutional Registration and the Greater Greensboro Consortium, enrollment and payment of tuition and fees take place on the home campus. Students must pay the appropriate tuition and fees to the visited institution when participating in the UNC Online Interinstitutional Agreement. Application forms and information are available at The Graduate School and the University Registrar's Office. Unlike other courses accepted for transfer, grades received through an interinstitutional course are recorded on the student's UNCG transcript and calculated into the student's overall GPA.

The Graduate School participates in the following three interinstitutional agreements.

Interinstitutional Registration

The 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 allows degree-seeking graduate students at UNCG, with the approval of the Dean of The Graduate School and upon recommendation of their advisors, to 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.

UNC Online Interinstitutional Agreement

The UNC Online Interinstitutional Agreement allows degree-seeking graduate students at UNCG, with the approval of the Dean of The Graduate School and upon recommendation of their advisors, to take online courses at the 15 other UNC system schools. Students must pay the appropriate tuition and fees to the visited institution. Requests should be submitted through The University of North Carolina Online web site online.northcarolina.edu/index.php.

Greater Greensboro Consortium

Through membership in the Greater Greensboro Consortium (GGC), UNCG also participates in an open-access agreement with North Carolina Agricultural and Technical State University, located in Greensboro, whereby degree-seeking students enrolled at UNCG may take courses at NC A&T 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.

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" suffixes on the section number and in the campus code field and are managed through the Division of Continual Learning. These courses carry residence credit for students admitted to UNCG.

In Fall and Spring semesters graduate students taking 9 or more main (M) campus hours may take as many online distance (D) courses as their schedule will allow. (Effective Fall 2011).

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. A UNCG student who is registered for 12 hours or more may audit one course per semester without charge. A UNCG student who is registered for less than 12 hours may audit no more than two courses per semester. 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 enrolled in at least 6 semester hours per semester. Graduate students holding assistantships are restricted in course load depending upon the extent of their service.

Pursuing Multiple Programs

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.

Students may pursue one or more graduate certificates simultaneously with a graduate degree program.

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.

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.

Leave of Absence

The University of North Carolina at Greensboro supports a leave of absence policy to assist graduate students who are temporarily unable to temporarily continue their programs. The leave of absence may extend for up to one academic year. Acceptable reasons for requesting such a leave usually include military service, bereavement, illness, care giving, maternity, and paternity. Students requesting a leave of absence must submit an application to their department/school/unit chairperson or director.

Preparing the Application for Leave of Absence

In consultation with the supervising faculty member, the Application for Leave of Absence form is to be completed by the student, and signed by both the student and the advisor or supervising faculty member. The application is to be submitted to the chairperson/director for review and signature before being forwarded to the Dean of the Graduate School. Whenever possible, application should be made in advance of the anticipated leave or as soon as possible after commencement of the leave. Whenever possible, it is helpful if the commencement and termination of the leave coincides with the beginning of a semester or session.

It is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any granting agency from which funding would normally be received during the leave period and that such agencies are informed of the proposed leave. Students on student loan programs should clarify the consequences that such a leave may have on their repayment status. International students are advised

to consult with the Office of International Students regarding their immigration status during a proposed leave.

Students granted a leave of absence will have their time-to-completion of degree extended by the amount of time granted in the leave of absence. The continuous enrollment policy will also be held in abeyance during this time.

Graduate student appointees who are granted a leave of absence will have their salary and stipend suspended during the period of their leave. If feasible, the remainder of their appointment will be held for them upon their return to the next term. In the event that a student appointee and chairperson/director disagree on the leave or its arrangements, students may appeal to The Graduate School. See **Appeals Procedure**.

Readmission

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 $60.00 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
NR	0.0

- Grades of NR, not reported, are assigned in instances in which the instructor does not report a grade and the semester has officially closed.
- 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 courses taken through cross registration) may not be used in determining the UNCG grade point average.
- If a student receives a course grade other than Incomplete (I) and later submits additional work (whether that work is specified in the syllabus or not) after grades are posted, 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 online through UNCGenie until the last day to drop without academic penalty. Students whose registration for all courses is cancelled 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 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 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, master's production, or dissertation in progress, a grade of IP (in progress) will be recorded each semester of registration for credit until completion of the thesis, master's production, or dissertation, when a final grade of S (satisfactory) will be assigned. Extension of thesis, research extension, and extension of dissertation courses also may be graded with IP on a limited basis, but faculty advisors may be required to provide documentation of the student's satisfactory progress toward completion of the program.

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

A current student may appeal a grade within 90 calendar days of the date the grade was posted. The process of appeal must adhere to the following steps. An informal complaint is initiated by the student with the instructor assigning the grade. If the instructor endorses the change, the department/program head must also review the request. If approved, a Grade Change is initiated. If the informal appeal is not endorsed at the department/program level, the student may initiate a formal appeal. See **Appeals Procedure**.

GPA Requirement for Graduation

For the completion of graduate programs, the overall GPA for graduate courses taken at UNCG must be at least 3.0. Additionally, the overall GPA for all courses included on the student's final Plan of Study must be at least 3.0. A GPA of 3.0 or better may be required in the major field at the option of the major department.

In the case of a student who has attempted the minimum number of semester hours for the degree or certificate without achieving the required GPA, the Dean of The Graduate School, upon the recommendation of the department, may permit the student to continue. If permission is granted, a maximum of 25% of the course work hours required for the program may be added to the plan of study, not to exceed 12 hours. The additional hours may not be independent study.

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 under any of the following circumstances:

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.

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 under any of the following circumstances:

1. Any grade of U, F or WF is received.
2. Grades of C+ or C are received in more than 3 semester hours.

Readmission after Academic Dismissal

A fully admitted 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 12.)

VISIONS Program (Visiting Students)

VISIONS/visiting students will become academically ineligible to continue in The Graduate School 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.
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.

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 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 by the student within 90 calendar days as determined by the date of the letter from The Graduate School informing the student of the decision in question.

Appeals Procedure

Applicability

This section applies when a student wants to appeal a final course grade that has been recorded by the Registrar on the student's academic record or when a student wants to appeal the application of a Graduate School regulation.

Criteria for Appeals

1. Grade Appeals

A currently enrolled student may appeal a grade within 90 calendar days of the date the grade was posted. A grade appeal under this policy may be based on one or more of the following criteria:

- The grade(s) was/were calculated in a manner inconsistent with University policy, the syllabus, or changes to the syllabus.
- The grade(s) was/were erroneously calculated.
- Grading/performance standards were arbitrary.
- The instructor failed to assign or remove an Incomplete ("I") or to initiate a grade change as agreed upon with the student.

A grade appeal cannot be made in response to a grade penalty assessed as a result of a violation of the **Academic Integrity Policy**.

2. Regulation Appeals

A currently enrolled student may appeal the application of a Graduate School regulation within 90 calendar days from the date of the letter from the Graduate School informing the student of the decision in question.

A regulation appeal under this policy may be based on one or both of the following criteria:

- The regulation(s) was/were applied in a manner inconsistent with University policy, the syllabus, or changes to the syllabus.
- The regulation(s) was/were arbitrarily or unequally applied.

Informal Procedure

Before initiating a formal appeal, a student is encouraged to initiate discussions with the instructor or, in the case of an appeal of regulations, with a Graduate School official. A written appeal is not necessary in the informal stage. During the informal procedure, the student discusses the appeal with the instructor or Graduate School official. Such meetings often help students understand the practices of instructors and other Graduate officials and often lead to resolution of disputes with students. If the instructor endorses the change, the department/program head must also review the request. If approved a Grade Change is initiated. In the case of an informal appeal of regulations, the Graduate School official will forward recommendations to the Dean of the Graduate School for a final decision.

Formal Procedure

If there is no resolution at the informal stage or the student wishes to pursue a formal appeal, the following processes must be followed:

1. Step 1 – Written appeal and conference with the department/program head: Under Step 1, the student must submit a written appeal to the department/program head. The formal letter must identify the basis of the appeal and must state in detail the applicable criteria for the appeal and why the student believes that the grade should be changed or the regulation should not be applied against the student.

The department/program head reviews the written appeal and uses normal administrative methods to learn of the facts and make a decision regarding it. Within a reasonable time, normally no longer than fifteen (15) calendar days, the department/program head sends a written response to the student, with a copy to the instructor or Graduate School official. The Step 1 response shall include a recommendation of whether or not the instructor should re-evaluate the student's work in the course(s) or the application of the regulation against the student should be re-evaluated. The department/program head cannot change the student's grade without the instructor's agreement. The instructor will determine if a grade change is warranted, and if so will submit a Grade Change.

The granting of exceptions to Graduate School regulations must receive the approval of the Graduate Dean. Therefore after approval of the exception by the department/program, the appeal must be sent to the Graduate Dean for consideration.

2. Step 2 – Appeal to The Graduate Studies Committee: If the student is not satisfied with the outcome at Step 1, the student may proceed to Step 2. The final date to initiate the Step 2 appeal is fifteen (15) calendar days after the student receives a response under Step 1. Failure to observe this time frame will result in a waiver of the right to proceed to Step 2.

Under Step 2, the student sends a copy of the formal appeal request and the decision of the instructor/Graduate School official from Step 1 to the Dean of the Graduate School. If the student attempts to raise a new basis for an appeal after the original appeal at Step 2, he/she must present a new appeal under Step 1.

The Dean of the Graduate School will transmit the appeals materials to the Chair of the Graduate Studies Committee and will send a copy of it to the Dean of the student's academic unit as notification of a pending grade appeal.

After conferring with the Chair of the Graduate Studies Committee, the Dean of the Graduate School will notify the student, the instructor, and any witnesses who will be needed, of the time and place of the hearing. Each party shall be notified at least fifteen (15)

calendar days in advance of the scheduled date of the hearing.

Conduct of the Hearing
The Chair of the Graduate Studies Committee has responsibility for ensuring that the proceedings are conducted in an orderly and fair manner. The Dean of the Graduate School may be present during the hearing but will not take part in the questioning of witnesses or deliberations. The Dean may, however, provide a brief impartial overview of the appeal at the beginning of the hearing. The Dean's statement shall be limited to a summary of the facts and issues present in the appeal and shall not include any opinions regarding the appeal. All evidence including personal testimony will be heard by the Committee in the presence of the student, the instructor, and/or the Dean of the Graduate School's designee. The student, the instructor, and/or the Dean's designee will have reasonable time, as determined by the Committee Chair, to question witnesses and respond to evidence.

At the conclusion of the hearing, the Chair of the Graduate Studies Committee will prepare a report describing the facts of the appeal as determined by the Committee after hearing the evidence and the Committee's recommendations for the action which should be taken. The Chair of the Committee will send the report within fifteen (15) calendar days, to the Dean of the Graduate School.

Final Decision
The Dean of the Graduate School has responsibility under this policy to make the final University decision in Graduate School appeals, subject only to the authority of the Chancellor. The Dean's decision will be communicated to the student and the instructor/Graduate School official within a reasonable time, normally no more than fifteen (15) calendar days, after receipt of the report from the Committee.

Applying for Graduation

Students must formally apply for graduation to 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). 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.

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.

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. 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 Academic Calendar) are authorized to participate in the University's formal December or May Commencement ceremony.

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 General Administration 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.

Independent Study

Independent study is reserved for certificate or degree seeking students. VISIONS/visiting students

are not eligible to register for independent study. To be eligible for independent study, a student must have completed several regular courses of graduate work and attained at least a 3.0 average. Students may not register for independent study as a substitute for existing courses. Registration for independent study must have the approval of the instructor, the department head or dean, and the Dean of The Graduate School

Post-Baccalaureate and Post-Master's Certificate students may count no more than 3 semester hours of independent study toward certificate requirements.

Master's students may register for no more than 3 semester hours of independent study per semester and may count no more than 6 semester hours of independent study toward satisfying the minimum requirements for the master's degree. At the discretion of the department, MFA students may earn up to a maximum of 20% of their required hours as independent study credits.

Doctoral students may count no more than 15 semester hours of independent study toward degree requirements.

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 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 *UNCG Policies for Students* available online at deanofstudents.uncg.edu.

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 deanofstudents.uncg.edu.

1. Academic Integrity Policy
2. Student Code of Conduct
3. Drug Policy and Operational Procedures
4. Copyright Compliance Policy
5. Discriminatory Conduct
6. Sexual Harassment
7. Traffic Procedures (including motor vehicle registration and parking regulation)
8. 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 unit Dean may petition the Dean of The Graduate School.

Student as Faculty

Graduate students should not be assigned to graduate assistantships that generate conflicts of interest. If a graduate student is assigned to teach a graduate level course, the department must seek permission from the Dean of The Graduate School, providing rationale for the assignment and a plan to ensure that the assignment will not generate conflicts of interest.

Post-Baccalaureate and Post-Master's Certificates

The following policies apply to Certificate students:

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.
7. A student may apply course work from a certificate program toward a graduate degree at UNCG with the approval of the department offering the degree and The Graduate School.

Time Limits

Certificates awarded from UNCG indicate that our students have current, usable knowledge in their field; therefore, the certificate curriculum, including the capstone, 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. However, if study for the program extends beyond three years, the student may need to meet new requirements.

Master's Degrees

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

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) GPA overall, for courses listed on the plan of study, and, if required by the department, for the major.
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 Academic Calendar. 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. However, if study for the program extends beyond three years, the student may need 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 director 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 the following:

- 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.
- Capstone Experience.
- No more than 6 semester hours of independent study. At the discretion of the department, MFA candidates may earn up to a maximum of 20% of their required hours as independent study hours.
- No more than six semester hours of credit evaluated as C+ (2.3) and/or C (2.0) applied toward the minimum hours required for the degree.
- Credit earned for STA 667 Statistical Counseling is not applicable to a graduate plan of study.

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

Upon meeting the requirements to pursue independent study, master's candidates may register for no more than 3 semester hours of independent study per semester and may count no more than 6 semester hours of independent study toward satisfying the minimum requirements for the master's degree. At the discretion of the department, MFA students may earn up to a maximum of 20% of their required hours as independent study credits.

Language Requirements

Some programs require the student to demonstrate an applied knowledge of a modern foreign language. 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) will 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 from the program.

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 membership 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 web site 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.

The process for submitting the thesis to The Graduate School has two components: submitting the approval copy and submitting the final copy. Specific instructions and deadline dates affiliated with each step are available in the *Guide* and the Academic Calendar.

Students file the thesis electronically via the online submission system available on The Graduate School's web site. The approved electronic submission must conform to the format requirements stated in the guide and must be uploaded by the deadline dates as specified in the Academic Calendar. Publication of the thesis by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. There is no charge for traditional publishing. However, optional services requested by the candidate during submission may have associated charges.

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

Transfer 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), but certain conditions must be met:

1. Transfer credit may not exceed one-third of the minimum number of hours required by the student's program.
2. All credit offered in transfer must have been taken at an 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 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 that 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. Students 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 PhD may be earned in communication sciences and disorders; computational mathematics; consumer, apparel, and retail studies; counseling and counselor education; economics; educational research, measurement and evaluation; educational studies; English; environmental health science; geography; history; human development and family studies; information systems; kinesiology; medicinal biochemistry; music education; nanoscience; nursing; nutrition; psychology; and special education.

Doctor of Education

The major premise of the **Doctor of Education** degree program is that students receive depth in subject matter as well as professional development. Therefore, the program is purposely flexible, allowing the students 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 student will make a significant research contribution to the discipline culminating in a scholarly dissertation.

An EdD may be earned in counseling and counselor education, educational leadership, and kinesiology.

Doctor of Musical Arts

The **Doctor of Musical Arts** degree program is a performance degree offered only in the School of Music, Theatre and Dance. 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, Theatre and Dance for specific requirements and procedures.

Doctor of Public Health

The **Doctor of Public Health** degree is offered through the Department of Public Health Education. The course of study focuses on applied research of community health topics often in partnership with community organizations. Students must master all aspects of scientific investigation into public health issues and develop the needed skills to produce a portfolio of community-based research on disease prevention. The DrPH is an innovative program designed to prepare individuals for careers in universities, private research institutions, public health agencies, and community-based organizations engaged in applied research and evaluation.

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 by the end of 18 semester hours.
3. An approved plan of study, to be filed in The Graduate School by the end of 18 semester hours.
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 examination and any additional work that may be required as a result of this examination.
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 oral defense of the dissertation.
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 Academic Calendar. Detailed explanations of these requirements follow. Some programs may have additional requirements not listed above but explained in 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 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 entrance 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 evaluate 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, the chair must hold an Endorsement to Chair Doctoral Committees, and no more than one may be an Adjunct Member of the graduate faculty. The committee chair must be from the major department, and it is recommended that when 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 approved 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 submitted 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. 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 122; in human development and family studies, see page 161; in information systems, see page 169; and in statistics, see page 207.

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 prospective holders of the doctorate to continue their 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 possible 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 following:

- Major and minor fields of study.
- Specific courses the student is expected to complete as a minimum requirement.
- All specific core, seminar, language, and research requirements of the major department.
- No more than one quarter of the course work credited to the degree, exclusive of the dissertation, at the 500 level.
- No more than 15 semester hours of independent study, exclusive of the dissertation.
- No credit evaluated as B- (2.7) or less. All courses applied toward the degree 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.
- Credit earned for STA 667 Statistical Counseling is not applicable to a graduate plan of study.

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.

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 submitted 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. 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 students 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 coursework (excluding independent study and dissertation hours) on this campus after admission to a doctoral program. 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. 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 the first courses carrying graduate degree credit applicable to the student's program are begun. 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 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 doctoral program.

The following conditions apply to transfer credit for doctoral programs:

1. All credit offered in transfer must have been taken at an 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 transferable.
4. The credit must be recorded on an official transcript placed on file with The Graduate School.
5. The credit must be approved by both the student's doctoral advisory/dissertation committee and 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 Examination

When a student has removed any provisions or special conditions that 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 examination. Individual departments may have additional requirements. Each doctoral student is required to pass the doctoral preliminary examination which consists 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 aspect 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 examination. 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, no more than one re-examination will be allowed. The re-examination

will not be permitted during the semester in which the preliminary examination was failed. If the student fails to pass the re-examination, The Graduate School will send the student a letter of dismissal from the program.

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. No dissertation shall be accepted unless it secures unanimous approval of the advisory/dissertation committee.

Students file the dissertation electronically via the online submission system available on The Graduate School's web site. 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 dates as specified in the Academic Calendar. Publication of the dissertation by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. There is no charge for traditional publishing. However, optional services requested by the candidate during submission may have associated charges.

The process for submitting the dissertation to The Graduate School has two components: submitting the signed approval copy and submitting the final copy. The specific instructions and deadline dates affiliated with each step are available in the *Guide* and the Academic Calendar.

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 15.

Oral Defense

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

Departmental and Program 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

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

Graduate Program

- Master of Science (MS) in Accounting, 30 hours

Graduate Faculty

Professors

William O. Brown, PhD, Financial management, financial markets, investments.
Venkataraman M. Iyer, PhD, Accounting information systems and auditing, behavioral and empirical issues related to audit firms and audit market.
Daniel T. Winkler, PhD, Corporate finance, investments, market efficiency, financial education.

Associate Professors

J. William Harden, PhD, Federal income taxation, multijurisdictional tax issues.
Dayong Huang, PhD, Investments, asset pricing, international finance.

Assistant Professors

Linda Hughen, PhD, Financial accounting and derivatives.
Ambrose Jones III, PhD, CPA, Auditing, accounting behavior, corporate social responsibility reporting, and international financial reporting standards.
Ayalew Lulseged, PhD, Auditing and financial accounting

MS *Master of Science in Accounting*

The MS in Accounting requires 30 semester hours and is designed to provide students with the necessary technical knowledge, communication skills, and critical thinking abilities for successful careers in public accounting, industry, government, and not-for-profit organizations. The program also satisfies the 150-hour educational requirement adopted by a number of states, including North Carolina, for certification and licensure as a CPA and is one of only 168 programs worldwide to have separate accounting accreditation from the AACSB.

The flexible nature of the program allows for both full-time and part-time students. The length of the program depends on the accounting and business administration background the student possesses. The program has close ties with accounting firms and private industry in the Triad and has an excellent placement record.

Application and Admission

Applicants must submit all application materials by the appropriate deadline for the Fall, Spring, or Summer admission.

The program admits students with diverse backgrounds. Students admitted without the necessary accounting and/or business background will be required to take prerequisite courses in those areas based on the UNCG Bachelor of Science in accounting curriculum before enrolling in graduate accounting courses. Individual prerequisite needs are assessed by the program committee when admission decisions are made.

Degree Requirements

Accounting Courses (21 hours)

Students are required to take the following courses, which comprise the capstone experience (students with equivalent course work may seek a waiver of any of these required courses):

ACC 600 Professional Accounting Research (3)
ACC 630 Seminar in Contemporary Accounting Issues (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)

The remaining 6 hours are selected from the following:

ACC 613 Directed Studies in Accounting (1-3)
ACC 621 Accounting Internship (3)
ACC 628 Accounting Information Systems (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)
ACC 688 Advanced Business Law (3)

Electives (9 hours)

Students select 9 hours of graduate courses outside accounting with prior approval of the program director.

ACC Accounting Courses

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

600 Professional Accounting Research (3:3)
Pr. grade of C or better in 420
Effective use of resources in financial and tax accounting to complete research assignments.

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 and permission of instructor
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 Contemporary Accounting Issues (3:3)
Pr. grade of C or better in 319
Analysis, research, and presentation of current topics and issues relevant to professional accountants.

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.

688 Advanced Business Law (3:3)
Pr. MGT 330 or permission of Program Director
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.

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 MBA 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.

Graduate Program in African American Studies

200 Foust Building • (336) 334-5507 • www.uncg.edu/afs

Graduate Program

- Post-Baccalaureate Certificate in African American Studies, 15 hours

Graduate Faculty

Program Director

Tara T. Green, PhD, African American literature, gender studies, Black leadership, African Diaspora in the U.S.

Associate Professor

Omar H. Ali, PhD, African American history, African Diaspora, Islam, independent politics (Director of Graduate Study).

Assistant Professor

Sarah Jane Cervenak, PhD, Black Performance Studies, feminist theory.

PBC *Post-Baccalaureate Certificate in African American Studies*

The Post-Baccalaureate Certificate in African American Studies requires 15 semester hours of course work. At least half of the total hours of course work must be at the 600 level or above. Online curriculum requirements consist of five core course (15 hours). Additional courses through other programs and departments may be taken upon approval by the Director of Graduate Studies. Residential curriculum requirements consist of a core course (3 hours) and 12 hours of AFS-related electives. Students who are also enrolled in a degree program must take at least 6 hours of course work outside the degree-granting department. Course work must be successfully completed within five academic years. 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 500-word statement.

Note: GRE is not required.

Online Certificate Requirements

Required Core Course (15 hours)

AFS 554 Black Populism in the New South (3)
AFS 610 African American Theoretical Perspective (3)
AFS 650 Topics in African American Gender Studies (3)
AFS 652 Topics in Black Performance Studies (3)
AFS 653 Perspectives on the African American Experience (3)

Residential Certificate Requirements

Required Core Course (3 hours)

AFS 610 African American Theoretical Perspective (3)

Electives (12 hours)

With the approval of the program graduate advisor, students choose 12 hours of electives from the following:

AFS 554 Black Populism in the New South (3)
AFS 650 Topics in African American Gender Studies (3)
AFS 652 Topics in Black Performance Studies (3)
AFS 653 Perspectives on the African American Experience (3)
ART 501 Topics in the History of Art (3)*
ART 618 Topics in the History of Art (3)*
ENG 650 Modern Literary and Cultural Theory (3)*
ENG 663 Postcolonial Literary and Cultural Theory (3)*
ENG 705 Cultural Studies (3)*
ENG 729 Postcolonial Literatures (3)*
ENG 730 Studies in American Literature (3)*
ENG 735 Studies in African-American Literature (3)
ENG 737 Studies in Multi-Ethnic American Literature (3)*
GEO 522 Seminar in Population and Urban Studies (3)*
HIS 502 African American History: Selected Topics (3)
HIS 520 Southern History: Selected Topics (3)*
HIS 546 American Cultural History: Selected Topics (3)*
HIS 581 African History: Selected Topics (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 723 Selected Topics in Nineteenth-Century United States History (3)*
MUS 625 Music and Culture of Sub-Sahara Africa (3)
MUS 638 Exploring Musical Cultures (3)*
MUS 663 History of Jazz (3)
PSC 520 The Urban Political System (3)*
PSC 620 Urban Development Policy (3)*
SOC 526 Comparative Minority Relations (3)*
SOC 628 Social Movements (3)*
SOC 643 Urban Society (3)*
SOC 651 Criminology (3)*
WGS 650 Feminist Theory: Intersections of Gender, Race, and Class (3)*
WGS 651 Feminist Research Analysis (3)*

*when relevant

AFS *African American Studies Courses*

554 Black Populism in the New South (3:3)
Origins, rise, and collapse of the independent black political movement called Black Populism between Reconstruction and the consolidation of Jim Crow in the South.

610 African American Theoretical Perspectives (3:3)
Historical and theoretical approaches to analyzing race, gender, and class as related to African Americans.

650 Topics in African American Gender Studies (3:3)
Constructed gender identity of African Americans and intersections of race, gender, class, and sexuality. Politics of African American gender construction, historical notions of gender performance, and aspects of black sexuality.

652 Topics in Black Performance Studies (3:3)
Implications of historical displays of Black people in relation to contemporary black performance, particularly as it involves a shift in bodies and terms.

653 Perspectives on the African American Experience (3:3)
Investigates selected individuals, events, and social and cultural movements that have fundamentally shaped the course of African American advancement in mainstream society

Department of Anthropology

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

Graduate Programs

- No graduate degree programs offered.

Graduate Faculty

Professor

Arthur D. Murphy, PhD, Political economy, modern Mexico, immigration, the cultural consequences of disasters. (Head of Department).

Associate Professor

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

Assistant Professors

Charles P. Egeland, PhD, Paleoanthropology, zooarchaeology, paleolithic, vertebrate taphonomy, Africa, Western Asia, U.S.

Donna J. Nash, PhD, Early states and empire, political economy, household archaeology, women and gender studies, Andean South America.

Linda F. Stine, PhD, Historic landscapes, social inequality through historical archaeology, S.E. archaeology. applied archaeology.

ATY Anthropology Courses

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

520 Economic Anthropology (3:3)
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.

523 Applied Archaeology: Cultural Resource Management and Public Archeology (3:3)
Pr. Open to sophomores, juniors, and seniors only
Overview of theory and skills needed to work as an applied archaeologist in the public sector. Topics include cultural resource management and public outreach projects.

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

525 The Social Roots of Health and Disease (3:3)
Pr. junior or senior standing or permission of the instructor for undergraduates; admitted to a graduate program for graduates
Examination of the local and global processes that shape the current health environment in developing countries, drawing on work within social science and public health.

526 Anthropological Perspectives on Food and Agriculture (3:3)
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.

547 Myth, Magic, and Realism (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 BIO 105 or BIO 111
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.

557 Primate Behavior (3:3)
Pr. ATY 357 or ATY 361
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 BIO 105 or BIO 111
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.

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.

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

595 Contemporary Issues in Anthropology (3:3)
Pr. senior or graduate status
Capstone seminar on current issues in the various sub-fields 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 instructor
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

- Master of Fine Arts (MFA) in Studio Arts, 60 hours

Graduate Faculty

Professors

Carl Goldstein, PhD, Art history from Renaissance to modern, art criticism.
A. Lawrence Jenkens, PhD, Art history of the Italian Renaissance (Head of Department).
Billy Lee, MFA, Sculpture; drawing, design.
John Maggio, MFA, Tamarind Master Printer, printmaking, painting, mixed media.

Associate Professors

Michael Ananian, MFA, Figurative painting and drawing.
Nikki L. Blair, MFA, Ceramics and mixed media sculpture.
Christopher Cassidy, MFA, Intermedia, video, installation.
George Dimock, PhD, Modern art and critical theory, with emphasis on constructions of childhood.
Andrew M. Dunnill, MFA, Steel, cast metal and mixed media sculpture, drawing.
Amy Lixl-Purcell, MFA, Intermedia art, work with computer and electronic media and installations.
Mariam A.L. Stephan, MFA, Painting and drawing(Director of Graduate Study).
Patricia Wasserboehr, MFA, Sculpture and drawing.

Assistant Professors

Heather Holian, PhD, Ancient through Renaissance art history.
Eun-Hee Lim, EdD, Art education.
Sarah Martin, MFA, Photography/video.
Jennifer Meanley, MFA, Painting and drawing.
Elizabeth Perrill, PhD, African art history.
Barbara Thomas, MFA, Drawing and painting.
Lee Walton, MFA, Printmaking, performance, social practice.

Adjunct Faculty

Nancy Doll, MA, Museum studies (Director, Weatherspoon Art Museum).
Xandra Eden, MA, Museum studies (Curator of Exhibitions, Weatherspoon Art Museum).
Ann Grimaldi, MEd, Museum studies (Curator of Education, Weatherspoon Art Museum).
Elaine D. Gustafson, Museum studies (Curator of Collections, Weatherspoon Art Museum).

The Department of Art offers one degree: Master of Fine Arts with a major in studio arts. 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.

MFA *Master of Fine Arts in Studio Arts*

Application and Admission

In addition to the application materials required by The Graduate School applicants should have a Bachelor's degree in a visual arts discipline and must submit a CD or DVD with 20 images of recent work. Applicants with Bachelor's degrees in other fields will be considered for admission if their portfolio demonstrates the ability to pursue work at the graduate level.

Degree Requirements

To complete the MFA 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 605 Perspectives in Contemporary Art (3)
ART 600 Writing Art Criticism (3)
ART 622 Drawing Marathon (3)

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 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 620 Drawing (3)
ART 626 Woodcut and Wood Engraving (3)
ART 627 Lithography (3)
ART 628 Etching (3)
ART 629 Studio Problems in Drawing, Painting, or Printmaking (3)
ART 631, 632 Painting and Drawing (3) (3)
ART 633, 634 Painting and Drawing (6) (6)
ART 635 Variable Topics in Painting (6)
ART 636, 637 Painting Research Seminar (6) (6)
ART 641 New and Expanded Media (6)
ART 649 Studio Problems in New Media (3)
ART 655, 656 Sculpture (3) (3)
ART 657, 658 Sculpture (6) (6)
ART 659 Studio Problems in Sculpture (3)
ART 682 Ceramics (6)
ART 685 Photography (6)
ART 699 Thesis (1-6)
ART 711 Experimental Course (when topic is appropriate)

Art History Courses (6 hours)

To be selected from the following:

ARH 500 Traditions of Art Criticism (3)
ARH 501 Topics in the History of Art (3)
ARH 502 Historiography and Methodology (3)
ARH 590 Museum Studies (3)
ARH 601 Public Art (3)
ARH 602 The Teaching of Art from Vasari to Albers (3)
ARH 606 A Study of the Artist (3)
ARH 618 Topics in the History of Art (3)
ARH 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 MFA degree, students must have successfully completed two semesters of full-time graduate work, including ART 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

Oral Thesis Presentation

In the spring semester of the graduating year, each MFA candidate will give a formal oral presentation to their thesis committee prior to the installation of their thesis exhibition at the Weatherspoon Art Museum.

Thesis (2-6 hours) (Capstone Experience)

After passing candidacy review in the fall semester of the final year, the student and the Thesis Chair consult together to name the remaining members of the committee. The Department Head and the Director of Graduate Study review the membership of the committee before the student begins thesis work. The committee consists of four to five faculty members who hold graduate faculty status in the University. Part-time faculty do not serve on thesis committees. At least one member of the committee is a studio faculty member who teaches in the same discipline as the student's studio practice. One other member is an art historian. It is optional for the student to select a graduate faculty member from another department in the University. This faculty member should pursue scholarly research that relates to the student's field of interest. Thesis Chairs are selected from the studio art or art history faculty.

Early in the final semester of thesis work, the student arranges a meeting with the thesis committee to discuss all aspects of final thesis work, including the thesis paper, the oral presentation, the comprehensive art history exam, 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 it is electronically submitted to The Graduate School. The body of work submitted for the thesis exhibition must receive final approval of all thesis committee members.

ARE *Art Education Courses*

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.

ARH *Art History Courses*

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.

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.

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.

ART *Art Courses*

First-year MFA 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.

520 Anatomy for the Artist (3:1:6)
Pr. 220 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.

540 Digital Visualization and Methods (3:2:3)
Pr. 240 and 340, 341 or 344, senior status or MFA 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. 241, 345, 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.

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

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.

620 Drawing (3:2:4)
Pr. admitted to MFA in studio arts 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 (3:1:6)
Pr. admitted to MFA in studio arts or permission of instructor
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 (3:2:4)
Pr. admitted to MFA in studio arts or permission of instructor
Aesthetic and technical exploration of relief methods in woodcut. May be repeated for credit when topic varies.

627 Lithography (3:2:4)
Pr. admitted to MFA in studio arts or permission of instructor
Aesthetic and technical exploration of planographic methods in lithography. May be repeated for credit when topic varies.

628 Etching (3:2:4)
Pr. admitted to MFA in studio arts or permission of instructor
Aesthetic and technical exploration of intaglio methods in etching. May be repeated for credit when topic varies.

629 Studio Problems in Drawing, Painting, or Printmaking (3)
Pr. admission to candidacy and permission of instructor
Independent work in drawing, painting, or printmaking. May be repeated for credit.

631, 632 Painting and Drawing (3:3:6), (3:3:6)
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.

633, 634 Painting and Drawing (6:3:9), (6:3:9)
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 (6:3:9)
Pr. admitted to MFA in studio arts 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 (6:3:9), (6:3:9)
Pr. admitted to MFA in studio arts or permission of instructor
Research and study on selected painting problems.

641 New and Expanded Media (6:3:9)
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 New Media (3)
Pr. admission to candidacy and permission of instructor
Independent work in digital media or photography. May be repeated for credit.

655, 656 Sculpture (3:3:6), (3:3:6)
Pr. 6 semester hours 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 (6:3:9), (6:3:9)
Pr. 6 semester hours 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 (3)
Pr. admission to candidacy and permission of instructor
Independent 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 (6:3:9)
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 (6:3:9)
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)
Pr. third or fourth semester MFA candidate

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

- Master of Science (MS) in Biology, 30 hours
- Doctor of Philosophy (PhD) in Environmental Health Science, 55 hours

Graduate Faculty

Professors

Robert E. Cannon, PhD, Microbiology.
Stanley H. Faeth, PhD, Community ecology, ecology and evolution of species interactions, urban ecology (Head of Department).
Vincent C. Henrich, PhD, Molecular aspects of hormonal regulation in development.
Anne E. Hershey, PhD, Aquatic ecology, lake trophic interactions, nutrient limitation and organic matter processing in arctic lakes, urban streams, and reservoirs.
Bruce K. Kirchoff, PhD, Evolution of development, plant morphology and systematics, biological pedagogy.
Elizabeth P. Lacey, PhD, Evolutionary plant ecology, parental/maternal effects, phenotypic plasticity, reproductive thermoregulation.
Esther M. Leise, PhD, Neurobiology, settlement and metamorphosis of marine invertebrates.
Parke A. Rublee, PhD, Microbial food webs in aquatic ecosystems.
Robert H. Stavn, PhD, Aquatic ecology, optical oceanography, ecology, zooplankton and lake optics.

Adjunct Professors

Timothy Johnston, PhD, Comparative studies of behavioral development and evolution, and the history of developmental theories in psychology and biology.
Michael K. McIntosh, PhD, Nutritional regulation of adipocyte growth, differentiation, metabolism, and inflammation.

Associate Professors

Amy L. Adamson, PhD, Virus-host cell interactions.
Mark D. Hens, PhD, Cell and molecular biology of vertebrate development.
Matina C. Kalcounis-Rüppell, PhD, Mammal behavior, ecology and energetics.
Karen S. Katula, PhD, Gene regulation, cell cycle control (Director of Graduate Study).
Dennis R. LaJeunesse, PhD, Developmental genetics and cell biology.
John J. Lepri, PhD, Coordination of reproductive behavior and physiology of mammals, chemical senses.
Yashomati M. Patel, PhD, Diabetes, obesity and breast cancer biology.
David L. Remington, PhD, Genetics of complex traits and adaptive evolution in plants.
Olav Rueppell, PhD, Honey bee health, evolutionary genetics and genomics, life history and behavior, and aging.
Malcolm Schug, PhD, Population genetics and evolutionary biology.
Paul A. Steimle, PhD, Molecular mechanisms of cell motility.
John E. Tomkiel, PhD, Mechanisms of chromosome segregation, *Drosophila* genetics.

Adjunct Associate Professor

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

Assistant Professor

Zhenquan Jia, PhD, Molecular toxicology.
Gideon Wasserberg, PhD, Ecology of infectious diseases, community ecology, ecological modeling.

MS *Master of Science in Biology*

The 30-hour MS in Biology prepares students for careers in biological research, and it provides a strong foundation for further academic training, such as medical school or a doctoral program. 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. The research experience provides graduates with specific knowledge and skills to be competitive in the life-sciences workplace.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement explaining how the master's degree at UNCG will help them achieve their career ambitions.

Qualified applicants will have a strong undergraduate background in biology and science.

Applicants must submit all application materials by the appropriate deadline for Fall, Spring, or Summer admission.

Degree Requirements

The MS in Biology requires 30 semester hours. 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) (Capstone Experience)

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.

PHD *Doctor of Philosophy in Environmental Health Science*

The PhD in Environmental Health Science requires a minimum of 55 semester hours and prepares students for senior-level positions in professions related to environmental health science in its broadest sense. The program trains students to become leaders in biological research relevant to environmental issues that directly and/or indirectly affect human health, and the program trains students to convey information effectively to the public. Students acquire an understanding of the multidisciplinary nature of environmental health issues from ecosystem to molecular levels. Students learn relevant research skills and conduct research under the guidance of one or more faculty members in the department.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a Curriculum Vitae and a personal statement that includes educational background, professional activities, research interests, career goals, reasons for choosing the program, and UNCG faculty whose research is of interest.

Degree Requirements

The departmental Graduate Studies Committee determines the number of non-dissertation credit hours required based on a student's prior course work. No more than 25% of total hours (exclusive of dissertation hours) may be at the 500 level.

Required Core Courses (17 hours)

BIO 600 Introduction to Graduate Studies (1)
BIO 607 Seminar in Environmental Health Science (1)
BIO 631 Environmental Health Science I (3)
BIO 632 Environmental Health Science II (3)
BIO 634 Current Research in Environmental Health (3)
BIO 649 Lab Rotation (2)
STA 661 Advanced Statistics in Behavioral and Biological Sciences I (3)

Electives (Minimum of 9 hours)

Students, with the approval of the departmental Graduate Studies Committee, research advisor, and/or Dissertation Committee, will select additional courses that pertain to their area of research to fulfil their degree requirements. A minimum of 9 hours of biology courses at the 500-700 level must be earned and a maximum of 6 credit hours can be at the 500 level.

Research and Dissertation (Minimum of 29 hours)

BIO 790 Directed Study in Environmental Health Science (1-12)
BIO 791 Independent Doctoral Research (1-15)
BIO 799 Dissertation (12-18)

Comprehensive Examination

The comprehensive examination consists of a written research proposal that must be orally defended in a public seminar and before a student's dissertation committee. Successful completion and defense of the proposal allows the student to achieve candidate status, and thus, register for BIO 791 Independent Doctoral Research and BIO 799 Dissertation.

Dissertation Defense

Students must present a seminar that is open to the public and satisfactorily defend their completed dissertation research to her/his dissertation committee.

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. permission of instructor
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. permission of instructor
Study of physiological mechanisms; selected problems from current literature.

503 Advanced Topics in Biochemistry (3:3)
Pr. permission of instructor
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. permission of instructor
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. permission of instructor
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. permission of instructor
Basic mechanisms of gene action in microbes, animals, and plants.

507 Advanced Topics in Neurobiology (3:3)
Pr. 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. permission of instructor
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. permission of instructor
Studies of special terrestrial communities or plant groups.

511 Advanced Topics in Plant Physiology (3:3)
Pr. permission of instructor
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. 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. 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. 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. 301 or permission of instructor; STA 271 recommended Coreq. 523
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 permission of instructor; 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. 301 and 392, or permission of instructor; 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. permission of instructor
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. 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 and 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 Biochemistry: Metabolic Regulation in Health and Disease (3:3)
Pr. 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)

536 Biology of Aging (3:3)
Pr. permission of instructor
An integrative look at biological theory and mechanisms to explain the diversity of the aging process, including human implications.

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 regulatory systems have evolved.

541 Entomology (3:2:1)
Pr. 301 and 341, or permission of instructor
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. 355, PHY 211/212 or PHY 291/292, MAT 191, and CHE 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
Experimental work designed to complement lecture material of 535.

549 Current Topics in Biology (1-3)
Pr. 112 or 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, or permission of instructor
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. 277, 370, 425, 453, 464 or 477; 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. 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. 355 and one of the following: 277, 477, 479, PSY 230; or permission of instructor.
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. 355 and 392
Hormonal signaling in humans and other animals is examined using developmental, physiological, behavioral, cellular, and molecular perspectives, with special emphasis on the adrenal glands and the gonads.

579 Environmental Physiology (3:3)
Pr. 277 or 477 and one of the following: 112 and 341, or 355, or 370; or permission of instructor
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. 355 and 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.

587 Epigenetics (3:3)
Pr. 355 and 392
Study of epigenetic mechanisms involved in chromatin structure, DNA and histone modifications, gene expression, dosage compensation, imprinting, heterochromatin structure, stem cell differentiation, development, human disease and environmental-gene interactions. (Alt Fall)

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.

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 or permission of instructor
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 or permission of instructor
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, unless otherwise noted.

600 Introduction to Graduate Studies (1:1)
Pr. biology graduate student or permission of instructor
Training in research ethics and oral-visual communication. Topics include plagiarism, experimental design, statistical interpretation, conflicts of interest, animal safety, authorship, peer review, and scientific presentations.

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. 430 or permission of instructor
Discussion of fundamental concepts involving the interrelationships of population genetics, ecology, systematics, and neo-Darwinian evolution; review of recent literature.

607 Seminar in Environmental Health Science (2:2)
Pr. biology graduate student or permission of instructor
Development of critical-thinking and writing skills through discussions and critiques of primary literature in environmental health science and through writing assignments.

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 MS 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 MS 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 MEd 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 MEd 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)

631 Environmental Health Science I: Ecosystems to Individuals (3:3)
Pr. biology graduate student or permission of instructor
Causes of environmental problems that society faces and the effects on ecosystem and community function and species survival. Implications for environmental and human health are explored.

632 Environmental Health Science II: Individuals to Molecules(3:3)
Pr. biology graduate student or permission of instructor
Introduction to fundamentals of toxicology with a focus on toxicological consequences of environmental perturbations on physiological and cellular processes, genome structure, and gene function.

633 Workshops in Environmental Health Science (1:0.5:3)
Pr. biology graduate student or permission of instructor
Individual six-week workshops focusing on analytical tools and experimental approaches used in freshwater/riparian ecosystem analysis, environmental genomics, environmental forensics, and cellular/physiological research.

634 Current Research in Environmental Health Science (1:1)
Weekly discussion of research journal articles in the area of environmental health science. Students will present and discuss research journal articles. May be repeated 2 times for a total of 3 credit hours.

635 Molecular Toxicology (3:3)
Molecular mechanisms involved in the toxicant-induced adverse health effects and discussion of molecular pathways altered in cells in response to environmental xenobiotic exposure.

641 Stream Ecology (3:3)
Pr. 301 or equivalent
Study of ecology and management of flowing water ecosystems. Topics such as community and ecosystem processes, major paradigms, management of point versus non-point pollutants, and restoration addressed.

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 MS 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)

692 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.

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 MS degree. (Graded on S-U basis).

699 Thesis (1-6)

790 Directed Study in Environmental Health Science (1-6)
Pr. admitted to PhD in environmental health science and approval of graduate faculty advisor
Advanced research in environmental health science under the direction of a graduate faculty advisor. Preparation of doctoral research proposal and planning for dissertation research. May be repeated for a maximum of 12 hours credit. (Graded on S-U basis).

791 Independent Doctoral Research (1-6)
Pr. admitted to candidacy
Independent research in environmental health science related to the student's primary area of research specialization leading to dissertation. May be repeated for a maximum of 15 hours credit. (Graded on S-U basis).

799 Dissertation (1-18)
Pr. admitted to candidacy
Individual research for the completion of the doctoral dissertation. May be repeated for a maximum of 18 hours credit. (Graded on S-U basis).

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Business Administration

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

Graduate Programs

- No graduate programs are offered; however, related programs include the Master of Business Administration (see page 44) and the Post-Baccalaureate Certificate in Entrepreneurship (see page 124).

Graduate Faculty

Professors

McRae C. Banks, II, PhD, Public policy, administration, entrepreneurship, strategy. (Dean)

E. Holly Buttner, PhD, Diversity issues in organizations, the impact of organizational diversity climate on employee outcomes, issues of under-represented groups in entrepreneurial ventures and small business.

Eric Ford, PhD, Strategic management, health information technology, care quality, nursing issues.

Kevin B. Lowe, PhD, Leadership, business strategy, international human resource management, cross-cultural management (Head of Department).

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

William L. Tullar, PhD, Employee selection, knowledge management, human resource information systems security, organizational misbehavior.

Dianne H.B. Welsh, PhD, Entrepreneurship, international entrepreneurship, family business, franchising, employee reward systems, international human resource management.

Associate Professors

Moses Acquaah, PhD, Strategic management, international management and family business in emerging economies, with emphases on social capital/networking, competitive and corporate strategy, human factor development, and corporate reputation management.

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

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

Terrie C. Reeves, PhD, Health services administration and management, strategic management, strategic management of health services organizations, international health services, the institutional environment.

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

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

Assistant Professors

Merlyn A. Griffiths, PhD, Consumer behavior, marketing communications, advertising, marketing management, services marketing, brand management.

Esra Memili, PhD, Entrepreneurship, family business.

Riikka Sarala, PhD, International management, mergers and acquisitions, knowledge management, organizational culture.

Lecturer

Vasyl Taras, PhD, International management/business, human resources/organizational behavior, quantitative research methods.

Adjunct

Mark Hagenbuch, MBA, Marketing, entrepreneurship, small business.

Noah Reynolds. CPA, NS. MBA, Family business, entrepreneurship, financing businesses..

BUS *Business Courses*

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship and environmental sustainability. Explore models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues through direct action and evaluation. (Same as CPS 540, CST 540, ENT 540, SWK 540, and WGS 540)

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

605 Entrepreneurial Family Business (3:3)
Explores and analyzes in detail the management, ownership, family/business leadership skills, succession and governance practices found in entrepreneurial family-owned and family-controlled businesses. (Same as ENT 605)

606 International Entrepreneurship (3:3)
Issues related to starting, joining, or holding stakes in international ventures, the creation and management of business ventures that have international dimensions, economic and formal/informal institutions affecting entrepreneurship. (Same as ENT 606)

609 Franchising (3:3)
Develop knowledge and skills needed to succeed as a franchisee, franchisor, or franchise executive, including understanding the Franchise Disclosure Document and the role of entrepreneurship in franchising. (Same as ENT 60)

607 Entrepreneurship: Venture Opportunities and Plan(3:3)
Knowledge and skills to evaluate ideas to determine if they are potential opportunities by developing a feasibility analysis, culminating in a venture plan to launch and grow a new business. (Same as ENT 607)

608 Corporate Entrepreneurship (3:3)
Examination of the challenges and opportunities for employees and organizations in creating and maintaining an entrepreneurial culture. Students consult with local for profit or non-profit organizations to perform an entrepreneurial audit. (Same as ENT 608)

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 MBA course work and permission of Director of MBA 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

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

Graduate Programs

- Post-Baccalaureate Certificate in Business Foundations, 12 hours
- Master of Business Administration (MBA), 39-48 hours; finance concentration 42-48 hours; information technology concentration, 42-48 hours; marketing, 42-48 hours; or supply chain management, 42-48 hours;
- Master of Science in Nursing/Master of Business Administration dual degree (MSN/MBA), 54 hours
- Master of Science in Gerontology/Master of Business Administration dual degree (MS/MBA), 58 hours

Graduate Faculty

Program Director

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

MBA Program Committee

Moses Acquaah, PhD, Corporate strategy, management of innovation and technology (Department of Business Administration).

Stuart Allen, PhD, Macroeconomics, monetary economics (Department of Economics).

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

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

Kevin Lowe, PhD, Leadership, international human resource management, work teams (Department of Business Administration).

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

MBA Mission Statement

The MBA program of the Joseph M. Bryan School of Business and Economics provides advanced educational opportunities to prepare students for a career of managing complexity in the global economy of the 21st century. The MBA 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 MBA 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 to graduate programs offered by the MBA program is required for enrollment in course work at any level of the program.

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PBC *Post-Baccalaureate Certificate in Business Foundations*

The purpose of 12-hour Post-Baccalaureate Certificate in Business Foundations 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 MBA program.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit an admission essay indicating the reasons for pursuing the certificate. An interview may be required.

Qualified applicants will have relevant managerial experience indicating increasing levels of managerial responsibilities.

Current students in the MBA, MS in accounting, or MS 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 MBA degree in accordance with the policies of The Graduate School.

Certificate Requirements

MBA 701 Quantitative Analysis for Decision Making (3)
MBA 702 Financial and Managerial Accounting (3)
MBA 703 Economic Environment of the Firm (3)
MBA 710 Ethical Leadership and Sustainable Business (3)

MBA *Master of Business Administration*

The MBA is 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. Students in the full-time program complete the 48 semester hours of course work in the sequence specified below over a 21-month period. Concentrations in finance, information technology, marketing, and supply chain management are offered. The part-time program requires 39 hours of course work and may take up to five years to complete depending on the number of credit hours taken each semester. Part-time students pursuing a concentration in finance, information technology, marketing, or supply chain management are required to take 42 hours.

Application and Admission

The MBA program is designed for qualified students from any academic background.

In addition to the applicants materials required by The Graduate School, applicants must submit an admission essay indicating the reasons for pursuing the MBA degree and relevant preparation for either the Evening MBA or Fulltime Day MBA option. Qualified applicants to the Evening MBA will have relevant managerial experience indicating increasing levels of managerial responsibilities. Qualified applicants to the Fulltime Day MBA will have five years or less full-time work experience and evidence of leadership potential. An interview may be required.

Students are admitted to the Fulltime Day MBA option only in August of each academic year.

Degree Requirements

Computer Literacy

MBA degree program students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required. Students must also be familiar with basic probability and statistics as covered in computer-based training modules approved by the MBA Program.

Full-time Program Option

Year One - Fall Semester (12 hours)
MBA 701 Quantitative Analysis for Decision Making (3)
MBA 702 Financial and Managerial Accounting (3)
MBA 703 Economic Environment of the Firm (3)
MBA 704 Leadership Assessment and Career Enhancement (3)

Year One - Spring Semester (12 hours)
MBA 705 Processes, Information Systems, and Business Value (3)
MBA 706 Marketing Management (3)
MBA 707 Financial Management (3)
MBA 708 Operations for Competitive Advantage (3)

Year One - Summer Semester (6 hours)
MBA 742 Organizational Internship (3)
Elective (3)

Year Two - Fall Semester (9 hours)
MBA 709 Human Capital in Organizations (3)
MBA 710 Ethical Leadership and Sustainable Business (3)
Elective (3)

Year Two - Spring Semester (9 hours)
*MBA 712 Strategic Management (3)
MBA 741 Creating and Sustaining Competitive Advantage (3)
Elective (3)

*Indicates Capstone Experience

Part-time Program Option

MBA 701 Quantitative Analysis for Decision Making (3)
MBA 702 Financial and Managerial Accounting (3)
MBA 703 Economic Environment of the Firm (3)
MBA 704 Leadership Assessment and Career Enhancement (3)
MBA 705 Processes, Information Systems, and Business Value (3)
MBA 706 Marketing Management (3)
MBA 707 Financial Management (3)
MBA 708 Operations for Competitive Advantage (3)
MBA 709 Human Capital in Organizations (3)
MBA 710 Ethical Leadership and Sustainable Business (3)
*MBA 712 Strategic Management (3)

*Indicates Capstone Experience

Electives (6 hours)

With prior approval by the MBA Program Director or Associate Director, a student will select 6 hours of courses. Courses in other departments and schools at the 500-, 600- and 700-level may be taken.

Concentrations

FINANCE

For a concentration in finance a student will select 9 hours from the following courses:

MBA 720 Investments (3)
MBA721 Financial Statement Analysis and Valuation (3)
MBA 722 Personal Finance (3)
MBA 723 Corporate Governance (3)
MBA 724 Financial Institutions (3)
Other appropriate courses as approved by the MBA Program Director or Associate Director.

INFORMATION TECHNOLOGY

For a concentration in information technology a student will select 9 hours from the following courses:

ISM 671 Data Management (3)
ISM 672 Web Programming (3)
ISM 673 Telecommunications and Networks (3)
ISM 675 Business Analytics (3)
ISM 676 Information Security and Privacy (3)
ISM 679 Special Topics in Information Systems (3)
Other appropriate courses as approved by the MBA Program Director or Associate Director.

MARKETING

For a concentration in marketing a student will select 9 hours from the following courses:

MBA 730 Marketing Research (3)
MBA 731 Brand Management (3)
MBA 732 Consumer Behavior (3)
MBA 733 International Marketing Management (3)
Other appropriate courses as approved by the MBA Program Director or Associate Director.

SUPPLY CHAIN MANAGEMENT

For a concentration in supply chain management a student will select 9 hours from the following courses:

SCM 650 Supply Chain Management Concepts and Principles (3)
SCM 651 Transportation, Logistics, & Distribution Management (3)
SCM 652 Strategic Cost, Design, Procurement and Contracts (3)
SCM 655 Global Supply Operations Strategy (3)
SCM 678 Project Management (3)
SCM 610 Transportation and Carrier Management (1.5)

MS/MBA *Master of Science in Gerontology/Master of Business Administration*

The combined MS/MBA is offered jointly by the Gerontology Program and the Bryan School of Business and Economics and requires a minimum of 58 semester hours.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a Personal statement elaborating on experience and/or interest in working with the elderly.

Applicants may take either the GMAT or GRE qualifying exam and must have a minimum of two years of relevant work experience. Applications are reviewed by both the Director of Gerontology Program and the MBA Program Director.

Degree Requirements

Computer Literacy

Upon entry to the MS/MBA degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required. Students must also be familiar with basic probability and statistics as covered in computer-based training modules approved by the MBA Program.

Required Core Courses (46 hours)

Students are strongly encouraged to enroll in GRO 600 and GRO 501 concurrently.

MBA 701 Quantitative Analysis for Decision Making (3)
MBA 702 Financial and Managerial Accounting (3)
MBA 703 Economic Environment of the Firm (3)
MBA 704 Leadership Assessment and Career Enhancement (3)
MBA 705 Processes, Information Systems, and Business Value (3)
MBA 706 Marketing Management (3)
MBA 707 Financial Management (3)
MBA 708 Operations for Competitive Advantage (3)
MBA 709 Human Capital in Organizations (3)
MBA 710 Ethical Leadership and Sustainable Business (3)
*MBA 712 Strategic Management (3) or GRO 679 Gerontology Internship or Research Experience II (3)
GRO 501 Seminar: Critical Issues of the Aged (3)

GRO 600 Proseminar in Gerontology (1)
GRO 620 Research Methods in Gerontology (3)
GRO 649 Gerontology Internship or Supervised Research I (3)
GRO 651 Integrative Seminar in Gerontology (3)

* Indicates Capstone Experience

Electives (12 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.

MSN/MBA *Master of Science in Nursing/Master of Business Administration*

The combined MSN/MBA is offered jointly by the School of Nursing and the Bryan School of Business and Economics and requires a minimum of 54 semester hours.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Applicants must have 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 and a minimum of one year of full-time clinical nursing experience.

Degree Requirements

Computer Literacy

Upon entry to the MSN/MBA degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required.

Statistics

Completion of a statistics course prior to enrollment in NUR 602 is required. ECO 250, MBA statistics modules, or comparable is recommended to meet the program prerequisite for statistics.

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 620 Law, Policy, and Economics of Healthcare (3)
NUR 540 Budget Development and Analysis of Nursing Services (3)
NUR 614 Information Technology in Nursing Service Administration (3)
NUR 602 Research Methods in Nursing (3)
MBA 701 Quantitative Analysis for Decision Making (3)
MBA 702 Financial and Managerial Accounting (3)
MBA 703 Economic Environment of the Firm (3)
MBA 705 Processes, Information Systems, and Business Value (3)
MBA 706 Marketing Management (3)
MBA 708 Operations for Competitive Advantage (3)
MBA 709 Human Capital in Organizations (3)
NUR 641 Nursing Administration (4)
MBA 707 Financial Management (3)
NUR 642 Nursing Administration: Theoretical Applications (4)
*MBA 712 Strategic Management (3)
NUR 643 Nursing Administration Practicum (4)

* Indicates Capstone Experience

MBA *Master of Business Administration Courses*

595 Selected Topics in Business Administration (1.5-3)
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.

701 Quantitative Analysis for Decision Making (3:3)
Pr. Pre-MBA workshop in statistics and spreadsheet skills or a spreadsheet-based undergraduate course in probability and statistics.
Quantitative methods and spreadsheet skills to support management practice and decision making. Topics include statistical hypothesis testing, confidence intervals, regression analysis, optimization modeling, decision analysis and risk analysis.

702 Financial and Managerial Accounting (3:3)
Introduction to financial and managerial accounting. Topics include financial statements, financial analysis of those statements, cost accounting, and accounting's role in managerial decision-making.

703 Economic Environment of the Firm (3:3)
Economic theory to analyze markets, competitive and non-competitive firm behavior, market structure, government regulation, and current and historical fiscal, monetary and exchange rate policy changes within the global financial environment.

704 Leadership Assessment and Career Enhancement (3:3)
Through assessment and feedback, leadership strengths and developmental needs are identified to enhance career strategies and competencies. (Graded on S/U basis)

705 Processes, Information Systems and Business Value (3:3)
Pr. 701 and 702; Coreq or Prereq 703
Examine the role of information systems to improve processes and business performance. Analyze the interaction of business strategies, work processes, competitive markets, technology and people for effective IT management.

706 Marketing Management (3:3)
Issues related to the marketing process, major trends and forces that are changing the marketing landscape, marketing information, building and managing brands, marketing strategy and roles of ethics in marketing.

707 Financial Management (3:3)
Pr. 701, 702, 703
Financial decision-making; time value of money, risk and return, valuation of securities, financial options, cost of capital, capital budgeting, working capital policy, financing decisions.

708 Operations for Competitive Advantage (3:3)
Coreq. or prereq. 705 and 706
Examines design, operation, and control of organizations for gaining and maintaining competitive advantage in the market place. Strategic and tactical issues integrated with a systems approach.

709 Human Capital in Organizations (3:3)
Pr. 701
Integrated overview of Organizational Behavior and Human Resource Management. Joins the topics of organization behavior with human resource tools used to manage human capital.

710 Ethical Leadership and Sustainable Business (3:3)
Principles of effective leadership and models of ethics are integrated to better understand the complementary and competing pressures, for and against, the creation and maintenance of a sustainable business model.

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

712 Strategic Management (3:3)
Coreq. or prereq. 707, 708, and 709
Examines the tools and techniques of strategic analysis, the formulation and implementation of competitive and corporate strategy for creating and sustaining competitive advantage.

720 Investments (3:3)
Explores theories and applications related to portfolio theory, asset allocation, return predictability, and anomalies. Risk management including the use of derivatives also covered.

721 Financial Statement Analysis and Valuation (3:3)
Pr. 707
Value with emphasis on equity analysis and valuation for public and private firms. Other types and purposes of valuation also covered.

723 Corporate Governance (3:3)
Current issues in and theories of corporate governance. Topics includes examination of internal and external corporate controls, stakeholder theories and international governance comparisons.

724 Financial Institutions (3:3)
Survey course intended for those interested in financial services careers and in general finance. Topics include financial institutions, investment funds, trading markets, and financial market regulation.

730 Marketing Research (3:3)
Pr. 706
Defining the purpose of marketing research, selecting a data gathering method, writing a survey/questionnaire, and sampling methods. Using statistics and interpreting the results to make marketing decisions.

731 Brand Management (3:3)
Pr. Permission of MBA Director
Examines brand management strategies, tools and decisions faced by organizations in planning, building and measuring brand equity for long term profitability.

732 Consumer Behavior (3:3)
Pr. Permission of MBA Director
Applying behavioral theories to understand consumer consumption behaviors and the effect of environmental and psychological influences on the consumer decision making process.

733 International Marketing Management (3:3)
Pr. MBA 706
Activities that direct the flow of products to markets in a transnational, transcultural context; transcultural consumer behavior; channel strategy, physical distribution, promotion, and pricing.

741 Creating and Sustaining Competitive Advantage (3:3)
Pr. 707, 708, and 709
Student teams will serve as consultants to area organizations and provide their managers with comprehensive solutions to strategic challenges.

742 Organizational Internship (1.5-3)
Pr. permission of MBA 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.

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

744 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.

745 Experience Business Abroad (1.5-3
Pr. Permission of MBA Director
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.

803 Research Extension (1-3)

SCM *Supply Chain Management Courses*

650 Supply Chain Management Concepts and Principles (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Presentation of core knowledge related to supply chain management. Provides insight into the complex, cross-functional elements of demand and supply planning and execution in a global environment.

651 Transportation. Logistics and Distribution in Supply Chain Management (3:3:0)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Focus on contemporary management practices, sustainability metrics and technology applications within transportation, logistics and distribution center operations as part of the global supply chain.

652 Strategic Cost, Design, Procurement and Contracts (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Overview of strategic cost management and procurement in the supply chain; tactics in effective management of the procurement process and total cost of ownership; management of total supply chain costs.

655 Global Supply Operations Strategy (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Presentation of strategies, resources and information system requirements to plan, procure, create and deliver products globally. Emphasis on the complex interactions and need for collaboration between inter-film processes.

678 Project Management (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Modern methods of defining, planning and executing large scale projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.

680 Independent Study in Supply Chain Management (3:3)
Pr. admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM)
Explore in-depth contemporary issues of relevance and interest to the student under the guidance of a faculty member.

681 Supply Chain Management (3:0:3-9)
Pr. admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM)
Elective course designed to provide students the opportunity to apply skills learned in the classroom in real-world environments. Course will be supervised by faculty and manager of the approved organization.

682 Executive Mentorship in Supply Chain Management (3:0:3-9)
Pr. admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM)
Students in the experimental learning course interact with instructor and mentor to gain in-depth knowledge related to supply chains, logistics and transportation. The mentor is an executive within the industry. May be repeated for a maximum of 6 credits.

Department of Chemistry and Biochemistry

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

Graduate Programs

- Master of Science (MS) in Biochemistry, 30 hours
- Master of Science (MS) in Chemistry, 30 hours
- Doctor of Philosophy (PhD) in Medicinal Biochemistry, 61 hours

Graduate Faculty

Professors

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

Alice E. Haddy, PhD, Biophysical chemistry, electron paramagnetic resonance studies of transition metals in biological systems.

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

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

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

Associate Professors

R. Bruce Banks, PhD, Bioorganic chemistry, chemical carcinogenesis, xenobiotic metabolism.

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

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

Nicholas Oberlies, PhD, Isolation and characterization of bioactive natural products.

Gregory M. Raner, PhD, Bioinorganic chemistry, enzymology, mechanistic studies and industrial applications of cytochrome P450 monooxygenase enzymes (Director of Graduate Study).

Jason Reddick, PhD, Bioorganic chemistry, biochemistry, biosynthesis of polyketides.

Assistant Professors

Mitchell P. Croatt, PhD, Organic synthesis, organometallics, new reaction design and development.

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

MS Master of Science in Biochemistry

The MS in Biochemistry gives students the opportunity to demonstrate and develop their potential for work in biochemistry and attracts individuals who have been out of an academic environment for some time or who wish to bolster their undergraduate science experience. The successful candidate will be prepared for positions of responsibility in industry or government or for further study toward a doctoral degree.

The required 30 semester hours include a core of introductory and advanced biochemistry courses, courses in chemistry and other areas, and 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

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 (6-13 hours)

Students take CHE 691 before beginning research. Students must carry out a research project under the supervision of a faculty member and write a thesis on the research (CHE 699) (Capstone Experience). Students may take additional research hours of CHE 680 and up to 6 hours of CHE 699 for a total of 12 hours.

CHE 691 Introduction to Graduate Research (1)
CHE 680 Research Problems in Chemistry and Biochemistry (1-6)
CHE 699 Thesis (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 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)

Electives (3 hours minimum)

Students must select 3 hours of elective courses 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 Master of Science in Chemistry

The MS in Chemistry gives students the opportunity to demonstrate and develop their potential for work in biochemistry and attracts individuals who have been out of an academic environment for some time or who wish to bolster their undergraduate science experience. The successful candidate will be prepared for positions of responsibility in industry or government or for further study toward a doctoral degree.

The required 30 semester hours includes courses in the four major areas of chemistry (analytical, inorganic, organic, and physical), courses in other areas, and 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

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 (6-13 hours)

Students take CHE 691 before beginning research. Students must carry out a research project under the supervision of a faculty member and write a thesis on the research (CHE 699) (Capstone Experience). Students may take additional research hours of CHE 680 and up to 6 hours of CHE 699 for a total of 12 hours.

CHE 691 Introduction to Graduate Research (1)
CHE 680 Research Problems in Chemistry and Biochemistry (1-6)
CHE 699 Thesis (1-6)

Seminars (2 hours)

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 (6 hours minimum)

Students select 6 hours of electives. 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.

PhD *Doctor of Philosophy in Medicinal Biochemistry*

The PhD in Medicinal Biochemistry requires 56 semester hours in advanced biochemical and medicinal chemistry course work and a dissertation culminating from extensive laboratory research experience carried out under the direction of a faculty advisor. Additional course work is offered in specialized areas such as synthetic chemistry, bioanalytical chemistry, and computational chemistry. The student gains experience in professional speaking by giving public oral scientific presentations through the departmental seminar program. The successful candidate will be well prepared for careers in biotechnology, pharmaceutical or medical research, or academia.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement by the appropriate deadline to be considered for Fall or Spring admission. A minimum of a BS in Chemistry, Biochemistry or related field is required.

Degree Requirements

Required Core Courses

Any two of the following (6 hours)

CHE 651 Advanced Medicinal Chemistry (3)
CHE 656 Enzyme Mechanisms (3)
CHE 658 Nucleic Acid Biochemistry (3)
CHE 659 Receptor Biochemistry (3)
CHE 660 Biochemical Pharmacology and Disease Targets (3)

Research Techniques (25-37 hours)

Students take CHE 691 before beginning research. Students must carry out a research project under the supervision of a faculty member and write a dissertation on the research (CHE 799).

CHE 691 Introduction to Graduate Research (1)
CHE 780 Research Problems in Chemistry and Biochemistry (12-18)
CHE 799 Dissertation (12-18)

Seminars (2 hours)

Students must present two seminars, the first on a literature topic (CHE 751) and the second on their dissertation research (CHE 752), normally given during the last semester of study.

CHE 751 Literature Seminar (1)
CHE 752 Dissertation Seminar (1)

Electives (12 hours minimum)

A minimum of 12 hours may be earned in approved (by Department Graduate Studies Committee and student's research advisor) elective graduate courses in chemistry, biology, mathematics or physics. Students who plan to pursue employment in industry are encouraged to enroll in CHE 790 Medicinal Biochemistry Internship.

Comprehensive Examination

The comprehensive examination consists of a research proposal on the student's dissertation research, including a literature review and a public oral presentation. The proposal must be presented and orally defended before the student may enroll in CHE 799 Dissertation.

Dissertation Defense

Students must defend the completed dissertation before the dissertation 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.

615 Entrepreneurship for the Sciences (3:3)
Develop knowledge and skills in entrepreneurship to identify and evaluate sciences and technology ideas in chemistry and the life sciences as opportunities to take through the feasibility and business plan. Same as ENT 615)

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.

633 Bioanalytical Chemistry (3:3)
Pr. permission of instructor
Comprehensive study on various analytical methods used to characterize nucleic acid and protein drug targets and their molecular interactions with therapeutic agents.

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

651 Advanced Medicinal Chemistry (3:3)
Pr. two courses in undergraduate organic chemistry and one course in undergraduate biochemistry
Advanced topics in medicinal chemistry including drug design, chemistry of High Throughput Screening and focused libraries, lead development/optimization.

652 Synthetic Organic Chemistry (3:3)
Pr. two courses in undergraduate organic chemistry
Methods and problems in multi-step organic synthesis, including use of transition metal reagents and asymmetric synthesis. Applications in drug synthesis.

653 Physical Organic Chemistry (3:3)
Pr. two courses in undergraduate organic chemistry
Structure and mechanisms of organic chemistry. Topics include bonding theory, stereochemistry, conformational analysis, reactions, reaction mechanisms, reactivity.

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.

657 Drug Metabolism and Pharmacogenetics (3:3)
Pr. 556 or permission of instructor
Introduction to the major classes of drug metabolizing enzymes in the body. Chemical mechanisms of action and potential drug interactions related to the induction or inhibition of these systems.

658 Nucleic Acic Biochemistry (3:3)
Pr. permission of instructor
Structure and functions of nucleic acid and their biochemical reactions with cellular proteins. Emphasis on the genomic approach to identify and validate drug targets.

659 Receptor Biochemistry (3:3)
Pr. one course in undergraduate biochemistry
Structure and biochemical properties of the various cell-surface receptors. Emphasis on specific receptors chosen as drug targets for various diseases.

660 Biochemical Pharmacology and Disease Targets (3:3)
Pr. one course in undergraduate biochemistry
Drug action at the biochemical and molecular level. Focus on the biochemical and cellular mechanisms of action that guide the drug discovery and development process.

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.

691 Introduction to Graduate Research
Pr. admitted to graduate program in department
Guides new students in the selection of a research advisor. Professors present brief summaries of their research projects. Topics relevant to research are also discussed.

699 Thesis (1-6)
Pr. approval of research proposal by thesis committee

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

751 Literature Seminar (1:1)
Pr. 780
A literature-based seminar focusing on scientific literature databases and presentation skills.

752 Dissertation Seminar (1:1)
Pr. 780
A research-based seminar focusing on the student's dissertation research during the semester the student expects to graduate.

780 Research Problems in Medicinal Biochemistry (1-18)
Pr. permission of instructor
Advanced research in specialized areas of medicinal biochemistry under the direction of a faculty member. Research to be utilized for the preparation of the dissertation.

790 Medicinal Biochemistry Internship (3:0:12)
Pr. permission of departmental internship coordinator and department head
Practical experience in a local industrial setting. Includes biweekly meetings with departmental internship coordinator. Student must complete a minimum of 12 hours per week at the internship site. May be repeated for 6 hours.

799 Dissertation Research in Medicinal Biochemistry (1-18)
Pr. permission of instructor

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

- Master of Education (MEd) in Latin, 38 hours

Graduate Faculty

Professors

Susan Shelmerdine, PhD, Homeric and Archaic Greek poetry, Greek tragedy, mythology and religion, Greek and Latin pedagogy.
Jeffrey Soles, PhD, Aegean archaeology (Minoans and Mycenaeans), Greek and Roman archaeology.

Associate Professors

Maura Heyn, PhD, Art and archaeology of the Roman Empire, archaeological theory and culture change.
Hugh Parker, PhD, Latin poetry, Silver Latin literature, Medieval Latin (Head of Department).
David B. Wharton, PhD, Linguistics, literary criticism, Greek philosophy (Director of Graduate Study).

Assistant Professors

Joanne Murphy, PhD, Aegean archaeology, archaeology of religion, archaeological methods and theory.
Jonathan Zarecki, PhD, Roman philosophy, oratory and rhetoric, Greek epic.

Visiting Assistant Professor

Patrick T. Beason, PhD, Latin love poetry, Silver Latin prose, Hellenistic poetry
Robert Holschuh Simmons, PhD, Greek and Roman drama, Greek and Roman epic.

MEd *Master of Education in Latin*

The MEd in Latin is a part-time, online degree program designed for Latin teachers who already have initial licensure. The degree requires 30 semester hours of coursework and concentrates on the study of Latin language and literature, with additional study required in the areas of history, classical civilization, and professional education. Courses are offered in an intensive three-week format. The online format of the courses is typically a mixture of synchronous and asynchronous instruction using the Blackboard Learn web platform, which is provided by the university to all enrolled students. The successful candidate will be eligible for "M" licensure in North Carolina.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission. Qualified applicants should have a bachelor's degree with a B average in at least 12 hours of Latin beyond the first year.

Degree Requirements

Study in 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.

Core Courses (9 hours)

CCI 502 The History of Latin Literature (3)
LAT 552 Teaching Latin at the Secondary Level (3)
CCI 579 Readings in Roman History (3)

Professional Education (6 hours)

TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and leader II (3)

Electives (0-3 hours)

In consultation with the Director of Graduate Student, a student may select 3 hours from courses in classical civilization (CCI) or another appropriate filed at the 500 level or above to complete a total of 30 hours toward the degree.

****Electronic Portfolio***

Students will develop an electronic portfolio consisting of evidence of teacher leadership and action research in accordance with the graduate teaching standards set by the North Carolina State Department of Public Instruction.

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.
4. *Comprehensive exam to be given within the last two semesters of a student's enrollment in the program.

*The portfolio and the comprehensive exam comprise the program's capstone experience.

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.

579 Readings in Roman History (3:3)
Pr. permission of instructor
Survey of major topics in Roman history through primary sources in translation from the founding of the Republic in 509 BC to Marcus Aurelius' death in AD 180.

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 MEd in Latin or permission of instructor
This course does not fulfill Latin language major requirements. 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 when topic varies.

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.

Department of Communication Sciences and Disorders

300 Ferguson Building • (336) 334-5184 • www.uncg.edu/csd

Graduate Programs

- Master of Arts (MA) in Speech-Language Pathology, 62 hours
- Doctor of Philosophy (PhD) in Communication Sciences and Disorders, 66 hours

Graduate Faculty

Professors

Celia R. Hooper, PhD, CCC-SLP, Prevention of communication disorders, adult neurogenic speech and language disorders, voice disorders and care of the professional voice.

Alan G. Kamhi, PhD, CCC-SLP, Speech, language, reading development and disorders.

Robert Mayo, PhD, CCC-SLP, Fluency disorders, adult neurogenic disorders, public perceptions of communication disorders and differences.

Associate Professors

Virginia A. Hinton, PhD, CCC-SLP, Normal speech physiology, craniofacial anomalies, neuromotor control for speech production, voice disorders.

Kristine Lundgren, ScD, CCC-SLP, Adult neurogenic communication disorders (Department Chair).

Susan L. Phillips, PhD, CCC-A, Psychoacoustics, speech perception (Clinical Supervisor in Audiology).

Denise A. Tucker, PhD, 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 Professors

Michael Campbell, MS, MBA, CCC-SLP, Voice, adult neurogenic disorders, hospital administration.

Perry F. Flynn, MEd, CCC-SLP, Adolescent language and reading, public school service delivery.

Lyn B. Mankoff, MA, CCC-SLP, Clinical supervision (Coordinator of Speech-Language Pathology Internships).

Louise F. Raleigh, MEd, CCC-SLP, Clinical supervision, early intervention, adolescent and adult language/literacy (Director of Speech and Hearing Center).

Assistant Professor

Elena Patten, PhD, CCC-SLP, Autism, childhood speech and language disorders.

Academic Professional Assistant Professors

Sena Crutchley, MA, CCC-SLP, School-aged speech and language, bilingual speech and language, telepractice.

Colette M. Edwards, MA, CCC-SLP, Clinical supervision, preschool/school-aged language and literacy.

Lisa G. Fox-Thomas, PhD, CCC-A, Central auditory processing, tinnitus evaluation and treatment, hearing aids (Coordinator of Audiology Services and Clinical Supervisor in Audiology).

Lisa McDonald, MA, CCC-SLP, Clinical supervision, school-age language and literacy, public school service delivery.

Terri Ramsey, MEd, CCC-SLP, Diagnostics, phonology.

Visiting Assistant Professors

Sandra Barrie-Blackley, MA, CCC-SLP, Language and literacy.

Kelly D. Hall, PhD, CCC-SLP, Dysphagia and adult neurogenic disorders (Director of Graduate Study).

MA *Master of Arts in Speech-Language Pathology*

The MA in Speech-Language Pathology is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) and 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.

The program requires 62 semester hours (34 hours in academic course work and 28 hours in clinical course work, excluding clinical practicum hours earned) and provides a lifespan approach for advanced study of language, speech, swallowing, non-speech communication systems, and hearing in persons of all ages. The UNCG Speech and Hearing Center, the UNCG Speech and Hearing Program at Gateway University Research Park, hearing and speech laboratories, and a variety of human service agencies provide ample practica and research experiences.

Application and Admission

In addition to the application materials required by The Graduate School, applicants 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. The deadline to apply for Fall admission is February 1.

Students are admitted for full-time study only. Permission for exceptions must be approved by faculty. Typically, students are enrolled full-time for two consecutive academic years including one summer session.

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) required for graduate course work and should consult with advisors in this program for course selection that will meet degree, certification, and licensure requirements.

Upon admission, students will be assigned an academic advisor, who will provide information regarding academic and clinical aspects of the program.

Degree 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 604 Fluency Disorders (2)
CSD 606 Cognitive Linguistic Disorders in Adults (3)
CSD 612 Augmentative and Alternative Communication (1)
CSD 614 Language Learning Disabilities (3)
CSD 616 Motor Speech Disorders (3)
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 (3)
CSD 637 Prevention, Assessment and Intervention of Communication Disorders: School Age (3)

And select one of the following topical seminars:
CSD 602 Seminar in Speech Pathology: Organic Disorders (3)
CSD 603 Seminar in Voice Problems (3)
CSD 605 Seminar in Speech and Language Pathology (3)
CSD 608 Seminar in Cleft Palate (3)
CSD 650 Independent Study(3)

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 (28 hours)

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 (3)
CSD 638 Minor Area Clinical Practicum for Speech-Language Pathology Majors (1)
CSD 677 Internship in Communication Disorders (18)
CSD 678 Advanced Clinical Practice in Speech-Language Pathology (6)

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

In most cases, students will enroll as full-time students in the fall semester and continue full-time enrollment for the subsequent four semesters.

Academic Ineligibility

Fully admitted students will become academically ineligible to continue in the Department of Communication Sciences and Disorders under any of the following circumstances:

1. Grades of U, F, or WF are received in any course;
2. Grades of C+ or C are received in more than 6 semester hours;
3. Grades of C+ or C are received in CSD 678; or
4. The required 3.0 for graduation is not achieved within the minimum number of semester hours required for the degree.

PhD *Doctor of Philosophy in Communication Sciences and Disorders*

The PhD in Communication Sciences and Disorders is designed for advanced study in communication sciences and disorders, intersecting disciplines, and development of research and teaching strategies. Students with backgrounds 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.

The program requires a minimum of 66 semester hours. Students who enter with a master's degree are required to earn 54 hours of course credit and 12 hours minimum of dissertation.

Application and Admission

In addition to the application materials required by The Graduate School, applicants 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. The deadline to apply for Fall admission is February 1.

Degree Requirements

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 course work in a related discipline. Examples of related fields include linguistics, gerontology, genetics, neuroscience, psychology, public health, and sociology.

Professional Development (3 hours)

Doctoral students will complete three 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 course work 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 Chair. 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 course work in the Plan of Study is completed.
3. Dissertation Proposal Approval
4. Advancement to Candidacy: Following completion of course work, 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 in Speech-Language Pathology (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 Communication Sciences and Disorders (1-3)
Pr. admission to MA in speech-language pathology or permission of instructor
Topics in communication sciences and disorders. 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 Fluency Disorders (2:2)
Pr. admission to appropriate degree program or permission of instructor
Assessment, diagnosis, and treatment of fluency disorders in children, adolescents, and adults.

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 Cognitive-Linguistic Disorders in Adults (3:3)
Pr. admission to appropriate degree program, or permission of instructor
Assessment, diagnosis, and treatment of communication disorders resulting from stroke, dementia, and traumatic brain injury.

608 Seminar in Cleft Palate (3:3)
Pr. 551, 570 or equivalent and admission to appropriate degree program, or permission of instructor
Investigation of current literature and theories in cleft palate. Speech and hearing aspects; controversial procedures in repair 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 Motor Speech Disorders (3:3)
Pr. admission to appropriate degree program or permission of instructor
Neurologic basis, assessment and treatment of dysarthria and apraxia.

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 (3:3)
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 responsibilities 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 Program

- Master of Arts (MA) in Communication Studies, 30 hours

Graduate Faculty

Professor

Roy Schwartzman, PhD, Figurative language, rhetoric of science and technology, computer-mediated communication, critical theory, Holocaust studies, public address.

Associate Professors

Sharon L. Bracci, PhD, Communication ethics, environmental ethics, argumentation, health communication.
David Carlone, PhD, Organizational communication, social and cultural theory, cultural studies of work and organization (Director of Graduate Study).
Spoma Jovanovic, PhD, Communication and communities, communication ethics, social justice, service learning.
Peter M. Kellett, PhD, Conflict analysis and management, narrative methodology.
Etsuko Kinefuchi, PhD, Intercultural communication, language and culture, cultural identity and identity negotiation.
Elizabeth J. Natalle, PhD, Gender and communication theory, interpersonal processes, feminist criticism.
Loreen Olson, PhD, Family/interpersonal communication, dark side of communication, gender communication.
Christopher N. Poulos, PhD, Relational communication, ethnography, philosophy of communication, film, dialogue (Head of Department).

Assistant Professors

Cerise Glenn, PhD, Cultural identity and negotiation, African American communication and culture, organizational culture, third wave feminism, occupational socialization, identification of diverse groups.
Marianne E. LeGreco, PhD, Public health, organizational policy, nutrition promotion and practice.

Lecturer

Jessica McCall, PhD, Communication pedagogy, experimental education, relational communication, small group and team communication.

Mission

We research, teach, and practice communication to cultivate the ethical voices of people that speak in critical, constructive, and transformative ways to identities, relationships, and communities.

Scholarship in the Department

We believe that communication is formative and foundational to human identities, relationships, and communities—and that ethical and strategically effective communication can be the means of critiquing, constructing, and transforming identities, relationships, and communities.

We engage in communication scholarship in the form of research, teaching, and service that:

- **Integrates dialogue** and other approaches to communication as the foundation for scholarly inquiry and application to the world
- **Cultivates diversity** and respect for differences
- **Promotes change** that leads to more democratic, just, and peaceful relationships and communities
- **Engages creative partnerships** of faculty, students, and other stakeholders in addressing contemporary challenges and opportunities for improving communication

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.

Scholarly Focus Areas

These beliefs and values are articulated in the following ongoing scholarly focus areas of the department:

- **Public Voice:** How can communication scholarship help us to understand and improve the quality of public discourse in the world around us?
- **Voices of Change, Diversity and Difference, and Conflict:** How can communication scholarship help people to engage with diversity, differences, and divisions in ways that promote understanding and collaborative/democratic change?
- **Voices of Identity and Relationships:** How can communication scholarship help us understand how people create and sustain desired identities and healthy relationships?
- **Voices of Discovery:** How can communication scholarship help us understand how people learn to co-construct, share, and critique knowledge?

MA Master of Arts in Communication Studies

The MA in Communication Studies requires 30 semester hours of the mandatory core courses, elective course work, and the capstone experience.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 2-3 page personal statement explaining their qualifications and interests in the program and a writing sample such as an academic paper. An interview (phone or in person) with the Director of Graduate Study or a member of the graduate faculty is also required. The fall admission deadline for those applicants interested in an assistantship is March 1. For all other applicants the fall admission deadline is April 1. The spring admission deadline is October 1. Generally, assistantships are not available to spring admission applicants.

Degree Requirements

Procedural Guidelines

1. Upon admission to the Department, the Director of Graduate Study will advise 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, ideally, 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 MA 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.

Mandatory Core Courses (6 hours)

CST 601 Engaging Communication Theories (3)
CST 602 Engaging Communication Research Methodology (3)

The core courses form the foundation for effective scholarship and inquiry. During their first year in the program, students are required to take CST 601 in the fall semester and CST 602 in the spring semester to introduce students to the theories and methodologies necessary to engage in communication scholarship.

Elective Course Work (21 hours)

Satisfactory completion of 21 hours in CST cognate, graded courses is required. All new teaching assistants are required to take CST 599 Communication Pedagogy (3) in the fall of their first semester in the program. CST 599 is included in these 21 hours. A maximum of 9 semester hours of electives may be taken at the 500-level.

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 Graduate Faculty, as a demonstration of mastery of the arts of communication scholarship (see Procedural Guidelines above for more information). All students must enroll for a total of 3 hours in CST 698.

Independent Study and Course Work outside the Department

Students are permitted to take independent studies and course work outside the department when additional course work is required for a student's plan of study, as determined by the Director of Graduate Study and the student. Up to three hours of course work outside the department may be included in the minimum 30-hours requirement for the MA degree.

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.

520 African American Culture and Identity (3:3)
Examines dynamic ways that African Americans construct, maintain, and negotiate their social identities in a variety of contexts. Explores the connections among race/ethnic identity, communication, and culture.

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship and environmental sustainability. Explore models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues through direct action and evaluation. (Same as BUS 540, CPS 540, ENT 540, SWK 540, and WGS 540)

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: Diversity and Identity (3:3)
Contemporary theory and practices of communication applied to changing organizations. Emphasis on the role of diversity and issues of identity in driving change.

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.

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)
Draws upon critical organizational communication and critical/cultural studies to consider the role of communication in creating and sustaining democratic organizing in micro, meso, and macro contexts.

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)
Takes critical/cultural studies approaches to examine how culturally significant identity sites such as race, ethnicity, gender, and diaspora are constructed, 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.

652 Research Practicum in Communication (1-3:0:3-9)
Pr. permission of Graduate Faculty member with whom student wishes to work
Engagement in communication research with the direct supervision of a member of the Graduate Faculty. (Graded on an S-U basis.)

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 Community and Therapeutic Recreation

200B Ferguson Building • (336) 334-5327 • www.uncg.edu/ctr

Graduate Programs

- Post-Baccalaureate Certificate in Geriatric Recreational Therapy, 15 hours
- Post-Baccalaureate Certificate in Animal Assisted Therapy, 15 hours
- Master of Science (MS) in Parks and Recreation Management: Leisure Services Management or Therapeutic Recreation concentration, 36 hours

Graduate Faculty

Professors

Leandra A. Bedini, PhD, Therapeutic recreation, family caregivers, women with disabilities, perceived stigma.
Stuart J. Schleien, PhD, Therapeutic recreation, community inclusion, intellectual and developmental disabilities, family advocacy (Head of Department & Director of Graduate Study).

Associate Professors

Nancy J. Gladwell, ReD, Management, commercial recreation, organizational behavior, community recreation.
Charlsena F. Stone, PhD, Therapeutic recreation, cultural competence, cultural diversity training.

PBC *Post-Baccalaureate Certificate in Geriatric Recreational Therapy*

The online Post-Baccalaureate Certificate in Geriatric Recreational Therapy (GRT) requires 15 semester hours and is designed for the practicing recreational therapist who is interested in specializing in practice with older adults. The certificate will fulfill the requirement for geriatric specialization recently established by the National Council of Therapeutic Recreation Certification (NCTRC).

Application and Admission

Certified Therapeutic Recreation Specialist (CTRS) status or permission of program directors is required for admission. In addition to the application materials required by The Graduate School, applicants must submit a current resume and a professional statement including animal assisted therapy goals. Interviews are encouraged for all applicants.

Certificate Requirements

Required Courses (15 hours)

RPM 630 Geriatric Recreational Therapy Practice: Roles and Responsibilities (3)
RPM 631 Geriatric Assessment for Recreational Therapists (3)
RPM 632 Evidence-based Practice in Geriatric Recreational Therapy (3)
GRO 501 Health and Aging (3)
GRO 631 Seminar: Critical Issues of Aging (3) or RPM 697 Internship in Recreation, Parks, and Tourism (3-6).

PBC *Post-Baccalaureate Certificate in Animal Assisted Therapy*

The Post-Baccalaureate Certificate in Animal Assisted Therapy requires 15 semester hours and is designed for the practicing health and human service professional who is interesting in specializing in using therapy animals within their professional practice. The basics of animal assisted therapy, its history, and instrumentation and intervention techniques, including assessment, treatment and evaluation processes are introduced. It includes field experiences in both clinical (AAT approaches for specific disabilities) and non-clinical (classroom) applications of AAT. Courses are taught online and face-to-face field experiences are required.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a professional statement including animal assisted therapy goals. Interviews are encouraged for all applicants.

Certificate Requirements (15 hours)

RPM 535* Animal Assisted Therapy (3)
RPM 697 Internship in Recreation and Parks (6)
Two approved supportive courses (e.g. animal behavior, animal psychology, abnormal psychology, assessment for geriatric therapists, special education, nursing, or advanced professional practice course) related to scope of Animal Assisted Therapy practice which must be 500-level or above. (6)

*This course requires a weekend Pet Partners workshop for handlers only.

MS Master of Science in Parks and Recreation Management

The MS in Parks and Recreation Management requires 36 semester hours. Students may choose one of the following two concentrations: leisure services management or therapeutic recreation.

The student, after discussing career goals with his/her advisor, may choose either the thesis or non-thesis option. If the student selects the non-thesis option, the advisor will determine (based on amount of professional experience) whether the student completes a project, an internship, or a combination of a project and 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.

Application and Admission

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. Students who do not have an undergraduate degree in recreation and parks and/or appropriate professional experience will be required to take one undergraduate course from their concentration; i.e., RPM 241. Students in the therapeutic recreation concentration will be required to take two of the following three courses; i.e., RPM 231, 332, 338.

Degree Requirements

Required Core Courses (9 hours)

RPM 611 Foundations of Recreation and Parks (3)
RPM 613 Recreation and Parks Management (3)

Select one of the following:

RPM 614 Organizational Behavior in Recreation and Parks (3)
CPS 606 Organizational Conflict: Theories and Practices (3)
MBA 710 Ethical Leadership and Sustainable Business (3)
SOC 605 Sociology of Organizations (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)

Research Techniques (9 hours)

RPM 612 Research Applications in Recreation and Parks (3)

Select one of the following:

ERM 517 Statistical Methods in Education (3)
HEA 604 Public Health Statistics (3)
KIN 610 Statistical Methods for Kinesiology (3)

Select one of the following:

ERM 604 Methods of Educational Research (3)
GRO 620 Research Methods in Gerontology (3)
KIN 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 and professional interests and goals.

Capstone Experience (6 hours)

Select one of the following:

RPM 697 Internship in Recreation and Parks (6)
RPM 698 Field Project in Recreation and Parks (6)
RPM 697 Internship in Recreation and Parks (3) and RPM 698 Field Project in Recreation and Parks (3)
RPM 699 Thesis (6)

CTR *Community and Therapeutic Recreation 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 in Recreation and Parks(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.

535 Animal Assisted Therapy (3:3)
Introduction to the theories, concepts, and techniques used in animal assisted therapy in long term care, rehabilitation, acute care hospitals, special schools, and other settings.

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

611 Foundations of Recreation and Parks (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 and Parks (3:3)
Pr. ERM 604, GRO 620, KIN 611, or SOC 616; ERM 517, HEA 604, or KIN 610
Utilization and application of current data analytic procedures in leisure research in the context of various research methods.

613 Recreation and Parks 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 and Parks (3:3)
Pr. 613 or permission of instructor
Organizational behavior within recreation and park organizations. Management and organizational behavior, perception, motivation, diversity, power and politics, leadership, group dynamics, communications, conflict, and organizational design, culture, and change.

630 Geriatric Recreational Therapy Practice: Roles and Responsibilities (3:3)
Pr. Certified Therapeutic Recreation Specialist (CTRS) or permission of instructor
Analysis of advanced roles and responsibilities of geriatric recreational therapists in the broad delivery of evidence-based treatment services in long term care.

631 Geriatric Assessment for Therapists (3:3)
Pr. Certified Therapeutic Recreation Specialist (CTRS) or permission of instructor
Development of necessary skills to master the process and techniques required to assess older adults and interpret assessment values for planning and treatment and evaluation of outcomes.

632 Evidence-based Practice in Geriatric Recreational Therapy (3:3)
Pr. Certified Therapeutic Recreation Specialist (CTRS) or permission of instructor
Introduces recreational therapy practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling.

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. 611 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.

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 CTR. 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 and parks under close supervision of a graduate faculty member in CTR. May be repeated once for credit.

697 Internship in Recreation and Parks (3-6)
Pr. 611, 612, 613; either 633 or 645
A supervised field experience including a final paper. (Graded on S-U basis)

698 Field Project in Recreation and Parks (3-6)
Pr. 611, 612, 613; either 633 or 645
A supervised field project including a major literature-based paper.

699 Thesis (1-6)
Pr. 611, 612, 613; either ERM 604, KIN 611, SOC 616, or GRO 620; ERM 517, HEA 604, or KIN 610; either 633 or 645; either 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 Computer Science

167 Petty Building • (336) 256-1112 • www.uncg.edu/cmp

Graduate Program

- Master of Science (MS) in Computer Science, 30 hours

Graduate Faculty

Professors

Francine Blanchet-Sadri, PhD, Combinatorics on words, formal languages, string algorithms.
Fereidoon Sadri, PhD, Database systems, XML information integration, modeling and management of inaccurate and uncertain data (Director of Graduate Study).
Stephen R. Tate, PhD, Computer security, cryptography, algorithms, data compression (Head of Department).

Associate Professors

Lixin Fu, PhD, Datamining, databases, algorithms.
Nancy Green, PhD, Artificial intelligence, human-computer interaction.
Shan Suthaharan, PhD, Digital water-marking, video coding and compression, computer networks and security, wireless communications, image processing.

Assistant Professor

Jing Deng, PhD, Wireless networking and security, information assurance.

MS *Master of Science in Computer Science*

The MS in Computer Science requires 30 semester hours with at least 24 hours in computer science (CSC) courses. Three options for the capstone experience are offered: comprehensive examination, project, or thesis.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

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 CSC courses. A number of selected courses from other departments are also available. Interested students should contact the Director of Graduate Study.

Thesis, Project, or Comprehensive Examination (Capstone Experience)

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.

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.

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. grades of at least C in 330 and 350 or permission of instructor
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 340 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.

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.

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.

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.

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.

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.

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.

671 Advanced Database Systems (3:3)
Pr. 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 and Peace Studies

127 McIver Street • (336) 334-4781 • conflictstudies.uncg.edu

Graduate Programs

- Post-Baccalaureate Certificate in Conflict and Peace Studies, 18 hours
- Master of Arts (MA) in Conflict and Peace Studies, Professional Conflict Practice, Education, and International Peace Development concentrations, 39 hours

Graduate Faculty

Program Director

Cathryne L. Schmitz, Ph.D, LCSW, Organizational conflict, cultural dimensions of conflict, peace and community building, gender and peacebuilding, integrative colloquium.

Assistant Professors

Thomas G. Matyok, PhD, Peace and community building, crisis management, building peace through health, conflict resolution in groups, integrative colloquium.

PBC *Post-Baccalaureate Certificate in Conflict and Peace Studies*

The Post-Baccalaureate Certificate in Conflict and Peace Studies prepares students for the changing nature of professional development, organizational knowledgge and change through scholarship and research. 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 studies. It is also appropriate for those who possess an undergraduate degree and are seeking to obtain broad knowledge of the conflict and peace studies field or for professionals who have already earned a graduate degree in their professional field and would benefit from research and theory and additional practice skills in a range of conflict studies.

The certificate requires 18 semester hours. A maximum of 6 semester hours 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.

Online Certificate Program

Both the certificate program and the master's program are available online; all web based courses run parallel to residential courses on campus and the curriculum is identical. Classes meet via web connection each week on the scheduled day of class and all lectures, discussion, assignments, supplementary materials, feedback, and assessments are accessed online. See the website at conflictstudies.uncg.edu for more information.

Application and Admission

Applicants must submit all application materials required by The Graduate School by March 1 to be considered for an assistantship. Applications for Fall admission are reviewed through June. Students may be admitted for Spring if openings remain.

Certificate Requirements

It is generally recommended that students without conflict resolution experience enroll in the core sequence of courses, plus one elective of their choice, as illustrated below. However, given their goals or experience, students may design their own program with the advice and written approval of their advisor.

Suggested Certificate Curriculum

Core Courses (12 hours)

CPS 600	Concepts and Processes of Conflict Resolution (3)
CPS 601	Cultural Dimensions of Conflict (3)
CPS 605	Skills and Techniques of Conflict Resolution (3)
CPS 606	Organizational Conflict (3)
CPS 610	Conflict Transformation: Reconciliation and Healing (3)

Two electives would then be selected from Conflict and Peace Studies courses to complete the required hours with the approval of the student's advisor..

MA Master of Arts in Conflict and Peace Studies

The MA in Conflict and Peace Studies is dedicated to providing high quality, professional training in multiple conflict intervention and prevention skills such as mediation, negotiation, facilitation, restorative practices, violence prevention, and collaborative problem solving. Students also engage in service based community learning in a variety of courses to build practice, intervention, and research skills. The program focuses on pragmatic approaches to solving personal and social problems in a variety of social settings. Students are exposed to an array of techniques and strategies to achieve nonviolent solutions to conflict that arises in diverse family, organizational and community environments.

The program promotes a systemic and critical perspective to the challenges facing individuals, families, organizations and communities in both a global and local analytical perspective. With an interdisciplinary commitment to social justice and human rights, we train professionals to seek collaborative, constructive and conciliatory methods for resolving human conflict. Our goal is to mold reflective conflict professionals—practitioners with a critical understanding of theory, research and a range of methods, local and global perspectives, and an appreciation of diversity, peace development and social justice.

The MA in Conflict and Peace Studies requires completion of 39 semester hours and is built on a comprehensive core curriculum of nine academic courses and seminars. Flexible course schedules in the day, evenings and summer allow students of all ages, challenges, job requirements, technology, and delivery needs to participate in the learning process.

Concentrations

The program offers three concentrations which students may choose to focus their research, theory and practice areas; concentrations are voluntary and are not required for graduation. The areas are Professional Conflict Practice, Education, and International Peace Development. Students must take one required course from the concentration list below and select from the remaining course cluster list to complete a concentration of nine semester hours or three semester courses. Concentrations must be declared by students by the end of the first year and declared in CPS 607 Professional Research Seminar since a concentration track will affect course selection in the second year.

Online Master's Degree

The master's program is available completely online and is identical in content and focus with the residential program; courses are usually offered simultaneously in residential and online formats. A few courses, such as Integrated Colloquium may be are offered in combination, with residential and online students meeting on the same time and day for joint discussion, feedback and collaborative team projects. For more information, visit conflictstudies.uncg.edu or email for information at conflictstudies@uncg.edu.

Student Exchange with University of Konstanz, Konstanz, Germany

The Conflict and Peace Studies Program will launch a student exchange program with the University of Konstanz in Germany in Fall 2012. The Konstanz focus on public policy and international public administration is a valuable curricular addition for UNCG students interested in study and potential internships in international affairs, peacebuilding, and postconflict policy and administration, EU and NATO policy in Europe, conflict assessment, and postwar recovery programs.

Application and Admission

In addition to the application material required by The Graduate School, applicants must submit a personal essay on their interest and expectations of the MA in Conflict and Peace Studies and complete an interview with members of the admissions committee. Applications are accepted through June but should be received by March 1 for full consideration for Fall admission and available assistantships. Applications will be reviewed until July 1 if space remains. Students need to specify residential or online status at the time of admission.

Degree Requirements

Required Courses (24 hours)

CPS 600	Fundamentals of Conflict Resolution and Peace Studies (3)
CPS 601	Cultural Dimensions of Conflict Resolution and Peace Studies (3)
CPS 602	Professional Practice Seminar (1.5)
CPS 605	Skills and Techniques of Conflict Resolution (3)
CPS 606	Organizational Conflict: Theories and Practices (3)
CPS 607	Professional Research Seminar (1.5)
CPS 609	Community Engaged Research (3)
CPS 610	Conflict Transformation: Reconciliation and Healing (3)

Integrative Colloquium (3 hours) (Capstone Experience)

CPS 690	Integrated Colloquiom (3)

The capstone course is designed to complete the integration of theory, global and cultural awareness, intervention skills, project management and public policy issues. Through individually designed capstone projects or research papers, students will analyze and synthesize what they have learned throughout the

curriculum, exploring issues individually and within learning communities, to deepen their experience in the evaluation of practice and the process of ongoing knowledge building.

Electives (12 hours)

Electives are selected with the approval of the faculty advisor to encompass a student's selected concentration or individual pathway through the program. Students pursuing an optional concentration will complete 9 of the 12 semester hours as follows:

EDUCATION CONCENTRATION (9 HOURS)

CPS 625 Conflict Resolution in Education (3) or CPS 626 Conflict Resolution in Higher Education (3)

and two of the following courses:

CPS 631 Crisis Management: Response and Resolution (3)
CPS 633 Restorative Justice: Theory and Practice (3)
CPS 637 Program Evaluation in Conflict Studies (3)

INTERNATIONAL PEACE DEVELOPMENT (9 HOURS)

CPS 676 Peace Development and Community Building (3)

and two of the following courses:

CPS 677 Advocacy Theory and Practice (3)
CPS 679 Gender and Conflict Peacebuilding (3)
CPS 683 Social Violence: A Systemic View (3)
CPS 685 Conflict Resolution in Health Care Systems (3)

PROFESSIONAL CONFLICT PRACTICE CONCENTRATION (9 HOURS)

CPS 645 Conflict Practice (3)

and two of the following courses:

CPS 640 Negotiation Theory and Practice (3)
CPS 647 Mediation Theory and Practice (3)
CPS 652 Conflict Resolution in Groups (3)

CPS *Conflict Resolution Courses*

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship and environmental sustainability. Explore models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues through direct action and evaluation. (Same as BUS 540, CST 540, ENT 540, SWK 540, and WGS 540)

600 Fundamentals of Conflict Resolution and Peace Studies (SVL)
Introduction to the interdisciplinary theory, research conflict analysis and intervention strategies which form the foundation of peace and conflict studies.

601 Cultural Dimensions of Conflict Resolution and Peace Studies (3:3) (SVL)
Explores multiple dimensions of diversity in creating and resolving conflicts. Students will explore their own culture beliefs and values as well as diverse conflict models and systems around the world.

602 Professional Practice Seminar (1.5:1.5)
Pr. 600 and 601
Introductory seminar. Students learn and apply the seven competencies required for conflict and peace studies: theory, global and cultural competence, collaboration, practice skills, public policy, and project management.

605 Skills and Techniques of Conflict Resolution (3:3)
Theory and practice to develop a foundation of interpersonal skills and techniques needed by conflict professionals such as communication, negotiation, mediation, assessment, and presentation. Service learning project required.

606 Organizational Conflict: Theories and Practices (3:3)
Pr. 600 and 601 or permission of instructor
Theories, methods, and practices in assessing and transforming conflict in modern organizations.

607 Professional Research Seminar (1.5: 1.5)
Pr. 602
Introductory research seminar. Within the context of the interdisciplinary theory and research underlying peace and conflict studies, students are exposed to research design, interviewing skills, and data analysis methods.

609 Community Engaged Research (3:3)
Pr. 602, 606 and 607 or permission of instructor
Students research, design, and conduct a piece of community based research focusing on relationships, conflict, mechanisms for resolution, and transformation.

610 Conflict Transformation: Reconciliation and Healing (3:3)
Pr. 602, 605 and 607 or permission of instructor
Nonviolent responses to conflict and violence that are oriented to the restoration of relationships damaged by crime, war, community and workplace violence.

618 Qualitative Research Design in Conflict Prevention and Peace Building Programs (3:3)
An introduction to qualitative research methods and design from a social, organizational, and conflict studies, restorative justice and peacebuilding program perspective.

621 Family Conflict (3:3)
Explores family conflict theory, research, and methods across the lifespan through readings, case studies, and role plays. Topics include divorce, parent-child, dependency, older adults, and family violence. (Same as HDF 675A)

625 Conflict Resolution in Education: K-12 (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.

626 Conflict Resolution in Higher Education (3:3)
Explores conflict resolution theory, practice, and programming in higher education settings. Student, staff, faculty, administrative, and organizational conflicts will be examined.

631 Crisis Management: Response and Resolution (3:3)
Overview of critical incident response, management and resolution in relation to individual, family, community, and organizational perspectives.

633 Restorative Justice: Theory and Practice (3:3)
Examines the theory of restorative justice in indigenous and modern societies, with program applications to cmmunity building, safer schools, violence and hate reduction.

637 Program Evaluation in Conflict Studies (3:3)
An introduction to program evaluation strategies such as needs and benefit assessment, sampling, interviews, use of records and related issues in conflict assessment and intervention programs.

640 Negotiation Theory and Practice (3:3)
Introduction to negotiation strategies, tactics, and styles used between individuals or groups in a variety of cultural settings.

645 Conflict Practice (3:3)
Pr. 605 or 647 or permission of instructor
Supervised application of dispute resolution programs and practices with Campus Conflict Resource Center and other CIVIC Project programs. Field experience required.

647 Mediation Theory and Practice (3:3)
Exploration of a number of mediation theories, models and practices governing mediation in a range of settings. The course builds off theory to develop practical mediation skills.

650 Independent Study (3:3)
Intensive study guided by the graduate faculty

652 Conflict Resolution in Groups (3:3)
Examines the range of practices of group facilitation with a focus on current theories and techniques of professional facilitation in conflict resolution practice and training.

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.

676 Peace Development and Community Building (3:3)
Pr. 600 and 601, or permission of instructor
Approaches to community and peacebuilding, with emphasis on understanding power and conflict, are taught within a global context. Strategies are developed for building peace and community through civic engagement.

677 Advocacy Theory and Practice
Explores advocacy law, theory and practice for victims of violence and trafficking, women, children, the disabled, and those identified as mentally ill. Analysis and discussion based on case studies.

679 Gender and Peacebuilding (3:3)
Pr. 600 and 601 or permission of instructor
Examines the role of gender, sex, diversity, and power relations in the creation and resolution of conflict and building of peace.

683 Social Violence: A Systemic View (3:3)
Explores the interpersonal and social causes of violence, domestic and child abuse, the nature of trauma, the use of rape, violence and genocide as a strategic tool in war and conflict.

685 Resolving Conflict in Health Care Systems: Achieving Peace through Health (3:3)
Peace building and conflict resolution in health care and humanitarian initiatives; human rights and social justice perspective.

690 Integrated Colloquium (3:3) (SVL)
Pr. 600, 601, 602, 605, 607, 609, 610 and five electives (pre or co-requisite)
Capstone course in which students integrate the eight required program competencies through community project. Documented in an ePortfolio presentation compiling curriculum and internship experience. Successful completion required for graduation.

803 Research Extension (1-3)

Department of Consumer, Apparel, and Retail Studies

210 Stone Building • (336) 334-5250 • www.uncg.edu/crs

Graduate Programs

- Post-Baccalaureate Certificate in Global Apparel Supply Chain Management, 15 hours
- Master of Science (MS) in Consumer, Apparel, and Retail Studies, thesis option, 30 hours minimum
- Master of Science (MS) in Global Apparel Supply Chain Management, (online, non thesis option), 31 hours
- Doctor of Philosophy (PhD) in Consumer, Apparel, and Retail Studies, 58 hours

Graduate Faculty

Professors

Nancy Hodges, PhD, Social psychological issues of dress, identity, and consumer behavior; epistemological and methodological components of apparel consumer research; qualitative and interpretive inquiry; gender, education, and apparel industry employment (Director of Graduate Study).

Byoungho Jin, PhD, International apparel merchandising, cross-cultural consumer and retail studies, supply chain management issues in apparel industry, competitiveness of the apparel industry in global markets.

Gwendolyn O'Neal, PhD, 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, MFA, 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.

Kittichai Watchravesringkan, PhD, Cross-cultural consumer and retail studies (inter-country and intra-country analysis), internet retailing, marketing communications, service quality and customer satisfaction, adolescents, consumer complaint behavior, measurement issues.

Assistant Professors

Jennifer Yurchisin, PhD, Identity and consumption; the influence of social psychological characteristics on the acquisition, use, and disposition of apparel products; apparel brand and retail store image; employee-organization identification in the apparel design, production, and retailing industry.

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 and marketing. Students are encouraged to select supporting course work in related disciplines such as business, economics, sociology, psychology, anthropology, statistics, and information science.

PBC *Post-Baccalaureate Certificate in Global Apparel Supply Chain Management*

Certificate Requirements

The online graduate certificate in Global Apparel Supply Chain Management consists of a minimum of 15 semester hours of coursework. It is intended for professionals with a bachelor's degree from an accredited institution working in any field who are interested in gaining state-of-the-art, product-specific knowledge to address issues and problems within the global industry supply chain.

Required Core Courses (9 hours)

CRS 620 Analysis of Apparel and Related Industries (3)
RCS 662 Behavior of Softlines Consumers (3)
RCS 584 Retail Strategy (3) or RCS 560: Advanced Retail Buying and Planning (3)

Electives (6 hours)

SCM 650 Supply Chain Principles and Concepts (3) and
Choose one of the following courses:
SCM 651 Transportation, Logistics, & Distribution Management (3)
SCM 652 Strategic Cost, Design, Procurement, and Contracts (3)
SCM 655 Global Supply Operations Strategy (3)

MS *Master of Science in Consumer, Apparel, and Retail Studies*

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a one to two-page goals statement. Statements should clearly outline career goals, relevant work experience, and reasons for pursuing a graduate degree; address why the Consumer, Apparel and Retail Studies program is of interest; and include specific areas of research interest related to the department's graduate program emphasis. Of the three letters of reference, one should be written by a former instructor or academic contact.

Degree Requirements

THESIS OPTION

The MS in Consumer, Apparel, and Retail Studies, thesis option, requires a minimum of 30 semester hours and focuses 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 662 Behavior of Softlines Consumers (3)
CRS 620 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 Educational Experiments (3)
or
MBA 701 Quantitative Analysis for Decision Making (3)
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) (Capstone Experience)

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.

GLOBAL APPAREL SUPPLY CHAIN MANAGEMENT CONCENTRATION (31 HOURS)

The concentration in Global Apparel Supply Chain Management requires 31 semester hours of online coursework and provides state-of-the-art skills for decision making in global apparel supply chain management with a consumer focus. Additionally the concentration requires an applied industry practicum which serves as a capstone experience.

Required Core Courses (13 hours)

CRS 620 Analysis of Apparel and Related Industries (3)
CRS 682 Graduate Seminar (1)
RCS 560 Advanced Retail Buying and Planning (3)
RCS 584 Retail Strategy (3)
RCS 662 Behavior of Softlines Consumers (3)

Applied Research Techniques (3 hours)

CRS 605 Research Methodology in Consumer, Apparel, and Retail Studies (3)

Required Supporting Courses (12 hours)

SCM 650 Supply Chain Principles and Concepts (3)
SCM 651 Transportation, Logistics & Distribution Management (3)
SCM 652 Strategic Cost, Design, Procurement and Contracts (3)
SCM 655 Global Supply Operations Strategy (3)

Capstone (3 hours)

CRS 632 Supervised Industry Practicum (3)

Students must demonstrate a broad knowledge of the material covered in the curriculum by undertaking an approved industry practicum. A formal contract will be established between the CARS graduate program committee and each student to clearly define the scope and requirements for the project. The student will be permitted to enroll in CRS 632 once the Required Core Courses are complete.

PHD *Doctor of Philosophy in Consumer, Apparel, and Retail Studies*

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a one to two-page goals statement. Statements should clearly outline career goals, relevant work experience, and reason for pursuing a graduate degree; address why the Consumer, Apparel and Retail Studies program is of interest; and include specific areas of research interest related to the department's graduate program emphasis. Of the three letters of reference, one should be written by a former instructor or academic contact.

Degree Requirements

The PhD requires minimum of 58 hours (minimum of 90 hours beyond the BS).

Required Core Courses (19 hours)

CRS 682 Graduate Seminar (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 Advanced Quantitative Methods in Consumer, Apparel and Retail Studies (3)
CRS 721 Consumer Behavior in Apparel and Retailing (3)
RCS 662 Behavior of Soft Lines Consumers (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 graduate standing
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.

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
Economics and social aspects of production, distribution, and utilization of apparel and textiles.

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)
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.

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.

620 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.

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.

632 Supervised Industry Practicum in Consumer, Apparel, and Retail Studies (3:0:9)
Pr. permission of Director of Graduate Studies
Supervised industry practicum combining practical and academic elements. Course supervised by DGS or designated faculty member.

660 International Textile Products Marketing (3:3)
Pr. 560 or permission of instructor
International textile products marketing environment; global markets, marketing programs and organizations.

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.

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.

671 Issues in Apparel and Related Industries Entrepreneurship Research (3:3)
Current state of research on entrepreneurship studies in general and particularly within the apparel and related products industry. (Same as ENT 671) **681 Directed Individual Study in Consumer, Apparel, and Retail Studies (1-6)**

681 Directed Individual Study in Consumer, Apparel, and Retail Studies (1-6)

682 Graduate Seminar in Consumer, Apparel, and Retail Studies (1:1)
Fundamentals of graduate studies in Consumer, Apparel, and Retail Studies, including guidelines for development and critique of research. May be repeated once for credit when topic varies.

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.

701 Literature and Thought in Consumer, Apparel, and Retail Studies (3:3)
Pr. admission to PhD 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.

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 Advanced Quantitative Methods in Consumer, Apparel, and Retail Studies (3:3)
Pr. STA 671 or ERM 682 or equivalent and admission to PhD 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 application of 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.

731 Special Topics in Consumer, Apparel, and Retail Studies (3:3)
Investigation of select topics specific to consumer, apparel, and retail studies. May be repeated once for credit when topic varies.

765 College Teaching Practicum in Consumer, Apparel, and Retail Studies (3)
Pr. admission to PhD 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 Advanced Retail Buying and Planning (3:3)
Pr. grade of C (2.0) or better in 361, or graduate standing
Advancing the strategies of inventory acquisition and control. Application of retail math to excel spreadsheets in planning the assortment plan, six month merchandise plan, and model stock plans.

584 Retail Strategy (3:3)
Pr. 464 for undergraduates
Investigation of retailing from a strategic perspective. Concepts are analyzed and integrated into applied problem-solving scenarios focused on consumer needs.

662 Behavior of Soft Lines Consumers (3:3)
Study of environmental, individual, and psychological influences on behavior of consumers in the soft lines consumption process.

Department of Counseling and Educational Development

228 Curry Building • (336) 334-3434 • www.uncg.edu/ced

Graduate Programs

- Master of Science (MS) in Counseling, Clinical Mental Health Counseling, College Counseling and Student Development, or School Counseling concentration, 60 hours
- Master of Science (MS) in Counseling, Clinical Mental Health Counseling/Couple and Family Counseling, 66 hours
- Master of Science and Specialist in Education dual degree (MS/EdS) in Counseling, Clinical Mental Health Counseling, Couple and Family Counseling, College Counseling and Student Development, or School Counseling concentration, 72 hours
- Post-Master's Certificate in Couple and Family Counseling, 21 hours
- Post-Master's Certificate in Gerontological Counseling, currently not accepting applications
- Post-Master's Certificate in School Counseling, 27 hours
- Post-Master's Certificate in Advanced School Counseling, 12 hours
- Doctor of Education (EdD) in Counseling and Counselor Education, 82-88 hours
- Doctor of Philosophy (PhD) in Counseling and Counselor Education, 82-88 hours

Professors

James M. Benshoff, PhD, NCC, ACS, LPC, Group counseling and process, leadership and consultation, teaching and technology, globalization of counseling, counseling supervision, student development in higher education.

L. DiAnne Borders, PhD, LPC, NCC, ACS, Counseling supervision, mentoring new and future counselor educators, adoptive families (including trans-cultural adoptive families), ethics, school counseling.

Craig S. Cashwell, PhD, LPC, NCC, ACS, Spirituality in counseling, couples counseling, sexual addiction counseling, counseling skills development, accreditation in counselor education, professional identity supervision.

Jane E. Myers, PhD, LPC, NCC, NCGC, Developmental counseling and wellness over the lifespan, neuroscience and neurofeedback, mid-life and aging issues, Adlerian counseling, assessment, counselor education and supervision, cross cultural wellness assessment and counseling.

J. Scott Young, PhD, LPC, NCC, The interface of spirituality, religion, and the counseling process; experiential approaches to counseling; the use of art in counseling; and community-based counseling (Chair of Department).

Associate Professors

Todd F. Lewis, PhD, LPC, NCC, 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, survey and clinical trials, quantitative design and multivariate analyses.

Christine Murray, PhD, LPC, LMFT, NCC, Family violence, bridging research and practice, preventive interventions, the role of resources in couple relationships, family systems and health, service learning in counselor education.

Kelly L. Wester, PhD, LPC, NCC, Self-injurious behaviors, research integrity and the responsible conduct of research, evidence-based treatments, professional development of counselor educators, gender identity, body image.

Assistant Professors

Laura Gonzalez, PhD, NCC, College student development, college access; persistence and success/educational progress of Latino students; multiculturalism in counseling, Social Cognitive Career Theory.

Erik M. Hines, PhD, Parental involvement, African American male student academic achievement, college readiness and post-secondary opportunities for K-12 minority students, academic achievement gap, issues in school counseling, data driven strategies in school counseling, urban school counseling, multicultural counseling.

Clinical Associate Professor

A. Keith Mobley, PhD, LPC, NCC, ACS, Community counseling, adolescence and adolescent development, wellness, men's studies.

There are three primary program areas in counselor education for which the Master's, Specialist, and Doctorate degrees are offered: clinical mental health counseling, college counseling and student development, 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: clinical mental health counseling (MS), college counseling and student development (MS), school counseling (MS), couple and family counseling (MS), and counseling and counselor education (PhD and EdD). 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. All students admitted to the program have as their objective the completion of the entry-level MS degree or dual MS and EdS degrees, or the advanced PhD or EdD 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 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 MS and EdS 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 master's 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. 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 "S" state school counseling license. Graduates of the clinical mental health counseling specialization in couple and family counseling (MS and MS/EdS 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.

MS *Master of Science in Counseling*

The MS in Counseling requires 60 semester hours and offers concentrations in clinical mental health counseling, college counseling and student development, and school counseling. The MS in Counseling with a specialization in couple and family counseling requires 66 semester hours.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume/vita and a personal statement by February 15 to be considered for Fall admission.

Applicants 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.

Degree Requirements

CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION (60 HOURS)

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 and Career Counseling (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 (12 hours as advised)

Twelve (12) hours, as advised, in one of the following areas (see departmental program planner for specific courses):

Child and youth settings
Clinical mental health settings
Employment 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 Kinesiology to plan course of study.)

Supervised Practica and Internships (18 hours)

Twelve (12) hours of counseling internship across two (2) semesters, plus three (3) hours of field practicum, three (3) hours of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 675 Counseling Field Practicum (3)
CED 679 Advanced Counseling Practicum (3)
CED 680a, 680b Counseling Internship (6) (6)

Curricular Electives (3 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 (Capstone Experience)

Please consult with Departmental office for dates of this examination.

COLLEGE COUNSELING AND STUDENT DEVELOPMENT CONCENTRATION (60 HOURS)

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 and Career Counseling (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 (18 hours)

Twelve (12) hours of counseling internship across two (2) semesters, plus three (3) hours of field practicum, three (3) hours of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 675 Counseling Field Practicum (3)
CED 679 Advanced Counseling Practicum (3)
CED 680a, 680b Counseling Internship (6) (6)

Curricular Electives (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 (Capstone Experience)

Please consult with departmental office for dates of this examination.

COUPLE AND FAMILY COUNSELING CONCENTRATION (66 HOURS)

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 and Career Counseling (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 (12 hours as advised)

CED 644 Counseling in Community Settings (3)
CED 642 Substance Abuse Counseling (3)
CED 687 Diagnosis and Treatment Planning in Counseling (3)
CED 690 Counselors Working with Families (3)
CED 691 Advanced Clinical Topics in Couple and Family Counseling (9)

Supervised Practica and Internships (18 hours)

Twelve (12) hours of counseling internship across two (2) semesters, plus three (3) hours of field practicum, three (3) hours of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 675 Counseling Field Practicum (3)
CED 679 Advanced Counseling Practicum (3)
CED 680a, 680b Counseling Internship (6) (6)

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination (Capstone Experience)

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 and Career Counseling (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)

Fifteen (15) hours across elementary, middle and high school:

CED 641 Counseling Children (3)
CED 648 Foundations of School Counseling (3)
CED 671 Understanding and Counseling Adolescents (3)
CED 698 Implementing and Evaluating School Counseling Programs (3)
SES 540 Introduction to Exceptional Individuals (3)

Supervised Practica and Internships (18 hours)

Twelve (12) hours of school counseling internship across two (2) semesters, plus three (3) hours of CED 677 School Certification (counseling field practicum), three (3) hours of advanced counseling practicum and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 677 School Certification (3)
CED 679 Advanced Counseling Practicum (3)
CED 680a, 680b Counseling Internship (6) (6)

Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination (Capstone Experience)

Please consult with departmental office for dates of this examination.

MS/EDS *Master of Science / Specialist in Education in Counseling*

The dual degree MS and EdS in Counseling sequence allows students the opportunity to achieve a level of professional attainment beyond the MS degree and recognition of that higher level of professional attainment by receiving the EdS degree. A student admitted to the dual degree program will be awarded the MS and EdS degrees concurrently after successful completion of all prescribed course work beyond the bachelor's degree.

Concentrations are offered in clinical mental health counseling, school counseling, college counseling and student development, and couple and family counseling. All concentrations require 72 semester hours.

On average, the completion of a dual degree program takes two and one-half years.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume/vita and a personal statement by February 15 to be considered for Fall admission.

Applicants 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.

Degree Requirements

CLINICAL MENTAL HEALTH 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 Group Counseling Theory and Practice (3)
CED 669 Career Development and Career Counseling (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 (18 hours as advised)
(Prerequisite: A course in abnormal behavior.)

Choose one of the following nine areas as an emphasis:

Child and youth settings
Clinical mental health settings
Employment 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 Kinesiology to plan course of study.)

Supervised Practica and Internships (18 hours)
Twelve (12) hours of counseling internship across two (2) semesters, plus three (3) hours of field practicum, three (3) hours of advanced counseling practicum and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 675 Counseling Field Practicum (3)
CED 679 Advanced Counseling Practicum (3)
CED 680a, 680b Counseling Internship (6) (6)
CED 680c, 680d Counseling Internship (6) (6)

Curricular Electives (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 (Capstone Experience)
Please consult with departmental office for dates of this examination.

COUPLE AND FAMILY COUNSELING CONCENTRATION

The couple and family counseling program requires that students follow the basic plan of study for clinical mental health counseling but with specialized studies in couple and family counseling. Students in couple and family counseling enroll in specialized course work to include CED 690 Counselors Working with Families, CED 691 Advanced Clinical Topics in Couples and Family Counseling/Therapy, and internships in family counseling. Other couple and family counseling course work is selected under advisement.

COLLEGE COUNSELING AND STUDENT DEVELOPMENT 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 Theory and Practice (3)
CED 669 Career Development and Career Counseling (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 (18 hours)
Twelve (12) hours of counseling internship across two (2) semesters, plus three (3) hours of field practicum, three (3) hours of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 675 Counseling Field Practicum (3)
CED 679 Advanced Counseling Practicum (3)
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 (Capstone Experience)
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 Theory and Practice (3)
CED 669 Career Development and Career Counseling (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)

Fifteen (15) hours across elementary, middle and high school:

CED 641 Counseling Children (3)
CED 648 Foundations of School Counseling (3)
CED 671 Understanding and Counseling Adolescents (3)
CED 698 Implementing and Evaluating School Counseling Programs (3)
SES 540 Introduction to Exceptional Individuals (3)

Supervised Practica and Internships (18 hours)

Twelve (12) hours of school counseling internship across two (2) semesters, plus three (3) hours of field practicum, three (3) hours of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

CED 653 Practicum in Counseling (1)
CED 677 School Certification (3)
CED 679 Advanced Counseling Practicum (3)
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 (Capstone Experience)

Please consult with departmental office for dates of this examination.

PMC *Post-Master's Certificates in Couple and Family Counseling, Gerontological Counseling, School Counseling, or Advanced School 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, co-requisite 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.

Application and Admission

Post-Master's Certificate applicants must hold a Master's degree in 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.

Gerontological, School, and Couple and Family Counseling

Applications are reviewed during the weeks preceding the start of classes for fall and spring semesters. The deadline for fall admission is July 1, for spring admission, November 1; for summer admission, April 1. 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.

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.

Certificate Requirements

COUPLE AND FAMILY COUNSELING (21 HOURS)

Internship involves a 300-hour supervised experience across one semester in an appropriate setting.

Required Courses

CED 690[1] Counselors Working with Families (3)
*CED 691[1] Advanced Clinical Topics in Couple and Family Counseling/Therapy (9)
CED 680c Counseling Internship (6 - couple and family counseling setting)

*CED 691 must be taken three times as a required course and may be repeated for credit as an elective course when the topic varies 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 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.

GERONTOLOGICAL COUNSELING (18 HOURS)

Internship involves a 300-hour supervised experience across one semester in an appropriate setting.

Required Courses

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 (27 HOURS)

Internships involve a 600-hour supervised experience across two semesters in an appropriate setting.

Required Courses - 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)
CED 698 Implementing and Evaluating School Counseling Programs (3)
SES 540[1] Introduction to Exceptional Individuals (3)

Required Courses - 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)
CED 698 Implementing and Evaluating School Counseling Programs (3)
SES 540 Introduction to Exceptional Individuals (3)

*These courses do not count towards the 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 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 online advanced school counseling certificate is 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 course work.

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 *Doctor of Education or Doctor of Philosophy in Counseling*

The PhD or EdD in Counseling requires 82-88 semester hours beyond the master's or, for those students entering the program in the MS/PhD enrollment option, a minimum of 108 semester hours beyond the baccalaureate degree. Students enrolling in the MS/PhD option must hold an appropriate baccalaureate degree combined with superior ability and a high level of motivation and dedication to learning. After completing the MS degree, MS/PhD students continue study toward the PhD 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 PhD 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.

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 prerequisites 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.

Degree Requirements

Professional Core (19 hours)

CED 756a Advanced Counseling Theory and Practice 1 (2)
CED 756b Advanced Counseling Theory and Practice 2 (2)
CED 760a Consultation in Counseling and Counselor Education (2)
CED 760b Leadership in Counseling and Counselor Education (2)
CED 777a Seminar in Counseling: Clinical Assessment (2)
CED 777c Seminar in Counseling: Professional Orientation, Ethics, and Advocacy in Counselor Education (3)
CED 781a Counseling Supervision (3)
CED Elective (3)

Cognate (12 hours as advised)

To be selected under advisement.

Supervised Practica and Internships (15 hours)

CED 779 Doctoral Counseling Practicum (3)
CED 757 Internship in University Teaching in Counseling (3)
CED 780a Advanced Counseling Internship (6)
CED 781b Counseling Supervision (3)

Students who enter the doctoral program directly from their master's program will be required to complete an additional semester of internship CED 780b.

Students may enroll in additional semesters of teaching (CED 757) and supervision (CED 781c and d), assuming successful experience in prior semesters.

Research Techniques (24 hours)

CED 720a Research Apprenticeship (3)
CED 720b Research Apprenticeship (3)
CED 740 Research Practicum in Counseling (3)
CED 777b Seminar in Counseling: Research Methods in Counseling 1 (3)
CED 777d Seminar in Counseling: Research Methods in Counseling 2 (3)
ERM or STA sequence (9)

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 Contemporary College Students (3:3)
Pr. 602 or permission of instructor
Developmental tasks and processes, including cognitive, moral, emotional, career, and identity, as applied to traditional and nontraditional students and diverse populations.

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. 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 diverse 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
Examine various counseling theories, their philosophical underpinnings, techniques, cultural implications, and the relationship between theory and practice. Apply theories through case conceptualization, observations, and supervised practice.

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 counseling individuals, groups, couples, and families in these settings..

645 Mental Health Issues for Genetic Counselors (3:3)
Pr. matriculation to fourth semester of the MS 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. Coreq. liability insurance
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
Explore the influence of student diversity on the role of 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 and Career Counseling (3:3)
Pr. 610, 620, and counseling major Coreq. 653
Traditional and contemporary career development theories. Career counseling processes, techniques, and information resources. Career development influences and needs of diverse populations.

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
Overview of theories and research regarding group work, processes and dynamics, cultural influences, and group leadership in a variety of settings. Supervised experience as a group leader.

675 Counseling Field Practicum (3:1:3)
Coreq. 605, 610, 620 and 678; 602 or 644; any 653 corequisite experiences for these courses. Must have liability insurance.
Introduction to staff, structures, functions, programs, and policies of a counseling site through a minimum of 45 hours of field-based experiences and weekly supervision session on campus. (Graded on S-U basis)

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)
Coreq. liability insurance
Introduction to staff, structures, functions, programs and policies of a school counseling program through a minimum of 45 hours of field-based experiences and weekly supervision sessions on campus. (Graded on S-U basis)

678 Professional Orientation (3:3)
Pr. counseling major
History, goals, and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors in various settings.

679 Advanced Counseling Practicum (3:3:6)
Pr. counseling major, 605, 610, 620, 678, and 602/644/648 and related 653 corequisites. Must have liability insurance.
Application of counseling skills, theories and multicultural competencies through a minimum of 40 direct service hours with clients in Departmental Clinic, under intense/close supervision.

680a-d Counseling Internship (6:0:20)
Pr. advanced standing and recommendation by the major professor. Coreq. liability insurance
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
Selecting, administering, and interpreting a variety of standardized and nonstandardized instruments, assessments, and appraisal techniques in various settings with diverse populations. Relevant psychometric principles and ethical/legal issues.

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. Emphasis on understanding and evaluating diagnosis with a diverse clientele.

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.

689 Global Perspectives in Counseling (6:6)
Pr. admission to CED graduate programs, successful completion of CED 610, or permission of instructor.
This course will require travel, cultural immersion, and the provision of services to members of that community, with an overarching goal of improving cultural competence and awareness as a counselor.

690 Counselors Working with Families (3:3)
Pr. 610, 620. Coreq. 653
Counseling families from family systems and multicultural theoretical perspectives. Clinical skills including assessment, treatment planning, 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 and cultural 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.

698 Implementing and Evaluating School Counseling Programs (3:3)
Pr. 648. Coreq. 641, 671, and 680.
Methods for designing, implementing, and evaluating comprehensive school counseling programs, in relation to the academic, career, and personal-social development of children and adolescents.

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

740 Research Practicum in Counseling (3:3)
Pr. ERM 680, ERM 681, or equivalent courses
Individual data-based work on problems of special interest in counseling and development. Registration requires approval of dissertation committee chair.

756a-b Advanced Counseling Theory and Research
Pr. admission to doctoral program or permission of instructor
Current status, trends, and methodological issues in research on counseling theories and practice, including selected individual, career, group, and multicultural theories and meta-theories.

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.

760a Consultation in Counseling and Counselor Education (2:2)
Pr. doctoral standing or permission of instructor
Theory pertaining to the principles and practice of consultation in a variety of settings. Includes models, skills, issues, and ethical considerations in consultation.

760b Leadership in Counseling and Counselor Education (2:2)
Pr. 760A and doctoral standing, or permission of instructor
Theory pertaining to the principles and practice of leadership in a variety of settings. Includes models, skills, issues, and ethical considerations in leadership.

774 Advanced Career Theories and Career Counseling (3:3)
Pr. 669 or permission of instructor. Coreq. 653
In-depth analysis and application of career counseling theories to diverse populations. Critical examination of career-related constructs and research. Supervised supervision of career counseling.

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.
Research methods in counseling; clinical assessment tools and issues; contemporary issues and trends in counselor education, including professional and ethical issues and global perspectives.

779 Advanced Counseling Practicum (3:3)
Pr. full doctoral admisson
Counseling skills, multicultural competencies and applied counseling theories for 40 direct hours with actual clients under faculty supervision.

780a-d Advanced Counseling Internship (6:0:20)
Pr. 756 or 774. Coreq. liability insurance
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. 780a, advanced doctoral standing, and recommendation by the major professor. Coreq. liability insurance, CED 653 for 781a
Counseling supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated 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 Dance

323 Health and Human Performance Building • (336) 334-5570 • www.uncg.edu/dce

Graduate Programs

- Post-Baccalaureate Licensure in Dance Education
- Master of Fine Arts (MFA) in Dance, Choreography or Design concentration, 60 hours
- Master of Arts (MA) in Dance, Dance Education or Theories and Practices concentration, 36 hours

Graduate Faculty

Professors

Ann H. Dils, PhD, Historical and cultural studies in dance.

Jill Green, PhD, Dance education, somatics (body-mind practice), creativity, feminist and post-positivist research, socio-cultural issues of the body (Director of Graduate Study).

Larry E. Lavender, MFA, PhD, Choreography, dance criticism, aesthetics, creative process.

Janet Lilly, MFA, Choreography, technique, lyengar yoga (Head of Department).

Susan W. Stinson, EdD, Curricular issues in dance/arts education, meaning-making, gender issues (Interim Dean of the School of Music, Theatre and Dance).

Jan E. VanDyke, EdD, Choreography, social and economic issues in dance.

Associate Professors

Duane Cyrus, MFA, 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, MFA, African and American dance, choreography, historical and cultural studies in dance.

Elizabeth J. Sullivan, MFA, Choreography, somatic practices, application of alternative approaches to movement technique.

Academic Professional Professor

R. Mitchell Fore, MFA, Resident technical director and lighting designer.

Academic Professional Assistant Professor

Melinda Waegerle, MA, Dance education.

Academic Professional Instructor

Frank Vulpi, MA, Music Coordinator.

PBL *Post-Baccalaureate Licensure in Dance*

Students in the MFA or the MA in dance with a concentration in theories and practices may complete additional course work to be eligible for Standard Professional I licensure.

The following courses must be completed prior to graduate admission or as part of or in addition to the degree requirements.

Ballet
Contemporary Dance at the intermediate level or higher
Jazz
African Dance
One additional global dance form
Choreography
Music for dance
DCE 359
DCE 505
DCE 662 for a total of 6 semester hours
DCE 663 for 6 semester hours.
ELC 401
ERM 401
SES 401
TED 401 or 669
TED 402 or 545
TED 403 or 650

Note: Completion of these courses does not guarantee licensure. Students are advised of additional requirements for documenting the evidence required for licensure.

MFA *Master of Fine Arts in Dance with Concentrations in Choreography or Design*

The MFA in Dance requires 60 semester hours and is normally completed over three years, culminating 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 MFA is a terminal degree commonly held by studio teaching faculty at the university level.

Application and Admission

Prospective students should contact the department before submitting an application.

In addition to the application materials required by The Graduate School, applicants should submit a personal statement and samples of work directly to the department. The deadline for apply for Fall admission is December 1. An audition is also required.

Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and demonstrated proficiency and potential in the field of dance.

Degree Requirements

CHOREOGRAPHY CONCENTRATION

Required Courses (31 hours)

DCE 555 Technology in the Creation and Preservation of Dance Works (3)
DCE 610 Dance: The Phenomenon I (3)
DCE 622 Dance Criticism (3)
DCE 624 Movement for Dance (three times - 3)
DCE 630 Advanced Body Theories and Practices in Dance (4)
DCE 651 Studio Problems in Choreography (four times -12)
DCE 661 Dance Pedagogy in Higher Education (2)
DCE 662 Practicum in Teaching Dance (1)

Electives (23 hours)

Students select 23 hours of electives, including 17 hours in dance and 6 hours outside of the department.

Culminating Project (6 hours) (Capstone Experience)

For a full-length concert or equivalent artistic presentation:

DCE 697 Master Production (6)

For significant research that directly informs a major choreographic work (or series of works) equivalent to half a concert:

DCE 697 Master Production (3)
DCE 698 Field Project in Dance (3)

Program Progression and Reviews

All 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.

After removal of all deficiencies, three semesters of choreography practica (DCE 651), and at the completion of at least 30 graduate hours, MFA students undergo portfolio review and apply for admission to candidacy. Admission is based on a variety of criteria, including a minimum overall 3.0 GPA. Students submit a portfolio of work to the Director of Graduate Study, usually by December 1 of their third semester, for review by the Graduate Committee. See the Department's Graduate Handbook for portfolio contents and process.

When the student has been in residence for at least two semesters and passed candidacy, he/she 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. Once the Committee approves the proposal, the student may register for DCE 697 or 698 and work towards culmination of study.

DESIGN CONCENTRATION

Required Courses (27 hours)

DCE 610 Dance: The Phenomenon I (3)
DCE 611 Dance: The Phenomenon II (3)
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)
Additional courses in the arts outside the Department (6)

Electives (27 hours)

Students select 27 hours of electives, 9 hours of which must be outside of the department.

Culminating Project (6 hours) (Capstone Experience)

DCE 697 Master Production (6)

Program Progression and Reviews

At the completion of at least 30 graduate credit hours, including removal of all deficiencies and three semesters of design practica (DCE 651), MFA students undergo portfolio review and apply for admission to candidacy. Admission is based on a variety of criteria, including a minimum overall 3.0 GPA. Students submit a portfolio of work to the Director of Graduate Study, usually by December 1 of their third semester, for review by the Graduate Committee. See the Department's Graduate Handbook for portfolio contents and process.

When the student has been in residence for at least two semesters and passed candidacy, he/she 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. Once the Committee approves the proposal, the student may register for DCE 697 or 698 and work towards culmination of study.

MA Master of Arts in Dance with a concentration in Dance Education

The MA in Dance with a concentration in dance education requires 36 semester hours and is designed for public school dance educators. Entering students who already hold the North Carolina Standard Professional I license in Dance will be eligible for advanced (M) licensure upon completion of the degree.

The degree is available through a combination of online courses at UNCG, summer study on campus, and selected courses taken on campus or online from other institutions. Designed for part-time students, the degree requires 3 ½-4 years for completion.

Application and Admission

Students are admitted only in alternate (even) years and must begin their study with a required summer course on campus. The deadline to apply is April 1.

In addition to the application materials required by The Graduate School, additional materials are required by the Department. Prospective students should contact the Department before submitting an application.

Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and demonstrated proficiency and potential in the field of dance.

Degree Requirements

Required Courses (36 hours)

With or Without Licensure

*DCE 560 The Dancer's Body (3)
DCE 610 Dance: The Phenomenon I (3)
DCE 611 Dance: The Phenomenon II (3)
DCE 646 Reflective Practice in P-12 Dance Education (3)
*DCE 651 Choreography (3)
DCE 654 P-12 Dance Education: Technique and Performance (1)
DCE 655 P-12 Dance Education: Choreography (1)
DCE 656 P-12 Dance Education: Critical Thinking/Literacy (1)
DCE 660 Issues in Planning the Dance Curriculum (3)
Undergraduate credits in dance technique (4) (or equivalent in approved professional study)

*summer courses

Additional Requirements for Students NOT Seeking Licensure

Electives in Dance, Education, or related area (approved by advisor) (9)
Students who have not completed coursework in educational psychology and diverse learners will be required to do so for elective credit.
DCE 698 Field Project in Dance (6) (Culminating Project/Capstone Experience)

Additional Requirements for Students Seeking M Licensure

One graduate course in Teacher Leadership (3)
One graduate course in Human Development and Learning (3)
One additional graduate course in education (approved by advisor (3)
DCE 693 Portfolio in K-12 Dance Education (6) (Culminating Project/Capstone Experience)

Reviews

All students are reviewed by the dance faculty when 9-15 hours of graduate course work 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, including DCE 610, and 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.

The final review takes place at the end of the semester when DCE 693 or 698 is completed.

MA Master of Arts in Dance with a concentration in Theories and Practices

The MA in Dance with a concentration in theories and practices requires 36 semester hours.

Application and Admission

Prospective students should contact the department before submitting an application.

In addition to the application materials required by The Graduate School, applicants should submit a personal statement and samples of work directly to the department). The deadline to apply for Fall admission is December 1. An audition is also required.

Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and demonstrated proficiency and potential in the field of dance.

Degree Requirements

Required Courses (12-13 hours)

DCE 505 Contemporary Dance: Aesthetic and Cultural Practice (3)
DCE 560 The Dancer's Body (3) or DCE 630 Advanced Body Theories and Practices (4) or DCE 660 Issues in Planning the Dance Curriculum (3)
DCE 610 Dance: The Phenomenon I (3)
DCE 611 Dance: The Phenomenon II (3)

Electives (17-21 hours)

Students select electives with the approval of the advisor, at least 9 hours of which are in dance. A research course outside the department is recommended.

Culminating Project (3-6 hours) (Capstone Experience)

Students choose one of the following:

DCE 663 PreK-12 Dance Education Practicum (3-6)
DCE 698 Field Project in Dance (3-6)
DCE 699 Thesis (3-6)

Reviews

All students are reviewed by the dance faculty when 12 hours of graduate course work are complete. Faculty assess student progress and promise within the degree program and make recommendations for improvement.

Once students have completed at least two-thirds of the course work and DCE 610 and have achieved a minimum overall 3.0 GPA, students select a committee of at least three members of the graduate dance faculty and schedule a Portfolio and Project Proposal Review. Students must pass this Review before they can begin their culminating projects. Guidelines are listed in the Graduate Handbook.

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 post-modern world, especially contemporary dance. Present ideas about and debate issues concerning contemporary dance. (Spring)

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 sound-score creation, video editing, and graphics manipulation. (Fall)

560 The Dancer's Body (3:3)
Pr. two semesters of dance technique and the equivalent of 340, or permission of instructor
An introduction to the study of body theories and practices in dance. Topics include somatic theory and practice, and body issues related to dance performance, choreography, and pedagogy. (Offered every fourth summer.

581 Dance on Video (3:3)
Pr. DCE 555 or permission of instructor for DCE majors; 611 or permission of instructor for graduate MST majors
Introduction to how dance and video work best together and why, including composing for the camera, recording dancers in action and editing footage to create original work. (Same as MST 581) (Fall or Spring)

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)

630 Advanced Body Theories and Practices in Dance (4:2:2)
Pr. two semesters of dance technique and 340 or equivalent; or permission of instructor
Advanced study of body theories and practices in dance. Topics include sociocultural constructions of dancer bodies, somatic theory, body pedagogies, and somatic practices related to dance performance, choreography, and pedagogy.

646 Reflective Practice in P-12 Dance Education (3:3)
Pr. admission to MA 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.

654 P-12 Dance Education: Technique and Performance (1:1)
Pr. 560 and admission to MA in dance education
Theory and practice related to teaching dance technique and performance to school-aged populations. Includes planning, teaching, and assessing student learning in one unit of study.

655 P-12 Dance Education: Choreography (1:1)
Pr. 651 or other graduate choreography course; admission to MA in dance education
Theory and practice related to teaching choreography to school-aged populations, with an emphasis on collaboration. Includes planning, teaching, and assessing student learning in one unit of study.

656 P-12 Dance Education: Critical Thinking/Literacy (1:1)
Pr. 610 and admission to MA in dance education
Theory and practice related to teaching critical thinking and dance literacy with school-aged populations, including interdisciplinary relationships. Includes planning, teaching, and assessing student learning in one unit of study.

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 at the university or K-12 level; some sections may include a required seminar. May be repeated for a maximum of 6 credits. (Graded on S-U basis)

663 PreK-12 Dance Education Practicum (3-6)
Pr. admission to graduate program in dance
Supervised teaching culminating in development of a portfolio demonstrating competencies required for Standard Professional I licensure. May be repeated for a maximum of 6 credits.

664 Action Research in Dance Education (3)
Pr. 611
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 MA 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. MA students and MFA candidates with approved project proposals
Research, development, and completion of approved project which substantially contributes to mastery in MFA or MA 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

- Master of Arts (MA) in Applied Economics, optional concentration in Financial Economics, 33 hours
- Master of Arts/Doctor of Philosophy (MA/PhD) in Economics, 75 hours
- Doctor of Philosophy (PhD) in Economics, 60 hours

Graduate Faculty

Professors

Stuart D. Allen, PhD, Macroeconomics, monetary economics (Head of Department).
Albert N. Link, PhD, R&D, innovation and science policy, productivity analysis.
John L. Neufeld, PhD, Energy economics, microeconomics, economic history.
David Ribar, PhD, Labor economics, demographic economics, applied econometrics, microeconomics.
Joseph Terza, PhD, Health economics, applied economics.

Associate Professors

Peter M. Bearse, PhD, Econometrics, public economics.
Stephen P. Holland, PhD, Natural resources and environmental economics, industrial organization.
Stephen Layson, PhD, Microeconomic theory, economics of crime.
Dennis P. Leyden, PhD, Public finance, economics of public education, public choice.
Kenneth A. Snowden, Jr., PhD, Economic history, financial economics, macroeconomics (Director of Graduate Study).
Christopher Swann, PhD, Labor economics, applied economics.

Assistant Professors

Dora Gicheva, PhD, Labor economics, macroeconomics personnel economics.
Garth Heutel, PhD, Environmental and natural resources, public economics.

Adjunct Professors

Jeremy Bray, PhD, Health economics, labor economics, applied microeconomics.
Charles Courtemanche, PhD, Health economics, applied microeconomics.

The faculty of the Department of Economics has an established national reputation for scholarship in applied microeconomic research. The department's 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 required to conduct and disseminate the outcomes of that research.

Mission Statement

The Department of Economics supports the teaching, research, and service missions of the University and the Bryan School of Business and Economics. The Department's undergraduate courses and programs prepare students for the competitive global marketplace, career and professional development, and graduate education. Its innovative graduate programs, the MA in Applied Economics and the PhD in Economics with a focus on applied microeconomics, provide students with a mastery of advanced empirical and analytical methods so they can conduct high-quality research and contribute to the knowledge base in business, government, non-profit, and research settings. The Department conducts high-quality nationally-recognized research that supports its academic programs, promotes economic understanding, and fosters economic development in the Triad and the state.

MA *Master of Arts in Applied Economics*

The MA in Applied Economics is designed for students who seek 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. Excellent training is also provided for students who wish to enter the PhD program at UNCG or to pursue additional graduate education at other institutions.

Course work for the 33-hour degree combines core knowledge in economic theory and econometrics, specialized applied research methods, advanced electives, and a capstone research seminar focused on either public policy or forecasting. The concentration in financial economics incorporates course work in finance and related areas.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline for Fall or Spring admission.

Students may apply directly to the combined MA/PhD at any time while enrolled in the MA program.

Degree Requirements

Core Knowledge Requirement (18 hours)

ECO 619 Mathematical Economics (3)
ECO 641 Microeconomics I (3)
ECO 642 Microeconomics II (3)
ECO 643 Econometric Methods (3)
ECO 644 Econometric Theory (3)
ECO 646 Macroeconomics I (3)

Applied Research Methods (6 hours)

ECO 725 Data Methods in Economics (3)
ECO 731 Applied Policy Methods (3)

Electives (6 hours)

At least 3 hours must be earned with an advanced graduate economics course (ECO 730 or above). The remaining 3 hours may be earned with 500-, 600-, or 700-level economics courses or with approved graduate courses taken outside the department. 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 722 Time Series (3)
ECO 733 Special Topics in Applied Public Policy (2)
ECO 735 Labor Economics (3)
ECO 736 Public Economics (3)
ECO 737 Health Economics (3)
ECO 738 Topics in Economics (3)
ECO 739 Independent Field Course (3)
ECO 741 Advanced Mathematical Economics (3)
ECO 742 Advanced Microeconomic Theory (3)
ECO 743 Advanced Microeconomic Theory II (3)
ECO 745 Advanced Econometric Theory (3)
ECO 746 Advanced Econometric Theory II (3)

Research Seminar (3 hours) (Capstone Experience)

Students must take one of the following:

ECO 721 Empirical Microeconomics (3)
OR
ECO 723 Predictive Data Mining (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 must take ECO 722 and 3 credit hours from approved MBA, finance or information systems courses as electives and ECO 723 to satisfy the research seminar requirement.

MA/PHD *Master of Arts/Doctor of Philosophy in Economics*

The curricula of the MA and PhD are closely integrated and mutually support the integrated MA/PhD degree track. Within this 75 hour program the student completes all the requirements of the MA program (see above) and the requirements of the 60 hour PhD program outlined below. Courses marked (*) below fulfill the requirements for the 33 hour MA degree program.

Application and Admission

Well-qualified applicants with a baccalaureate degree in economics must submit all application materials required by The Graduate School by the appropriate deadline for Fall or Spring admission.

Students may apply directly to the combined MA/PhD program or at any time while enrolled in the MA program.

Degree Requirements

Economic Theory and Mathematical Economics Courses (18 hours)

*ECO 619 Mathematical Economics (3)
*ECO 641 Microeconomics I (3)
*ECO 646 Macroeconomics (3)
*ECO 741 Advanced Mathematical Economics (3) (MA elective)
*ECO 742 Advanced Microeconomic Theory (3) (substitutes for MA requirement ECO 642)
ECO 743 Advanced Microeconomic Theory II (3)

Econometrics Courses (12 hours)

*ECO 643 Econometric Methods (3)
*ECO 644 Econometric Theory (3)
*ECO 745 Advanced Econometric Theory (3) (MA elective)
ECO 746 Advanced Econometric Theory II (3)

Research Methods (9 hours)

*ECO 721 Empirical Microeconomics (4)
*ECO 725 Data Methods in Economics (3)
*ECO 731 Applied Policy Methods (3)

Empirical Field Courses (12 hours)

Students must complete at least 12 hours chosen from the following:

ECO 733 Special Topics in Applied Public Policy (3)
ECO 735 Labor Economics (1-4)
ECO 736 Public Economics (1-4)
ECO 737 Health Economics (1-4)
ECO 738 Topics in Economics (1-4)
ECO 739 Independent Field Course (1-4)

Supervised Independent Field Research (12 hours)

ECO 797 Seminar in Empirical Economics (6)
ECO 798 Seminar in Economic Research (6)

Comprehensive Examinations

As a requirement for the MA 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 MA program.

For the PhD degree, students are required to successfully complete a qualifying examination in economic theory and econometrics after completion of the PhD core (ECO 741, ECO 742, and ECO 745). 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.

PhD 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 *Doctor of Philosophy in Economics*

The PhD 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).

The degree requires 60 semester hours. Up to 18 of the 60 hours may be accepted from UNCG's MA in economics program or from a comparable master's program.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline for Fall or Spring admission.

Students with a completed master's degree in economics may enter the PhD program directly. 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 MA program as stated above. All other students enter the PhD program by applying to the combined MA/PhD in Economics.

Degree Requirements

Core Courses in Microeconomic and Econometric Theory (9 hours)

ECO 741 Advanced Mathematical Economics (3)
ECO 742 Advanced Microeconomic Theory (3)
ECO 745 Advanced Econometric Theory (3)

Advanced Microeconomic and Econometric Theory Courses (6 hours)

ECO 743 Advanced Microeconomic Theory II (3)
ECO 746 Advanced Econometric Theory II (3)

Research Methods (9 hours)

ECO 721 Empirical Microeconomics (3)
ECO 725 Data Methods in Economics (3)
ECO 731 Applied Policy Methods (3)

Empirical Field Courses (12 hours)

Students choose 12 hours from the following courses, which may be repeated for credit.

ECO 733 Special Topics in Applied Public Policy (1-4)
ECO 735 Labor Economics (1-4)
ECO 736 Public Economics (1-4)
ECO 737 Health Economics (1-4)
ECO 738 Topics in Economics (1-4)
ECO 739 Independent Field Course (1-4)

Supervised Independent Field Research (12 hours)

ECO 797 Seminar in Empirical Economics (6)
ECO 798 Seminar in Economic Research (6)

Comprehensive Examinations

Students are required to successfully complete a qualifying examination in economic theory and econometrics after completion of the PhD 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.

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.

ECO *Economics Courses*

510 Law and Economics (3:3)
Pr. 301
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
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
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
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
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
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
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 (3:3)
Pr. 641 or permission of instructor
Examination of market failures that can occur within competitive, decentralized market systems. Topics include market power, uncertainty, asymmetric information, externalities, and public goods.

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 MA 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 MA 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 (3:3)
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.

735 Labor Economics (1-4)
Pr. 641 and 642, 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.

736 Public Economics (1-4)
Pr. 641 and 642, 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.

737 Health Economics (1-4)
Pr. 641 and 642, 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.

738 Topics in Economics (1-4)
Pr. 641 and 643 or permission of instructor
Application of economic theory and econometrics to a specific topic in public, labor, or health. May be repeated for credit.

739 Independent Field Course (1-4)
Pr. 641, 642, and permission 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.

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.

743 Advanced Microeconomic Theory II (3:3)
Pr. 742 or permission of instructor
Examines decision making under uncertainty and in strategic environments, covering probability and risk, expected utility, a brief discussion of complete information games, and more intensively, incomplete information games.

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.

746 Advanced Econometric Theory II (3:3)
Pr. 745 or permission of instructor
Advanced methods in microeconometric analysis Covers linear models for panel data with unobserved heterogeneity, M-estimators, maximum likelihood, generalized methods of moments, and discrete response models. 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.

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

366 School of Education Building • (336) 334-3490 • www.uncg.edu/elc

Graduate Programs

- Master of School Administration (MSA), 42 hours
- Post-Master's Certificate in School Administration, 24-27 hours
- Post-Master's Certificate in School Administration - Specialized Education, 15 hours
- Post-Master's Certificate in Urban School Leadership and Administration, 27 hours
- Specialist in Education (EdS) in Educational Leadership, Entry-Level Principal and Superintendent concentration, 33 hours
- Doctor of Education (EdD) in Educational Leadership (non licensure), 54 hours
- Doctor of Philosophy (PhD) in Educational Studies, Cultural Studies concentration, 60 hours

Graduate Faculty

Professors

Glenn M. Hudak, PhD, Interdisciplinary studies in philosophy of education: autism/disabilities studies, Buddhist and psychoanalytic theory, digital technology, phenomenology.

Carol A. Mullen, PhD, Mentoring leadership theory and practice, community-engaged scholarship, faculty and graduate student development, curriculum studies, writing development (Chair of Department).

Ulrich C. Reitzug, EdD, Schools as centers of inquiry and change, school renewal, qualitative inquiry, principal leadership (Director of Graduate Study - EdS and EdD).

Svi Shapiro, EdD, Social foundations of education, political change and educational policy, critical pedagogy and social theory, interpretive methods of research (Director of Graduate Study - PhD).

Associate Professors

Kathleen Casey, PhD, Curriculum theory, poverty and education, political analysis of education, narrative research.

Carl Lashley, EdD, Critical practice of administration, university-school partnerships, legal and ethical dimensions of education, special education administration, disability studies and policy.

Leila E. Villaverde, PhD, Curriculum studies, cultural studies, feminist theory, aesthetics, social foundations of art, critical pedagogy.

Camille Wilson, PhD, Educational policy, race and equity in school change, parental choice and involvement, feminist theory and methodology.

Assistant Professors

Silvia C. Bettez, PhD, Sociology of education; race, class, and gender intersections; critical multicultural education; qualitative research methods; and feminist gender studies.

Kimberly Kappler Hewitt, PhD, qualitative and quantitative research methods, curriculum and instructional leadership, feminist studies.

Craig Peck, PhD, History of education, the principalship, educational technology, educational reform, and social change.

Clinical Assistant Professor

Brian Clarida, EdD, School law, principal leadership, community engagement, student achievement.

Ann W. Davis, EdD, Instructional technology, school improvement, leadership capacity building in school district-university partnerships.

The Department of Educational Leadership and Cultural Foundations is concerned with issues of educational theory, practice, policy, leadership, curriculum, and administration. The department offers interdisciplinary-focused studies 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.

MSA *Master of School Administration*

The MSA meets state standards for North Carolina Level I administrator licensure (school principal). The degree requires 42 semester hours. Students engage the content of leadership preparation through graduate classroom engagement and assignments, observing schools and school leaders in their practice, and performing tasks under the supervision of a school-based and university mentor during the internship.

Courses are offered in the evenings during the Fall and Spring terms and at various times in the Summer term. Courses are offered off campus or in blended, online formats. Most students are enrolled part-time.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a resume or curriculum vitae and a personal statement (see departmental website for topic and details). Qualified applicants will have at least 3 years of licensed teaching experience or eligibility for teaching licensure if not currently licensed. One of the required recommendations should come from a principal with whom you have worked in the last 3 years.

Admissions decisions are made in April each year for Fall admission. Applicants must submit all application materials by March 30.

Degree Requirements

Required Courses (12 hours)

ELC 660 The School Principalship (3)
ELC 670 Leadership for Teaching and Learning (3)
ELC 684 Teacher Rights, Recruitment, Retention, and Evaluation (3)
ELC 694 Cultural and Political Dimensions of Schooling (3)

Specialization (9 hours)

In addition to the required and research courses, students will work with their departmental advisors to choose a three-course specialization that matches the student's interests and provides content and activities that are necessary for rounding out the student's preparation. Courses in the specializations will be aligned with the School Executive Standards and the ELCC Standards.

Students at the Margins

Students will engage in content and activities focused on culturally relevant leadership, critical pedagogy, inclusive practice, and issues related to the education of students from diverse racial, ethnic, gender, sexual orientation, ability, language learning, and socioeconomic groups. Examples of courses are:

ELC 616 Culturally Responsive Leadership (3)
ELC 673 Principal Leadership for Special Education (3)
ELC 683 Engaging the Public in Education (3)
ELC 693 Introduction to Critical Pedagogy (3)
ELC 697 Selected Critical Issues in American Education (3)

Curriculum and Pedagogy

Students will engage in content and activities related to curriculum theory, instructional approaches, and technology integration. Examples of courses are:

ELC 615 Foundations of Curriculum (3)
ELC 616 Culturally Responsive Leadership (3)
ELC 672 Technology and Administrative Leadership (3)

Law, Policy, and Politics

Students will engage in content and activities related to legal and ethical dimensions of leadership, power, politics, and policy. Examples of courses are:

ELC 616 Culturally Responsive Leadership (3)
ELC 662 Power, Politics, and School (3)
ELC 687 Legal and Ethical Dimensions of Leadership (3)
ELC 697 Selected Critical Issues in American Education (3)

Electives (6 hours)

Students will work with their advisors to choose two electives (6 hours)— either in the Department or outside it—that match the students's interests and provide both content and activities that are necessary to complete the student's preparation. Advisors will encourage students to choose electives that create interdisciplinary and interprofessional connections in the student's preparation.

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.

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 Practicum in Educational Administration (12)

Capstone Experience

Prior to program completion, each student will prepare a portfolio that describes and reflects on his/her development during the degree program. The student's advisor and one other faculty member will be responsible for reviewing and approving successful completion of the capstone experience.

PMC *Post-Master's Certificate in School Administration*

The Post-Master's Certificate in School Administration requires 24-27 semester hours and is designed to prepare students for positions as principals or assistant principals and meets the requirements of the state legislation that supports an alternative path to school administration licensure (also known as "add-on" principal licensure).

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume that details all previous leadership and professional roles and a personal statement (see departmental website for topic and details). One of the required recommendations must come from a principal or education supervisor. Some applicants may be requested to participate in an interview.

Qualified applicants will have a master's degree in education or a field closely affiliated with youth or adult development and at least 3 years of teaching or other professional educational experience (not limited to public schools).

Applicants must submit all application materials by Admissions decisions are made in April each year for Fall admission. Applicants must submit all application materials by March 30.

Certificate Requirements

Required Courses (12-15 hours)

ELC 660 The School Principalship (3)
ELC 670 Leadership for Teaching and Learning (3)
ELC 684 Teacher Rights, Recruitment, Retention, and Evaluation (3)
ELC 694 Cultural and Political Dimensions of Schooling (3)

Based on an assessment of a student's academic and professional background as reflected in the application, the PMC committee may require students to take an additional course in the ELC department to help prepare them for a school leadership role.

Required Field Experiences (12 hours)

Students are required to complete an internship experience equivalent to one year of full-time administrative field experience.

ELC 690 Practicum in Educational Administration (12)

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 certificate program. The student will participate in a capstone presentation that features his/her portfolio. ELC faculty members will review the student's capstone experience for approval.

PMC *Post-Master's Certificate in School Administration - Specialized Education*

The Post-Master's Certificate in School Administration - Specialized Education Focus requires 15 semester hours and is specifically designed for students graduating from the UNCG MEd in special education curriculum who have completed the leadership emphasis area of focused study. The certificate meets the requirements of the state legislation that supports an alternative path to school administration licensure (also known as "add-on" principal licensure).

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume that details all previous leadership and professional roles and a personal statement (see departmental website for topic and details). One of the required recommendations must come from a principal or education supervisor. Some applicants may be requested to participate in an interview.

Qualified applicants will hold an MEd in special education: general curriculum and have at least 3 years of teaching or other professional educational experience (not limited to public schools).

Admissions decisions are made in April each year for Fall admission. Applicants must submit all application materials by March 30.

Certificate Requirements

Required Courses (3 hours)

Students will complete the course not taken as part of the MEd in Special Education, leadership emphasis.

ELC 660 The School Principalship (3)
ELC 670 Leadership for Teaching and Learning (3)
ELC 684 Teacher Rights, Recruitment, Retention, and Evaluation (3)
ELC 694 Cultural and Political Dimensions of Schooling (3)

Required Field Experiences (12 hours)

Students are required to complete an internship experience equivalent to one year of full-time administrative field experience.

ELC 690 Practicum in Educational Administration (12)

Licensure Portfolio/Capstone Experience

To receive NC state licensure as a principal, students must submit a Licensure Portfolio to the department for review. The portfolio will include material drawn from the student's course work and internship and provide documentary evidence of meeting state leadership standards.

PMC *Post-Master's Certificate in Urban School Leadership and Administration*

The Post-Master's Certificate in Urban School Leadership and Administration requires 27 semester hours and is designed to prepare students for positions as principals or assistant principals in urban schools. The certificate meets the requirements of the state legislation that supports an alternative path to school administration licensure (also known as "add-on" principal licensure).

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a current resume that details all previous leadership and professional roles and a personal statement (see departmental website for topic and details). One of the required recommendations must come from a principal or education supervisor. Some applicants may be requested to participate in an interview.

Qualified applicants will have a master's degree in education or a field closely affiliated with youth or adult development and at least 3 years of teaching or other professional educational experience (not limited to public schools).

Admissions decisions are made in April each year for Fall admission. Applicants must submit all application materials by March 30.

Certificate Requirements

Required Courses (15 hours)

ELC 660 The School Principalship (3)
ELC 670 Leadership for Teaching and Learning (3)
ELC 684 Teacher Rights, Recruitment, Retention, and Evaluation (3)
ELC 691 Urban School Organizational Leadership: Best Practices (3)
ELC 694 Cultural and Political Dimensions of Schooling (3)

Required Field Experiences (12 hours)

Students are required to complete an internship experience in an urban educational setting equivalent to one year of full-time administrative field experience.

ELC 690 Practicum in Educational Administration (12)

Capstone Experience

Prior to program completion, each student will prepare a portfolio that describes and reflects on his/her development during the certificate program. ELC faculty members will review the student's capstone experience for approval.

EDS *Specialist in Education in Educational Leadership*

Application and Admission

In addition to the application materials required by The Graduate School, the applicant must submit a resume or curriculum vitae and a personal statement (see departmental Web site for topic and details). Applicants must submit all application materials by September 1 to be considered for Spring admission or by January 1 to be considered for Fall admission.

Degree Requirements

The Ed.S. in Educational Leadership is intended for students with a previous Master of School Administration degree and/or P licensure who seek preparation for advanced building-level administrator, district-level administrator, and superintendent positions. The degree leads to eligibility for specialist-level principal licensure and superintendent licensure (AP and AS licensure).

Administration and Leadership Courses (21 hours)

ELC 700 Critical Perspectives in Education, Leadership, and Culture (3)
ELC 701 The Superintendency (3)+
ELC 750 Advanced Seminar in School Law Research (3)
ELC 752 Theories in Educational Administration (3)
ELC 790 Internship (6)++

Students may select 3 hours from the following

ELC 659 Educational Finance (3)
ELC 683 Engaging the Public in Education (3)
ELC 751 Concepts and cases 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)

3-6 semester hours from the following or from other courses in curriculum & instructional leadership

ELC 615 Foundations of Curriculum (3)
ELC 672 Technology & Administrative Leadership (3)
ELC 675 School as Centers of Inquiry (3)
ELC 685 Passionate Pedagogies (3)
ELC 686 Curriculum Theory (3)
ELC 693 Introduction to Critical Pedagogy (3)
ELC 755 Law & Policy in Special Education (3)

Social and Cultural Foundations (3-6 hours)

ELC 676 Educational Spciologuy (3) or ELC 679 History of Education in the United States (3)or ELC 696 Philosophies in Education (3)
Electives approved by the student's advisor

Research (3 hours)

3 semester hours from the following or from other courses in research:

ELC 664 Foundations of Interpretive Inquiry (3)
ELC 665 Approaches to Qualitative Research (3)
ELC 688 Contemporary Topics: Action Research & Integrated Data Analysis (3)
ELC 688 Contemporary topics: Statistics & Basic Quantitative Methods for Educational Leaders (3)
ERM 604 Methods of Educational Research (3)
ERM 605 Educational Measurement & Evaluation (3)
ERM 642 Evaluation of Educational Programs (3)
ERM 668 Survey Research Methods in Education (3)

+ To be taken during the Spring Semester in conjunction with the second semester of ELC 790 Internship

++ The first 3 semester hours of ELC 790 should be tken during the Fall Semester; the second 3 hours should be taken during the Spring Semester in conjunction with ELC 701

Capstone Experience

The EdS Capstone experience consists of an essay and hearing.

Essay

The student will write a paper 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 course work 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.
- 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 capstone essay should be both reflective and scholarly. It should include reference citations to works that were influential in the student's development, and a properly-formatted reference list (that is, using APA format, as detailed in the 6th edition of the Publication Manual of the American Psychological Association). The essay should reflect growth beyond the student's master's degree work. A copy of the capstone paper is due to each of the 2 faculty members participating in the student's capstone hearing 2 weeks prior to the capstone hearing.

The discussion of the capstone essay prompts (see above) should be thoroughly grounded in the professional literature. The essay should provide evidence not only of the student's professional growth in the Ed.S. program, but it should also document how the professional literature contributed to that growth. It is likely that in order to adequately address the prompts and to ground them in the professional literature, the capstone essay will be 15-20 double-spaced pages in length, plus references.

Hearing

The capstone hearing may be an individual hearing with the student's advisor, or a group hearing with multiple students and faculty members participating in each hearing. During individual CAP hearings, the student will discuss the essay with the advisor. During group CAP hearings, each student will have 10 minutes to make a presentation about the content in their CAP essay. The student will answer questions specific to his/her presentation and dialogue about it with fellow students and faculty members. Students are welcome to use PowerPoint or other media for their individual presentations, but they are not obligated to do so.

Capstone hearings will take place during late October/November (Fall semester) or March/April (Spring semester). Students will typically be notified of the date and time for their capstone hearing by early October (Fall) or mid to late February (Spring).

Applying for the Ed.S. Capstone

The student should provide notice of intent to complete the Capstone Experience at the beginning of the semester in which they intend to do so y submitting a written memo to their advisor and to the Coordinator of the Ed.S. program.

EDD *Doctor of Education in Educational Leadership*

Application and Admission

In addition to the application materials required by The Graduate School, the applicant must submit a resume or curriculum vitae and a personal statement (see departmental website for topic and details). Applicants must submit all application materials by September 1 to be considered for Spring admission or by January 1 to be considered for Fall admission.

Degree Requirements

Foundational Coursework (18 hours)

Coursework from the areas of administration and leadership, curriculum and instruction, social and cultural foundations, or research that provides a foundation for the student's in-depth inquiry in the major focus area (see below). Coursework in this category may be counted from the EdS program if courses meet Graduate School regulations and are approved by the student's doctoral committee.

Major Focus Area Coursework (12 hours)

Coursework in this category should be carefully selected to help the student develop scholarly expertise in her/his chosen area of focus within educational leadership. Focus areas and supporting coursework include the following:

Organizational & Leadership Studies

ELC 662 Power, Politics, & Schools (3)
ELC 688 Contemporary Topics: Leadership, Equity, & Democracy (3)
ELC 691 Urban School Organizational Leadership: Best Practices (3)
ELC 752 Theories in Educational Administration (3)
ELC 754 Personal Leadership Assessment and Development (3)

Law, Policy & Finance

ELC 659 Educational Finance (3)
ELC 688 Contemporary Topics: Law and Culture (3)
ELC 688 Contemporary Topics: Church-State Relations (3)
ELC 688 Contemporary Topics: School Policy and Reform (3)
ELC 751 Cases & Concepts in Educational Leadership (3)
ELC 755 Law & Policy in Special Education (3)

Curricular & Instructional Leadership

ELC 615 Foundations of Curriculum (3)
ELC 672 Technology & Administrative Leadership (3)
ELC 673 Principal Leadership for Special Education (3)
ELC 675 Schools as Centers of Inquiry (3)
ELC 686 Curriculum Theory (3)
ELC 688 Contemporary Topics: Issues in Leadership and Instruction (3)
ELC 688 Contemporary Topics: Data and Action Research (3)
ELC 688 Contemporary Topics: Analyzing and Cultivating Instructional Efficacy (3)
ELC 688 Contemporary Topics: 21st Century Teaching, Learning and Leading (3)
ELC 693 Introduction to Critical Pedagogy (3)

Social, Cultural, Historical, & Ethical Foundations of Educational Leadership

ELC 604 Moral Dimensions of Education (3)
ELC 616 Culturally Responsive Leadership (3)
ELC 661 Ethics and Education (3)
ELC 663 Educational Administration in Historical Perspective (3)
ELC 683 Engaging the Public in Education (3)
ELC 688 Contemporary Topics: Law and Culture (3)
ELC 688 Contemporary Topics: Church-State Relations (3)
ELC 688 Contemporary Topics: Leadership, Equity, & Democracy (3)
ELC 697 Selected Critical Issues in American Education (3)
ELC 721 Social and Cultural Change and Education (3)

Research (12 hours)

Coursework in this category should be carefully selected to help the student develop research expertise that facilitates the completion of a high-quality dissertation. Courses may be selected from a single or multiple methodological perspectives.

Students pursuing a qualitative track would typically complete the following course:

ELC 665 Approaches to Qualitative Inquiry (3) or ELC 664 Foundations of Interpretive Inquiry (3)

9 additional hours from those listed below would be selected by the student in consultation with her/his committee chair:

ELC 767 Qualitative Data Collection and Analysis (3)
ELC 688 Contemporary Topics: (Various qualitative research topics) (3)
ELC 666 Writing Preparation & Proposal Development (3)
ELC 775 Directed Doctoral Research (should not be taken until 9 hours of research courses have been completed) (3)

Other research courses pre-approved by the advisor & committee.

Students pursuing a quantitative track would typically select, in consultation with their committee chair, from courses such as the following:

ELC 688 Statistics & Basic Quantitative Methods for Educational Leaders
ERM 604 Methods of Educational Research
ERM 605 Educational Measurement & Evaluation
ERM 642 Evaluation of Educational Programs
ERM 668 Survey Research Methods in Education
ERM 680 Intermediate Statistical Methods in Education
ERM 682 Multivariate Analysis
ERM 732 Hierarchical Linear Modeling
ERM 750 Case Study Methods in Educational Research

Dissertation (12 hours)

ELC 799 Dissertation (12 hours)

PHD *Doctor of Philosophy in Educational Studies, Cultural Studies Concentration*

The framework of the 60-hour PhD degree revolves around fundamental issues of social justice as they pertain to educational theory and practice—its ideology, philosophical assumptions, moral claims and social analysis.

Within this concentration, the program of study is negotiated between the student and his or her individual doctoral advisory/dissertation committee. Although the program involves course recommendations, 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a resume or curriculum vitae and a personal statement (see departmental website for details). Applicants must submit all application materials by December 1 to be considered for Fall admission.

Degree Requirements

Course Areas

Educational Foundations (18 hours)

Normally students take the courses reflecting social, philosophical, and historical dimensions of education.

Curriculum and Teaching (15-24 hours)

Normally students take courses that encourage a broad, critical understanding of school, pedagogy, and society:

Research (15 hours)

Normally students take courses from a variety of qualitative and epistemological methodologies to guide in dissertation research.

The following courses are required:

ERM 517 Statistical Methods in Education (3) or
ERM 680 Intermediate Statistical Methods in Education (3) or
Acceptable substitute pending approval of advisor and The Graduate School

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)
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.

616 Culturally Responsive Leadership (3:3)
Theories of and strategies related to culturally responsive leadership that will prepare K-12 school leaders to develop effective and equitable, multicultural school communities.

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)
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)
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)
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)
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.

666 Writing Preparation and Proposal Development (3:3)
Workshop addresses dissertation process and academic professional development in ways that build on the theory and practice of scholarly writing.

670 Leadership for Teaching and Learning (3:3)
Pr. admission to MSA, PMC, EdS, or EdD program in educational leadership 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 MSA 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 MSA, PMC, EdS, or EdD program in educational leadership 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.

676 Educational Sociology: Race, Class, and Gender Power Dynamics (3:3)
Key sociological concepts and theories are utilized to analyze, critique, and understand how power operates on both micro and macro levels within United States educational systems.

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 Transnational and Postcolonial Feminist Perspectives (3:3)
Study of transnational and postcolonial feminist perspectives in multiple world regions. Emphasis on global political developments, grassroots efforts to use education as social change, and developing critical power literacies.

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.

684 Teacher Rights, Recruitment, Retention, and Evaluation (3:3)
Processes and systems to recruit, induct, support, evaluate, develop, and retain a high quality staff. Legal and ethical reasoning systems influencing school administrators with regard to teachers' legal rights.

685 Passionate Pedagogies (3:3)
Examination of how passion, on the part of both teachers and learners, can become a motivating force for deeper understandings of ourselves and critical social issues.

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 Legal and Ethical Dimensions of Leadership (3:3)
Pr. 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)
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)
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 Practicum in Educational Administration (3-6) (SVL)
Pr. for educational administration majors at either master's or sixth-year level. Completion of 12 hours in MSA program 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 Urban School Organizational Leadership: Best Practices (3:3)
Examines organizational dimensions of urban schooling (structure, culture, politics, bureaucracy, community); explores practical organizational leadership reform initiatives that aim to promote educational excellence and encourage social justice.

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 Cultural and Political Dimensions of Schooling (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 EdS or EdD 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)
Case studies in school law. For EdS students or the doctoral student writing a legal dissertation.

751 Cases and Concepts in Educational Leadership (3:3)
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)
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)
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 EdS or EdD 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.

767 Qualitative Data Collection and Analysis (3:3)
Pr. 664, 665, or other course in qualitative research
In-depth experience in qualitative data collection and analysis beyond the introductory level. Completion of a qualitative research project in collaboration with other students in the class. (Same as HED 767 and TED 767)

775 Directed Doctoral Research (3)
Pr. doctoral students in ELC or TED/HED 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

- Post-Baccalaureate Certificate in Educational Assessment, 15 hours
- Master of Science (MS) in Educational Research, Measurement, and Evaluation, 36 hours
- Master of Science/Doctor of Philosophy (MS/PhD) in Educational Research, Measurement, and Evaluation, 93 hours
- Doctor of Philosophy (PhD) in Educational Research, Measurement, and Evaluation, 75 hours
- Doctoral Minor in Educational Research Methodology, 15 hours

Graduate Faculty

Professors

Terry Ackerman, PhD, 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).

Micheline Chalhoub-Deville, PhD, 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, PhD, Educational measurement, employment and professional testing; performance assessments; standard setting; design of computerized testing systems; integration of cognitive science and measurement; assessment engineering, automated test assembly; structural equation modeling; experimental design; multivariate statistics (Director of Graduate Study).

Randy Penfeild, PhD, Educational measurement, item response theory, statistical methods for evaluating test fairness and measurement invariance, differential item functioning, equity of test-based educational accountability policies, test construction, computer adaptive testing, applied statistics, experimental design, cluster, randomized control trails in education settings.

Associate Professor

John Willse, PsyD, Educational measurement and statistics; latent variable modeling, including structural equation modeling, item response theory, and diagnostic classification models; outcomes assessment in higher education.

Assistant Professor

Holly Downs, Phd, Evaluation of Science, Technology, Engineering & Mathematics Education Initiatives (I-STEM), mixed methods, case studies.

Graduates of the degree programs offered by the Department of Educational Research Methodology 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. Course work 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.

PBC *Post-Baccalaureate Certificate in Educational Assessment*

The Post-Baccalaureate Certificate in Educational Assessment requires 15 semester hours and provides school district testing coordinators or school administrators the opportunity to acquire focused education in educational assessment and evaluation.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Certificate Requirements

Required Core Courses (15 hours)

ERM 517 Statistical Methods in Education (3)
ERM 604 Methods of Educational Research (3)
ERM 605 Educational Measurement and Evaluation (3)
ERM 642 Evaluation of Educational Programs (3)
ERM 675 Data Presentation and Reporting (3)

MS *Master of Science in Educational Research, Measurement, and Evaluation*

The MS in Educational Research, Measurement, and Evaluation requires 36 semester hours.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

After completing at least 18 hours in the MS program, students may submit a request to department faculty to be considered for admission into the PhD program. The 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.

Degree Requirements

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 (Capstone Experience)

The student will successfully complete a written comprehensive examination to be arranged by the major advisor, usually in the semester in which course work is completed.

MS/PHD *Master of Science/Doctor of Philosophy in Educational Research, Measurement, and Evaluation*

The PhD in Educational Research, Measurement, and Evaluation requires 93 semester hours beyond the baccalaureate degree (for student's entering the program in the MS/PhD track).

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

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 choose a minimum of 27 hours of elective courses from the list below. Courses not on the list must be approved by the student's 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 Educational Research (3)
TED 730 Qualitative Analysis (3)
STA 551 Introduction to Probability (3)
STA 552 Introduction to Mathematical Statistics (3)

Comprehensive Examination

Students are required to take the MS comprehensive exam following 24 hours of core courses and 12 hours of electives. Students must successfully pass the MS comprehensive exam and formally apply to graduate from the MS program by The Graduate School deadline before taking courses in the doctoral program.

The student will successfully complete a written comprehensive examination to be arranged by the doctoral advisor, usually in the semester in which course work is completed.

Dissertation (12 hours)

Research that culminates in the preparation of a required doctoral dissertation.

ERM 799 Dissertation (12)

PhD *Doctor of Philosophy in Educational Research, Measurement, and Evaluation*

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

The PhD degree in Educational Research, Measurement, and Evaluation requires 75 semester hours.

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 must be made pending 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 Educational Research (3)
TED 730 Qualitative Analysis (3)
STA 551 Introduction to Probability (3)
STA 552 Introduction to Mathematical Statistics (3)

Comprehensive Examination

The student will successfully complete a written comprehensive examination to be arranged by the doctoral advisor, usually in the semester in which course work is completed.

Dissertation (12 hours)

Research that culminates in the preparation of a required doctoral dissertation.

ERM 799 Dissertation (12)

MINOR *Doctoral Minor in Educational Research Methodology*

The doctoral minor in educational research methodology requires 15 semester hours.

Minor Requirements

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*

517 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 ERM 617)

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.)

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

- Master of Arts (MA) in English, 30-36 hours
- Master of Fine Arts (MFA) in Creative Writing, 36 hours
- Doctor of Philosophy (PhD) in English, 51-57 hours

Graduate Faculty

Professors

Denise N. Baker, PhD, Middle English literature, Langland, Chaucer, Julian of Norwich, medieval women writers.

Walter H. Beale, PhD, Rhetorical theory and criticism, history of rhetoric, theory of discourse.

Elizabeth Chiseri-Strater, PhD, Composition theory and pedagogy, language and literacy, portfolio evaluation, ethnography, collaborative learning.

Keith Cushman, PhD, Modern British literature, D.H. Lawrence, modern and contemporary drama.

Stuart L. Dischell, MFA, Poetry writing, poetry and poetics, modern literature, world literature.

James E. Evans, PhD, 18th century British literature, especially fiction, drama and periodicals; theory of comedy.

SallyAnn H. Ferguson, PhD, African-American literature and language, Charles W. Chesnutt, African-American women novelists, American literature.

Mary Ellis Gibson, PhD, 19th century British literature, critical theory, Women's Studies, modernism, imperialism, Southern women writers.

Christopher Hodgkins, PhD, Renaissance literature, 17th century lyric poetry, George Herbert, British imperial imagination, Sir Francis Drake, religion and literature, Shakespeare.

Karen L. Kilcup, PhD, 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, PhD, Late 19th–early 20th century British literature. Editor/Publisher ELT and ELT Press.

Christian Moraru, PhD, Literary and cultural theory, 20th century American literature with emphasis on contemporary narrative, postmodernism, comparative literature.

Craig Nova, MFA, Fiction writing (Class of '49 Excellence Professor).

Michael F. Parker, MFA, Fiction writing, contemporary fiction, short story, forms in fiction, novella, personal/familiar essay.

Scott B. Romine, PhD, Southern literature, modern American literature, narrative theory, autobiography, Irish literature.

Hephzibah Roskelly, PhD, Rhetoric and composition, reading theory, pedagogy, American literature.

Anne Wallace, PhD, 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, PhD, Literacy; critical and rhetorical theory; history of American literature and discourse, especially 18th and 19th centuries.

Associate Professors

Michelle M. Dowd, PhD, Renaissance literature, Shakespeare and early modern drama, early modern women's writing, feminist theory and gender studies.

Jennifer M. Keith, PhD, 18th century and Romantic British literature, poetry, satire, gender studies, William Blake.

Alexandra Schultheis Moore, PhD, Postcolonial literatures and theory, human rights, gender studies, 20th century British and American literature, critical theory.

Nancy Myers, PhD, Rhetoric and composition theory and pedagogy; history of rhetoric, composition, and English Studies; sociolinguistics; structuralism (Director of Graduate Study).

Mark Rifkin, PhD, Native American literature, indigenous studies, queer studies, ethnic studies, American studies, 19th-century U.S. writing, postcolonial and critical race theory, law and literature.

Kelly Ritter, PhD, Composition theory and pedagogy; writing program administration; teacher training; history of writing programs and archival research in composition studies; basic writing theory and practice.

Maria Sanchez, PhD, 19th century U.S. literatures, including Mexican American, African American, antebellum, and women's.

Karen A. Weyler, PhD, 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

Risa Applegarth, PhD, Rhetoric and composition, rhetorical studies of science, genre theory, nature writing, lifewriting, historiography, women's rhetorics.

Rebecca Black, MFA Poetry Writing, poetry and poetics, art history, creative nonfiction writing, contemporary Irish poetry.

Ben Clarke, PhD, British literature after 1900, working class writing and culture, cultural studies, Marxism and cultural materialism, western representations of Asia-Pacific, George Orwell, Richard Hoggart.

Anthony J. Cuda, PhD, Modern American literature, transatlantic literary modernism, 20th century poetry and poetics, T.S. Eliot, W.B. Yeats, Dante and comparative medieval theology.

Jennifer Feather, PhD, Early modern British literature; theories of violence and trauma; theories of embodiment, gender, and sexuality; 15th and 16th century British historical writing; early modern anatomies.

Holly Goddard Jones, MFA, Fiction writing, forms in fiction, creative nonfiction, modern and contemporary literature.

Noelle Morrissette, PhD, African American literature, gender and sexuality studies, American literature, African literature, black diasporic literatures.

David R. Roderick, MFA Poetry writing, poetry and poetics, modern and contemporary literature.

Amy N. Vines, PhD, Middle English literature, medieval romance, Chaucer, women's writing, readership and patronage, paleography.

Lecturers

James Clark, MFA, Creative writing-fiction.

Sarah Littlejohn, PhD, Rhetoric and composition.

Jeanie Reynolds, PhD, Social and cultural aspects of literacy and learning of adolescents (particularly diverse and marginalized students), the role of discourse and identity development in the preservice English teacher education.

The Department of English offers degree programs leading to the Master of Arts, 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 since 1986, *English Literature in Transition (1880–1920),* a scholarly journal, has been published here. In 1988, ELT Press began to publish the 1880–1920 British Authors Series. The English Department is also home to the journal *College English*.

Scheduling of MA classes and some PhD classes is intended to meet the needs of students already employed in teaching or other professions.

MA Master of Arts in English

The MA in English requires 30-36 semester hours and is designed for those planning to pursue a doctorate; to teach in community colleges, technical institutes, or some undergraduate colleges; and to work in non-academic settings. Three plans of study beyond the core requirements are offered: (1) thesis plan, (2) teaching composition plan, and (3) minor field plan.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 1-2 page Statement of Purpose, a writing sample (less than 30 pages), and a current CV or resume. Applicants must submit all application materials by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

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 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)

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) (Capstone Experience)

MA 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 MA 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 MA/PhD track will ultimately have to fulfill the foreign language requirement for the PhD.

Students who have been admitted into the PhD 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 MA 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) (Capstone Experience)

Plus 3 electives in rhetoric and composition or language and linguistics 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)

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), or ENG 622 Writing and Editing Workshop (3) with approval in advance from the Director of Graduate Studies (Capstone Experience)

3 courses in a minor or collateral field (9)

MFA *Master of Fine Arts in Creative Writing*

The MFA 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 requires 36 semester hours and 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 MFA is a residency program for full-time students.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a writing sample by March 1 to be considered for Fall admission.

Degree Requirements

Required Core Courses (12-18 hours)

ENG 625, 626 MFA Fiction Workshop (3)
ENG 627, 628 MFA 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)

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 MFA 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, Media Studies, 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 (Capstone Experience)

Please consult with the Director of the MFA Writing Program about dates for this examination.

Thesis (6 hours)

ENG 699 Thesis (6)
May be a novel, a collection of short stories, or a volume of poetry.

PHD *Doctor of Philosophy in English*

The PhD in English requires 51-57 semester hours and 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a writing sample (less than 30 pages), a 1-2 page statement of purpose, and a current CV or resume by January 1 to be considered for Fall admission.

MA/PhD track: Students who enter the doctoral program with a BA are required to complete the MA with a two-paper thesis within five academic years of their initial enrollment. (For the requirements, see MA Alternative Plans of Study above). These students do not need to reapply for doctoral study after finishing the master's program.

PhD track: Students who enter with an MA 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.

Degree Requirements

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 (9-12 hours)

All students have three course requirements in their doctoral program, and all are taken as a part of the 36 hour plan of study. The course requirements are based on the student's declared primary area of specialization from the following options:

Area of Specialization
Old and Middle English Literature
Renaissance/Early Modern Literature
Restoration and Eighteenth-Century Literature
Nineteenth-Century British Literature
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

If a student's specialization is in literature before 1800, the course requirements are

2 courses in literature after 1800
1 course in rhetoric and composition or literary theory

If a student's specialization is in literature after 1800, the course requirements are

2 courses in literature before 1800
1 course in rhetoric and composition or literary theory

If a student's specialization is in rhetoric and composition, the course requirements are

1 course in literature before 1800
1 course in literature after 1800
1 course in literary theory

If a student's specialization is in literary theory, the course requirements are

1 course in literature before 1800
1 course in literature after 1800
1 course in rhetoric and composition

In addition, all graduate teaching assistants are required to take ENG 747 Teaching College Writing. This course does not fulfill a doctoral course requirement but may be included in the plan of study.

Electives (24-27 hours})

For the remaining hours of electives, students should choose from the graduate offerings that will help them specialize in their primary and secondary areas in English and in supporting fields. These courses, selected in consultation with the Director of Graduate Study and 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

PhD 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 PhD 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: Old and Middle English; Renaissance/Early Modern English; Restoration and Eighteenth-Century British, Nineteenth-Century British, 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 degree 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 Composition Theory and Pedagogy (3:3)
Pr. graduate standing
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.

535 Entrepreneurship and Independent Press Publishing (3:3)
Pr. graduate standing or permission of instructor
Exploration, analysis, and participation in independent press publshing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture. (Same as ENT 535)

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.

659 Digital Literacies and Online Rhetorics (3:3)
Analysis of online rhetorics, digital literacies, and Internet/multimedia technologies as applicable to research on readers and writers interacting within online environments.

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 MEd candidates
Directed research project for students in the MEd program. To be taken at the end of the student's plan of study.

675 Scholarly and Critical Writing for the Profession (3)
Pr. enrollment in PhD Program in English or permission of instructor
Instruction in scholarly and professional writing for doctoral students in English. Emphasis on writing for presentation and publication in the field. Practice in disciplinary conventions through in and out-of-class exercises.

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 MFA 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 Studies in British Literature after 1900 (3:3)
Selected modern and contemporary writers, such as Conrad, Shaw, Forster, Larkin, Stoppard, and Byatt. May be repeated once for credit when topic varies.

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.

745 Seminar in Writing Program Administration (3:3)
Focus on current theories and practices of writing program administration; design and implementation of first-year and writing-intensive program curricular development, assessment and review; and historical studies of the WPA.

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 Teaching College Writing (3:3)
Pr. teaching assistant appointment in English
The teaching of first-year writing at the college level, including history and theories of writing pedagogy and current best practices. Required for new teaching assistants in English.

778 Directed Reading (3-6)
Pr. admission to PhD program, 24 hours of course work beyond the MA, 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 PhD 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 MFA candidates.

625, 626 MFA Fiction Workshop (3:3)

627, 628 MFA 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)

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Professors

Ruth Hoogland DeHoog, PhD, Public administration, urban management, privatization, organization theory and behavior (Department of Political Science).

David Holley, PhD, Opera, operetta, oratorio, Director of Opera (Department of Music Performance).

Cathryne Schmitz, PhD, Organizational and community change, critical multiculturalism, privilege/oppression, leadership, interdisciplinary education and practice, global engagement, and environmental sustainability (Conflict and Peace Studies).

Dianne H.B. Welsh, PhD, Entrepreneurship, international entrepreneurship, family business, franchising, employee reward systems, international human resource management (Program Director).

J. Scott Young, PhD, spirituality, religion and counseling practice, application of neuroscience to counseling, experiential counseling modalities, and survey research (Department of Counseling and Educational Development).

Associate Professors

Duane Cyrus, MFA, Dance, entrepreneurship (Department of Music, Theatre, and Dance)

Spoma Jovanovic, PhD, Communication and communities, communication ethics, social justice, service learning (Department of Communication Studies).

Nir Kshetri, PhD, Globalization of modern information technologies, marketing of high-tech products (Department of Business Administration).

Nicholas Oberlies, PhD, Medicinal chemistry and pharmacognosy (Department of Chemistry and Biochemistry).

Al Farooq N. Salam, PhD, electronic commerce, internet technologies, and database systems (Department of Information Systems and Operations Management).

David Wyrick, PhD, Adolescent health, prevention science, research and evaluation methodology, web-based applications (Department of Public Health Education).

Assistant Professors

Esra Memili, PhD, Entrepreneurship, family business (Department of Business Administration).

Darlene Rodriguez-Schaefer, PhD, Nonprofit management, philanthropy and resource development, public administration (Department of Political Science).

Jennifer Yurchisin, PhD, Textile and apparel products retailing, consumer behavior (Department of Consumer, Apparel, and Retail Studies).

Lecturers

Jody Cauthen, MFA, Theater management, arts management (Department of Theater).

Channell James, PhD, Social entrepreneurship, entrepreneurship for women and under-represented populations, sustainability and green entrepreneurship, community munificence and entrepreneurial support (Department of Business Administration).

Adjunct Professor

Cedric Pearce, PhD, Microbial biochemistry, fermentation products and science start ups (Department of Chemistry and Biochemistry).

PBC *Post-Baccalaureate Certificate in Entrepreneurship*

The Post-Baccalaureate Certificate in Entrepreneurship is designed to give professionals the opportunity to gain valuable entrepreneurial knowledge and skills to create a new venture, to grow an existing venture, or to be more creative and innovative in any organization.

The programs requires 12 semester hours that are built on the basic building blocks of the feasibility analysis and business plan in either an independent business or existing business and specializes in seven areas of choice: creative industries, family business, franchising, healthcare, international, social, and technology and innovation.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Certificate Requirements

Core Courses (3 hours)

Students choose from two specializations for a total of three semester hours.

Entrepreneurship

ENT/BUS 607 Entrepreneurship: Venture Opportunities and Plan (3)

Corporate Entrepreneurship

ENT/BUS 608 Corporate Entrepreneurship (3)

Specialization Courses (3 hours)

Students choose course(s) from one or more of the seven profiles.

Creative Industries Entrepreneurship

CRS/ENT 671 Issues in Apparel and Related Industries Entrepreneurship Research (3)
DCE 621 Administration of Dance (3)
ENG/ENT 535 Entrepreneurship and Independent Press Publishing (3)
MST 524 Media Financing and Distribution (3)
MST 525 Media Organization and Management (3)
MUS/ENT 661 Entrepreneurship Development in Music (3)
THR 584 Theatre Management (3)

Family Business Entrepreneurship

ENT/BUS 605 Entrepreneurial Family Business (3)

Franchising Entrepreneurship

ENT/BUS 609 Franchising (3)

Healthcare Entrepreneurship

ENT/CED 616 Entrepreneurship in Clinical Settings (2)
ENT/GRO/KIN 677 Entrepreneurship Opportunities in Healthy Aging (3)
ENT/HEA 701 Promoting and Protecting Health through Entrepreneurship (3)

International Entrepreneurship

ENT/BUS 606 International Entrepreneurship (3)

Social Entrepreneurship

BUS/CST/ENT/SWK/WGS 540 Social Entrepreneurship: Justice and a Green Environment (3)
PSC 511N Problems in Public Management: Nonprofit Law (1)
PSC 511S Problems in Public Management: Social Entrepreneurship in Nonprofits (1)
PSC 540 Nonprofit Management and Leadership (3)

Science, Technology, and Innovation Entrepreneurship

CHE/ENT 615 Entrepreneurship for the Sciences (3)
ISM/ENT 672 Web Programming (3)

Elective Courses (6 hours)

Students choose electives to meet the 12 semester hour minimum to meet the certificate requirement.

CED/ENT 616 Entrepreneurship in Clinical Settings (2)
CHE/ENT 615 Entrepreneurship for the Sciences (3)
CRS/ENT 671 Issues in Apparel and Related Industries Entrepreneurship Research (3)
DCE 621 Administration of Dance (3)
ENG/ENT 535 Entrepreneurship and Independent Press Publishing (3)
BUS/CST/ENT/SWK/WGS 540 Social Entrepreneurship: Justice and a Green Environment (3)
ENT 589 Experimental Course in Entrepreneurship (3)
ENT/BUS 605 Entrepreneurial Family Business (3)
ENT/BUS 606 International Entrepreneurship (3)
ENT/BUS 607 Entrepreneurship: Venture Opportunities and Plan (3) (if not taken as a required course)
ENT/BUS 608 Corporate Entrepreneurship (3) (if not taken as a required course)
ENT/BUS 609 Franchising (3)
ENT/MUS 661 Entrepreneurial Development in Music (3)
ENT/GRO/KIN 677 Entrepreneurship Opportunities in Healthy Aging (3)
HEA/ENT 701 Promoting and Protecting Health through Entrepreneurship (3)
ISM/ENT 672 Web Programming (3)
MST 524 Media Financing and Distribution (3)
MST 525 Media Organization and Management (3)
MUS/ENT 661 Entrepreneurial Career Development in Music (3)
PSC 511N Nonprofit Law (1)
PSC 511S Social Entrepreneurship in Nonprofits (1)
PSC 540 Nonprofit Management and Leadership (3)
THR 584 Theatre Management (3)

ENT *Entrepreneurship Courses*

535 Entrepreneurship and Independent Press Publishing (3:3)
Pr. graduate standing or permission of instructor
Exploration, analysis, and participation in independent press publishing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture. (Same as ENG 535)

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship and environmental sustainability. Explore models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues through direct action and evaluation. (Same as BUS 540, CPS 540, CST 540, SWK 540, and WGS 540)

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

605 Entrepreneurial Family Business (3:3)
Explores and analyzes in detail the management, ownership, family/business leadership skills, succession, and governance practices found in entrepreneurial family-owned and family-controlled businesses. (Same as BUS 605)

606 International Entrepreneurship (3:3)
Issues related to starting, joining, or holding stakes in international ventures, the creation and management of business ventures that have international dimensions, economic and formal/informal institutions affecting entrepreneurship. (Same as BUS 606)

607 Entrepreneurship: Venture Opportunities and Plan (3:3)
Knowledge and skills to evaluate ideas to determine if they are potential opportunities by developing a feasibility analysis, culminating in a venture plan. to launch and grow a new business. (Same as BUS 607)

608 Corporate Entrepreneurship (3:3)
Examination of the challenges and opportunities for employees and organizations in creating and maintaining an entrepreneurial culture. Students consult with local for profit or non-profit organizations to perform an entrepreneurial audit. (Same as BUS 608)

609 Franchising (3:3)
Develop knowledge and skills needed to succeed as a franchisee, franchisor, or franchise executive, including understanding the Franchise Disclosure Document and the role of entrepreneurship in franchising. (Same as BUS 609)

615 Entrepreneurship for the Sciences (3:3)
Develop knowledge and skills in entrepreneurship to identify and evaluate sciences and technology ideas in chemistry and the life sciences as opportunities to take through the feasibility and business plan. Same as CHE 615)

616 Entrepreneurship in Clinical Settings (2:2)
Develop knowledge and skills in entrepreneurship to effectively build and implement a successful business model (e.g. private practice) for the design and delivery of clinical practices, or related services. Same as CED 616)

661 Entrepreneurial Career Development in Music (3:3)
Focus on the entrepreneurship knowledge, skills, and career development to enable students to become the architect of his/her future. (Same as MUS 661)

671 Issues in Apparel and Related Industries Entrepreneurship Research (3:3)
Current state of research on entrepreneurship studies in general and particularly within the apparel and related products industry. (Same as CRS 671)

672 Web Programming (3:3)
Apply fundamental programming concepts in designing and implementing applications for the web. Foundations for developing web applications. (Same as ISM 672)

677 Entrepreneurship Opportunities in Healthy Aging (3:3)
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis. (Same as GRO 677 and KIN 677)

701 Promoting and Protecting Health through Entrepreneurship (3:3)
Introduction to Federal Small Business Research grant mechanisms for entrepreneurial research. Preparation of a grant proposal for submission to NIH, CDC, or Department of Education. (Same as HEA 701)

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

803 Research Extension (1-3)

Master of Science in Genetic Counseling

119 McIver Street • (336) 256-0175 • www.uncg.edu/gen

Graduate Program

- Master of Science (MS) in Genetic Counseling, 55 hours

Interdisciplinary Faculty and Advisors:

Professors

L. DiAnne Borders, PhD, Counseling supervision, counseling theory and process, ethics, school counseling, adoptive families (Department of Counseling and Educational Development).

Terrance McConnell, PhD, Ethical theory, medical ethics, political philosophy (Department of Philosophy).

Clinical Professor

Nancy P. Callanan, MS, CGC, Counseling and educational needs in genetic screening programs, clinical supervision, professional issues (Program Director).

Adjunct Professor

Pamela J. Reitnauer, PhD, MD, Dysmorphology syndromes, primary care of individuals with genetic disorders, epidemiology of birth defects (Program Medical Director).

Associate Professors

Dennis R. LaJeunesse, PhD, Developmental genetics and cell biology (Department of Biology).

Clinical Assistant Professor

Randi Culp Stewart, MS, CGC, Clinical supervision, prenatal and pediatric genetic counseling (Assistant Program Director).

An interdisciplinary Master of Science in Genetic Counseling is offered through The School of Health and Human Sciences. 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.

MS *Master of Science in Genetic Counseling*

The MS 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 is required for the MS in Genetic Counseling. The 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal essay, resume, 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. It is also recommended that applicants have previous exposure to genetic counseling via shadowing or internship experiences.

Degree Requirements

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)
CSD 632 Introduction to Research Design in Communication Sciences and Disorders (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 620 Ethics and Genetics (3)
Optional elective (3)

*Comprise Capstone Experience

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, 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, 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 during the second 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 MS 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 MS 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 MS 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 MS 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 MS 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 MS 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 MS genetic counseling program, BIO 614, BIO 616
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 MS 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 MS 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 MS 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 MS 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 MS 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 MS 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 MS 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 MS 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 MS 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

- Post-Baccalaureate Certificate in Global and Regional Studies Geography, 18 hours
- Post-Baccalaureate Certificate in Urban and Economic Development, 18 hours
- Master of Arts (MA) in Applied Geography, 34 hours (thesis or internship) or 37 hours (non-thesis)
- Master of Arts in Applied Geography, Geosciences Education for Teachers, and Urban Planning and Economic Development concentrations
- Doctor of Philosophy (PhD) in Geography, 48-54 hours

Graduate Faculty

Professors

D. Gordon Bennett, PhD, Demographic analysis, world population problems.
Keith G. Debbage, PhD, Urban planning, regional development, tourism.
Paul Knapp, PhD, Biogeography, climatology, dendroecology.
Jeffrey C. Patton, PhD, Cartographic theory, history of cartography, earth science (Head of Department).
Susan M. Walcott, PhD, Regional economic development (Director of Graduate Study).

Associate Professors

Ricky L. Bunch, PhD, Geographic information systems (GIS), spatial cognition, cartography.
Michael E. Lewis, PhD, Natural resources, environmental management, applied physical geography.
Zhi-Jun Liu, PhD, Environmental geography, GIS, spatial statistics, hydrologic/ecological modeling.
Elisabeth S. Nelson, PhD, Cartographic perception and cognition.
Phillip Royall, PhD, Geomorphology, drainage basin dynamics, soil science, water resources.
Roy S. Stine, PhD, Remote sensing, GIS.
Selima Sultana, PhD, Urban/transport geography and GIS applications, quantitative methods, geography of race/ethnicity.

Assistant Professors

Corey Johnson, PhD, Political geography, economic and urban geography, Europe.
Gerald J. Lennartson, PhD, Environmental planning, hazards, meteorology.

The Department of Geography offers the MA in Applied Geography, the PhD in Geography, and Post-Baccalaureate Certificates in Global and Regional Studies Geography, and 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.

PBC *Post-Baccalaureate Certificate in Global and Regional Studies Geography*

The Post-Baccalaureate Certificate in Global and Regional Studies Geography emphasizes knowledge and skills needed to prepare students to work in positions in government, international business, and global non-profit organizations. Courses focus on the contemporary political economy of countries in various global regions from East Asia to Europe.

The program requires 18 semester hours of course work (15 hours of core courses and 3 hours of approved electives).

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are usually admitted in Fall and Spring semesters. Under some circumstances students may be admitted in the Summer term.

Certificate Requirements

Please consult the department for any prerequisite courses that may be required.

Required Core Courses (15 hours)

GEO 504 Political Geography (3)
GEO 533 Regional Economic Development (3)
GEO 602 Regional Planning (3)
GEO 633 Advanced Topics in European Geography (3)
GEO 635 Geography of Asia (3)

Electives (3 hours)

Select one from the following:

GEO 560 Seminar in Regional Geography (3)
HIS 508 Latin American and Caribbean: Selected Topics (3)
HIS 564 Modern Britain: Selected Topics (3)
HIS 574 Modern German: Selected Topics (3)
HIS 575 Modern Russian History: Selected Topics (3)
PSC 610 Public Policy Analysis (3)

PBC *Post-Baccalaureate Certificate in Urban and Economic Development*

The Post-Baccalaureate Certificate in Urban and Economic Development is offered jointly by the departments of Geography and Political Science. 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.

The program requires 18 semester hours of course work (12 hours of core courses and 6 hours of approved electives).

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are usually admitted in Fall and Spring semesters. Under some circumstances students may be admitted in the Summer term.

Certificate Requirements

Required Core Courses (12 hours)

GEO 502 Urban Planning (3)
GEO 533 Regional Economic Development (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 Master of Arts in Applied Geography

The MA in Applied Geography offers three options: a thesis or internship option requiring a minimum of 34 credit hours, including a maximum of 6 hours dedicated to thesis or internship work, or a portfolio option requiring a minimum of 37 credit hours plus completion of a significant project. The two non-thesis options result in a terminal degree.

The program leads to the acquisition of research skills and expertise appropriate to geographic analysis in a range of related fields including: Business site selection, environmental assessment, geographic techniques such as cartography, geographic information systems and remote sensing, transportation planning, as well as urban and regional development. Emphasis is placed in application of theoretical constructs in geography to solve real world problems at a variety of scales from the Triad and state to national and global issues.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 250-500 word Personal Statement concerning your interest in geography. Application deadlines for admission beginning Fall are January 30, the same for students seeking funding, and May 15 for International students; for Spring admission the application deadlines are November 1, September 15 for students seeking funding, and for international students.

Degree Requirements

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 midterm 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.

*Research courses and comprehensive examination comprise Capstone Experience.

GEOSCIENCES EDUCATION FOR TEACHERS CONCENTRATION

The Geosciences Education for Teachers concentration is directed towards students and educators interested in expanding their expertise in teaching geosciences. Completing the Master's of Arts in Applied Geography with this concentration requires students to combine the core requirements of the M.A. degree with courses emphasizing the knowledge and skills needed to teach geosciences at the middle grades, secondary grades, and community college levels. The required core courses, formal reviews and examinations are the same as for the Master of Arts degree in Applied Geography, non-thesis, course-work option-with a competency portfolio. Within this framework, students will complete 38 credit hours by taking the required courses specified below. Note that GEO 560 and GEO 570 will be field course experiences for the GET concentration and students will present their portfolios as part of GEO 560 and 570. (Students' competency portfolios will be comprised of self-selected geosciences instructional modules designed while students were enrolled in GEO 607, 608, 609, 610, and 611.

Required Core Courses (38 hours)

GEO 560 Seminar in Regional Geography (Field Course) (3:1:6)
GEO 570 Applied Physical Geography (Field Course) (3:1:6)
GEO 601 Research Trends in Geography (1:1)
GEO 607 Earth Science for Educators (5:3:6)
GEO 608 Weather and Climate for Educators (5:3:6)
GEO609 Hydrology for Educators (5:3:6)
AST 609 Solar System Astronomy for Teachers (3:3)
GEO 610 Physical Geology for Educators (5:3:6)
GEO 611 Natural Hazards and Society for Educators (5:3:6)
GEO 620 Spatial Analysis (3:3

URBAN PLANNING AND ECONOMIC DEVELOPMENT CONCENTRATION

The Urban Planning and Economic Development 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 MA 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 Regional Economic Development (3)
GEO 622 GIS Applications in Urban Planning (3)

Elective Courses (3 hours)

Choose one from the following:

GEO 602 Regional Planning (3)
GEO 631 Transportation Planning (3)
PSC 620 Urban Development Policy (3)
PSC 630 Community and Economic Development: Theory and Practice (3)

PHD *Doctor of Philosophy in Geography*

The PhD in Geography is an innovative program centered on the research-oriented application of geographical concepts and theories to the solving of real-world problems. The program requires 48-54 semester hours.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 250-500 word Personal Statement. To be considered for funding through the department, your application materials must be submitted no later than February 28 for the Fall semester or September 30 for the Spring semester. Students are usually admitted in Fall and Spring semesters. Under some circumstances students may be admitted in the Summer term.

Degree Requirements

At least 27 of the 33 hours in required core and cluster courses (excluding dissertation 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.

504 Political Geography (3:3)
Systematic overview of relationships among space, place, and politics at multiple geographic scales. Topics include boundaries, geopolitics, nationalism, resource distribution, means of controlling space, and the spatiality of globalization.

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/processes 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.

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 Regional Economic Development (3:3)
Theories of location of economic activity; techniques to assess impact of types of economic activity; policy and institutional issues related to local, state, and global economic development.

557 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.

559 Advanced Remote Sensing-Imaging (3:3)
Pr. 323
Remote sensing of the environment using scientific visualization and digital image processing techniques.

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) (SVL)
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.

607 Earth Science for Educators (5:3:6)
Study of the processes that shape Earth's lithospheric, hydrospheric, and atmospheroic realms. Practicum and course content are synchronized with the NC Standard Course of Study for Earth and Environmental Science.

608 Weather and Climate for Educators (5:3:6)
Examination of Earth's physical atmospheric processes as they apply to weather and climate systems. Practicum and course content are synchronized with the NC Standard Course of Study for Earth and Environmental Science.

609 Hydrology for Educators (5:3:6)
Examination of Earth's water sphere, including Earth-Atmosphere interactions, and its importance as a resource. Practicum and course content are synchronized with the NC Standard Course of Study for Earth and Environmental Science.

610 Physical Geology for Educators (5:3:6)
Study of the materials that comprise Earth, and the processes shaping its near-surface environment. Practicum and course content are synchronized with the NC Standard Course of Study for Earth and Environmental Science.

611 Natural Hazards and Society for Educators (5:3:6)
Study of the Earth's near-surface natural hazards, with discussion of anthropogenic influences and societal consequences. Practicum and course content are synchronized with the NC Standard Course of Study for Earth and Environmental Science.

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.

621 Seminar in Geographic Information Science (3:3)
Pr. 359 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.

622 GIS Applications in Urban Planning (3:3)
Pr. 322 (or equivalent) and 603 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.

631 Transportation Planning (3:3)
Pr. 502 or permission of instructor
Theory and practice of transportation planning with an emphasis on urban transportation systems.

633 Advanced Topics in European Geography (3:3)
In-depth analysis of select advanced topics related to Europe. Combines systematic and regional traditions within geography. Possible themes include European integration, immigration, urbanization and cities, cultural preservation, tourism, the environment. May be repeated for credit when topic varies.

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 PhD course requirements and examinations
Required of all PhD 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)

Graduate Programs in Gerontology

212 Ferguson Building • (336) 256-1020 • www.uncg.edu/gro

Graduate Programs

- Post-Baccalaureate Certificate in Gerontology, 16 hours
- Master of Science in Gerontology (MS), Aging and Business or Non-Profit Management optional concentration, 37-49 hours
- Master of Science in Gerontology/Master of Business Administration (MS/MBA) dual degree, 58 hours

Interdisciplinary Faculty and Advisors:

Program Director:

Janice I. Wassel, PhD, Demography; financial resources and the aging family; retirement decisions of professionals, women, and married couples; caregiving and family systems (Gerontology Program).

Professors

Beth E. Barba, PhD, 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).

Laurie M. Kennedy-Malone, PhD, Community-gerontological nursing (School of Nursing).

Jane E. Myers, PhD, Gerontological counseling, adult development, developmental counseling, wellness, clinical assessment, adult children of older adults (Department of Counseling and Educational Development).

William L. Tullar, PhD, Knowledge management, human resource metrics, and employee selection (Department of Business Administration).

Associate Professors

Kenneth A. Klase, DPA, Public administration, public budgeting and finance, public financial management. (Department of Political Science).

Olav Rueppell, PhD, Life history and behavior of social insects, aging and genetics of complex traits (Department of Biology).

Sudha Shreeniwas, PhD, Gender and family issues among seniors in India and among ethnic groups in the U.S. (Department of Human Development and Family Studies).

Visiting Assistant Professor

Sandra Leak, DrPH, Comparative long term care policy at the community and state level (Department of Public Health Education).

Graduates of the gerontology programs are prepared to meet the growing demand for trained professionals in public service at local, state, and federal agencies and private, nonprofit agencies or organizations or for business professionals educated on aging issues and ready to face the markets and demands of society's changing demographics in areas such as residential options, home care markets, human resource or long term care options. All options include internship/research opportunities. Students work closely with faculty to prepare a customized portfolio according to individual's career goals.

PBC *Post-Baccalaureate Certificate in Gerontology*

The Post-Baccalaureate Certificate in Gerontology requires 16 semester hours that must be successfully completed during four academic years. Courses fulfilling the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal essay elaborating on their experience and/or interest in working with older adults.

Students wishing to pursue the certificate in gerontology while pursuing a graduate degree should consult with the Director of the Gerontology Program and with the department of interest.

Certificate Requirements

Required Core Courses (10 hours)

GRO 501 Seminar: Critical Issues of Aging (3)
GRO 600 Proseminar in Gerontology (1)
GRO 621 Health and Aging (3)
GRO 649 Gerontology Internship or Research Experience I (3)

GRO 501, GRO 600, and GRO 601 should be completed during the first academic year after acceptance to the certificate program.

Electives (6 hours)

To meet the student's educational objectives, three courses (6 hours) are selected under advisement from three core areas:

Biology/health
Gerontology
Psychosocial

MS *Master of Science in Gerontology*

The MS in Gerontology requires 37-49 semester hours of course work and internships/research experiences. The programs offers concentrations in aging and business and nonprofit management (jointly with the Department of Political Science) and thesis and non-thesis options.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal essay elaborating on their experience and/or interest in working with older adults.

Applicants to the nonprofit management concentration must apply simultaneously to the Post-Baccalaureate Certificate in nonprofit management offered by the Department of Political Science.

Degree Requirements

Required Core Courses (22 hours)

GRO 501 Seminar: Critical Issues of Aging (3)
GRO 600 Proseminar in Gerontology (1)
GRO 620 Research Methods in Gerontology (3)
GRO 621 Health and Aging (3)
GRO 649 Gerontology Internship or Research Experience I (3)
*GRO 651 Integrative Seminar in Gerontology (3)
GRO 679 Gerontology Internship or Research Experience II (3)
ERM 517 Statistical Methods in Education (3) or
STA 571 Statistical Methods for Research I (3) and STA 571L Statistical Methods Laboratory I (1)

*Indicates Capstone Experience

Students are required to complete GRO 501 and GRO 600 in the first fall semester enrolled in the program. Additionally, students will be strongly encouraged to take both GRO 620 and GRO 621 during their first 16 semester hours after acceptance into the MS program. 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 for all MS options.

Electives (15 hours)

To meet the student's educational objectives, fifteen (15) hours are selected under advisement from three academic areas:

Biology/health
Gerontology
Psychosocial

Thesis Option

GRO 699 Thesis (1-6)

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 up to six (6) hours of thesis thereby reducing elective hours.

AGING AND BUSINESS CONCENTRATION

The Aging and Business concentration requires 49 hours for the thesis option or 43 hours for the non-thesis option. The concentration is designed to prepare graduates to integrate the critical issues of aging and business across a wide-range of settings, including health and wellness programming, older adult housing and retirement communities, product development and marketing, policy and program development, or financial gerontology.

Required Core Courses (22 hours)

GRO 501 Seminar: Critical Issues in Aging (3)
GRO 600 Proseminar in Gerontology (1))
GRO 620 Research Methods in Gerontology (3)
GRO 621 Health and Aging (3)

GRO 649 Gerontology Internship or Research Experience I (3)
*GRO 651 Integrative Seminar in Gerontology (3)
GRO 679 Gerontology Internship or Research Experience II (3)
ERM 517 Statistical Methods in Education (3) or
STA 571 Statistical Methods for Research I (3) and STA 571L Statistical Methods Laboratory I (1)

*Indicates Capstone Experience.

Additional Aging Requirements (9 hours)
GRO 610 Life Planning for the Third Age (3)
GRO 622 Financing Longevity: Issues in Insurance (3)
GRO 631 Planning and Evaluation for Professionals in Aging (3)
GRO 611 Issues in Aging and Business (3)

Students must choose two:

GRO 611A Silver Industries (1.5)
GRO 611B Boomer Demographic Phenomena (1.5)
GRO 611C Workforce and Human Resource Policies for Aging Societies (1.5)

Business Applications Requirements (6 hours)
MBA 702 Financial and Managerial Accounting (3)
MBA 703 Economic Environment of the Firm (3)

Electives (6 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 6 hours of elective courses at the 500 or 600 level from a range of disciplines including gerontology, sociology business administration, counseling, human development and family studies, public health education, and/or social work.

Thesis Option
GRO 699 Thesis (1-6)

With faculty approval, students who are interested in exploring a specific research problem in depth may choose to complete a thesis.

NONPROFIT MANAGEMENT CONCENTRATION

The Nonprofit Management concentration requires 46 hours for the thesis option and 40 hours for the non-thesis option. The concentration is designed to prepare graduates 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 older adult population and/or meeting the needs of an aging society. 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 (25 hours)
GRO 501 Seminar: Critical Issues of Aging (3)
GRO 600 Proseminar in Gerontology (1)
GRO 620 Research Methods in Gerontology (3)
GRO 621 Health and Aging (3)
GRO 649 Gerontology Internship or Research Experience I (3)
*GRO 651 Integrative Seminar in Gerontology (3)
ERM 517 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)

*Indicates Capstone Experience.

Choice Requirements (3 hours)
Students must choose one of the following:

PSC 511F Problems in Public Management: Financial Management (1) or PSC 511R Problems in Public Management: Nonprofit Budgets (1)

And students 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 (9 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 9 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.

Internship or Research Experience Requirement (3 hours)
GRO 679 Gerontology Internship or Research Experience II (3)

With advisement of faculty in the Gerontology Program, students select an appropriate structured setting as an experiential learning activity within a public or nonprofit agency. The internship or research experience 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
GRO 699 Thesis (1-6)

With faculty approval, students who are interested in exploring a specific research problem in depth may choose to complete a thesis.

MS/MBA *Master of Science in Gerontology/Master of Business Administration*

The MS/MBA is offered jointly by the Gerontology Program and the Bryan School of Business and Economics and requires a minimum of 58 semester hours.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal essay elaborating on the applicant's experience and/or interest in working with older adults.

Applicants may take either the GMAT or GRE qualifying exam and must have a minimum of two years of relevant work experience. Applications are reviewed by both the Director of Gerontology Program and the MBA Program Director.

Degree Requirements

Computer Literacy

Upon entry to the MS/MBA degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required. Students must also be familiar with basic probability and statistics as covered in computer-based training modules approved by the MBA Program.

Required Core Course (46 hours)

Students are strongly encouraged to enroll in GRO 600 and GRO 501 concurrently.

MBA 701	Quantitative Analysis for Decision Making (3)
MBA 702	Financial and Managerial Accounting (3)
MBA 703	Economic Environment of the Firm (3)
MBA 704	Leadership Assessment and Career Enhancement (3)
MBA 705	Processes, Information Systems, and Business Value (3)
MBA 706	Marketing Management (3)
MBA 707	Financial Management (3)
MBA 708	Operations for Competitive Advantage (3)
MBA 709	Human Capital in Organizations (3)
MBA 710	Ethical Leadership and Sustainable Business (3)
*MBA 712	Strategic Management (3) **or** GRO 679 Gerontology Internship or Research Experience II (3)
GRO 501	Seminar: Critical Issues of the Aged (3)
GRO 600	Proseminar in Gerontology (1)
GRO 620	Research Methods in Gerontology (3)
*GRO 649	Gerontology Internship or Supervised Research I (3)
GRO 651	Integrative Seminar in Gerontology (3)

*Indicates Capstone Experience

Electives (12 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.

600 Proseminar in Gerontology (1:1)
Introduction and gateway to the profession and study of gerontology including career roles and paths, professional development and ethics, and research processes and conduct.

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.

611A Silver Industries (1.5:1.5)
Comprehensive overview of the gerontological trends and associated business consequences that characterize an aging society. Case illustrations highlighted.

611B The Boomer Demographic Phenomena (1.5:1.5)
Comprehensive overview of the current and future societal and demographic trends as a consequence of the Boomer Demographic Phenomena with implications for government, community, and business markets. Applied demographic exercises.

611C Workforce and Human Resource Polices for Aging Societies (1.5:1.5)
Examines the impact of aging societies on workforce issues and the need for government and employer policies and programs.

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.

621 Health and Aging (3:3)
Examines aspects of health and aging from an integration of biomedical and psychosocial perspectives. Foundations for the professional practice of gerontology.

622 Financing Longevity: Topics in Insurance (3:3)
Overview of concepts and products of insurance related to financing longevity in the United States. Topics include Medicare, Medicaid, long term care insurance and related products.

631 Planning and Evaluation for Professionals in Aging (3:3)
Introduction to the knowledge and skills related to planning and evaluating innovative responses to the aging of society using program theory as a foundation.

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 Internship or Research Experience I (3:0:10-12)
Pr. 501 and permission of instructor
First internship or research experience for graduate students in gerontology. 140 to 160 hours in a program approved site developed from among nonprofit, governmental, or business settings. (Graded on S-U basis)

651 Integrative Seminar in Gerontology (3:3)
Pr. enrollment in the MS in gerontology program and completion of at least 24 hours of course work including: 501, 620, 649, ERM 517 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 internship 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.

677 Entrepreneurship Opportunities in Healthy Aging (3:3)
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis. (Same as ENT 677 and KIN 677)

679 Gerontology Internship or Research Experience II (3:0:12-15)
Pr. admission to the MS in gerontology. Completion of at least 2/3 course work, including 501, 600, 620, and 649, CITI certification for social and behavioral sciences, and permission of instructor
Final internship or research experience for graduate students in gerontology. 160 to 200 hours in a program approved site developed from among nonprofit, governmental, or business settings (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

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Graduate Programs

- Post-Baccalaureate Certificate in Historic Preservation (jointly with the Department of Interior Architecture), 15 hours
- Master of Arts (MA) in History, (30-36 hours) American History, European History, *Museum Studies, or *Historic Preservation concentrations (*jointly with the Department of Interior Architecture)
- Doctor of Philosophy (PhD) in History, 45-51 hours

Graduate Faculty

Professors

Jodi Bilinkoff, PhD, Renaissance and Reformation Europe, early modern Spain, religion, gender.
Charles C. Bolton, PhD, Southern history, oral history (Head of Department).
Colleen Kriger, PhD, African history, European expansion in Africa, material culture, oral history.
Lisa Levenstein, PhD, U.S. women's history.
Paul Mazgaj, PhD, Modern European intellectual history, French history, history of ideologies, French revolution, Napoleonic era.
Stephen Ruzicka, PhD, Ancient history, Greek, Roman, Persia.

Associate Professors

James A. Anderson, PhD, East Asia, China, Vietnam.
Richard E. Barton, PhD, Medieval history.
Mark Elliott, PhD, 19th century American history.
Benjamin Filene, PhD, Public history (Director of Public History).
Phyllis W. Hunter, PhD, American, Colonial, material culture.
Thomas F. Jackson, PhD, Recent America, civil rights.
Watson Jennison, PhD, African American history, U.S. South.
Jeffrey W. Jones, PhD, Russia.
Greg O'Brien, PhD, 18th-19th century America, American Indian history, environmental history (Director of Graduate Study).
Lisa C. Tolbert, PhD, American cultural history, 19th-century U.S., antebellum South, architectural history, museum studies.

Assistant Professors

A. Asa Eger, PhD, Early Islamic history.
Emily J. Levine, PhD, German and intellectural history.
Linda M. Rupert, PhD, Atlantic world, Caribbean, Latin America.
Peter Villella, PhD, Latin America and Colonial Mexico.
Jill C. Bender, PhD, British Empire

The Department of History offers a Post-Baccalaureate Certificate in Historic Preservation, a Master of Arts in history with concentrations in U.S., European, museum studies, and historic preservation, and a PhD in history. The public history program (museum studies and historic preservation concentrations) works in partnership with the Department of Interior Architecture, cross-listing many core classes. 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.

PBC *Post-Baccalaureate Certificate in Historic Preservation*

The Departments of History and Interior Architecture jointly offer a Post-Baccalaureate Certificate in Historic Preservation. The certificate requires 15 semester hours. The Department of Interior Architecture administers the certificate in historic preservation.

Admission and Application

In addition to the application materials required by The Graduate School, applicants must submit an approximately 750-word Personal Statement. A resume is encouraged. A writing sample is optional.

The deadline to apply for the certificate in historic preservation is February 1 for the Fall term.

Certificate Requirements

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)
3 hours of electives approved by the Director of Public History

*Students with appropriate professional work experience may substitute an elective for the internship requirement with prior approval of the Director of Public History.

Electives (3 hours)

To complete the 15 hours of course work, electives should be selected with the prior approval of the Director of Public History 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)
HIS 629 Museum Education (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)

Because public history requires interdisciplinary work, students may substitute 3 hours of electives from another department with approval of the Director of Public History.

MA *Master of Arts in History with concentrations in American History, European History, Museum Studies, or Historic Preservation*

The Master of Arts in history offers concentrations in the areas of American history, European history, Museum Studies, and Historic Preservation. American or European history requires 30 semester hours and consists of a major concentration of 21 hours and a minor concentration of 9 hours. Students must pass a language examination or take an extra three hours of course work in either their major or minor. Upon entering the program, students will develop a plan of study with prior approval from the Director of Graduate Study. Museum Studies or Historic Preservation requires 36 semester hours consisting of 15 hours in history courses, 9-12 hours in the selected public history concentration and 9-12 hours in electives.

The MA with concentrations in American history or European history offers excellent preparation for those planning to teach history at community colleges and secondary schools and provides a solid foundation for those who go on to PhD programs or who find employment in government and business. The MA improves analytic, research, and writing skills.

The MA with concentrations in Museum Studies or Historic Preservation provides intensive graduate-level preparation in the core history program as well as hands-on training in public history. Through mentoring and an internship program, students are prepared to enter the job market in the museum or preservation fields.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 750-word Personal Statement. A resume is encouraged. A resume is encouraged. A writing sample is optional. The deadline to apply is February 1 for the Fall term.

Qualified applicants must present an approved undergraduate background (though not necessarily a major) in history. At least nine credit hours of advanced undergraduate history is required.

Degree Requirements

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 (requirements for both the 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)
*Students may elect to do a thesis in lieu of either HIS 703-704 or HIS 707-708 with approval of the Director of Public History.

Electives and Concentration Requirements

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 559 Doing Visual History (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)

Because public history requires interdisciplinary work, students in the areas of Museum Studies and Historic Preservation may substitute 3 hours of electives from another department with the permission of the Director of Public History.

Museum Studies

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

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 Museum Studies or Historic Preservation, with appropriate professional work experience, may substitute an additional elective for the internship requirement with the permission of the Director of Public History.

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)
HIS 629 Museum Education (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)

Electives for Museum Studies or Historic Preservation may be chosen from courses in 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 Director of Public History.

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 PhD, especially in European history, are strongly encouraged to pass the language examination.

Comprehensive Examination (Capstone Experience)

All students must pass a written comprehensive examination, usually administered twice a year, during fall and spring. 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 6 hour thesis, with the approval of the Director of Graduate Study.

PHD *Doctor of Philosophy in History*

The PhD in history prepares students to teach and conduct research in American history and to understand it within an expanded global perspective. Students are required to integrate the major field 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.

Students 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.

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 fostering 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.

A total of 45-51 semester hours of course work and dissertation credit, including a minimum of 33-39 hours of course work beyond the MA in history and a minimum of 12 hours of dissertation credit, are required to complete the PhD in history. Upon entering the program, all students will develop a Plan of Study with the approval of the Director of Graduate Study.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a writing sample and a personal statement by January 15 to be considered for Fall admission.

The PhD program admits only a few highly qualified students each year. As a basic requirement, all applicants must hold the BA degree and have completed the MA in history. Students without an MA in history must first complete an MA in history before applying to the PhD program.

Degree Requirements

Required Core Courses (15 hours)

HIS 701, 702 Colloquia in American History (6)
HIS 714 Varieties of Teaching (3)
HIS 750 PhD Readings Course (3)
HIS 751 PhD Dissertation Seminar (3)

Research Hours (0-6 hours)

If the Director of Graduate Study should conclude that an admitted PhD candidate did not perform at least 6 hours of substantive research during the MA degree program or earned an MA 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 PhD 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 PhD 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 PhD readings course and a 3 hour PhD seminar), will include two parts:

1. A written examination composed of questions from the major and minor fields.
2. An oral examination 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 and Caribbean: 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. for social studies concentration candidates HIS 430: Historical Methods of Social Studies; for all other history majors HIS 391:Historical Skills and Methods 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)
Pr. 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. 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)

559 Doing Visual History (3:3)
Explores the interstices of history, documentary production, and personal narratives. (Same as MST 559)

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. 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)

629 Museum Education (3:3)
Pr. admission to graduate study in history or interior architecture, or permission of instructor
Survey of the principles and practices of museum education. Explores the kinds of learning that occur in museums and how educational programming can engage diverse audiences.

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.

633 Community History Practicum (3:3)
Pr. HIS and IAR graduate students who have completed HIS/IAR 626, or permission of instructor
Hands-on course, students work corroboratively and engage community partners as they research, design, and complete public projects that engage audiences in local/regional history.

690 Internship (3)
Pr. at least 12 hours in history MA or interior architecture MS 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. admission to graduate study in history
Issues of historical interpretation from the Revolution through the Civil War.

702 Colloquium in American History since 1865 (3:3)
Pr. admission to graduate study in history
Issues of historical interpretation from Reconstruction to the present.

703 Seminar in American History (3:3)
Pr. admission to graduate study in history
Research and writing on selected topics in American history.

704 Seminar in American History (3:3)
Pr. admission to graduate study in history
Research and writing on selected topics in American history.

705 Colloquium in European History before 1789 (3:3)
Pr. admission to graduate study in history
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. admission to graduate study in history
Interpretations of selected historical problems from the French Revolution to the present.

707 Seminar in European History (3:3)
Pr. admission to graduate study in history
Research and writing on selected topics in European history.

708 Seminar in European History (3:3)
Pr. admission to graduate study in history
Research and writing on selected topics in European history.

709 Introductory Research Seminar (3:3)
Pr. admission to graduate study in history
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. admission to graduate study in history or permission of instructor
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. admission to graduate study in history or permission of instructor
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. admission to graduate study in history or permission of instructor
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. MA 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. admission to graduate study in history or permission of instructor
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)
Pr. admission to graduate study in history or permission of instructor
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)
Pr. admission to graduate study in history or permission of instructor
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)
Pr. admission to graduate study in history or permission of instructor
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)
Pr. admission to graduate study in history or permission of instructor
Varying topics that explore political, social, economic, intellectual, cultural, or religious history of European History. May be repeated once for credit when topic varies.

750 PhD 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 PhD 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

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Graduate Programs

- Post-Baccalaureate Certificate in Leadership in Early Care and Education (jointly with the Department of Specialized Education Services), 18 hours
- Master of Education (MEd) in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (jointly with the Department of Specialized Education Services), 37 hours
- Master of Science (MS) in Human Development and Family Studies, 38 hours
- Doctor of Philosophy (PhD) in Human Development and Family Studies, 51 hours
- Doctoral Minor in Human Development and Family Studies, 12 hours

Graduate Faculty

Professors

Cheryl Buehler, PhD, Marital conflict, adolescence, parenting, maternal employment, adolescent risk and resiliency, family processes (Director of Graduate Study).

Susan D. Calkins, PhD, Social and emotional development in infancy and early childhood.

Deborah J. Cassidy, PhD, Child-care quality, early childhood professional development, developmentally appropriate practices.

David H. Demo, PhD, Family diversity, family relationships and children's well-being; parent-child interaction; family transitions (Associate Dean for Graduate Programs).

Mark Fine, PhD, Effects of family transitions on family members; early childhood development; family structure; divorce; early intervention; effects of alternative reproductive technologies on family members (Chair of Department).

Marion O'Brien, PhD, Child care, school environments, and children's development; parenting and children's socioemotional development; infant-toddler behavior and development.

Daniel Perlman, PhD, Intimate relationships and friendships including initiation, maintenance, and termination; the dark side of relationships; loneliness.

Jonathan Tudge, PhD, Ecological and socio-cultural theory; children's development in ethnic, social, and cross-cultural contexts; links between home, preschool and school; development of gratitude in children and adolescents.

Associate Professors

Stephanie I. Coard, PhD, Socio-cultural influences on child mental health, racial/ethnic socialization processes, racial/ethnic identity development.

Danielle Crosby, PhD, Effects of welfare and employment policies on young children in low-income families.

Richard A. Faldowski, PhD, Research methodology, design, and quantitative analysis; evaluation of prevention/intervention services for low-income children/families; early care and education programs.

Anne C. Fletcher, PhD, Parental and peer influences on adolescent adjustment, parent and adolescent social integration, social network closure.

Heather Helms, PhD, Marriage, friendship, work and family in dual-earner couples; midlife parenting and relationships.

Linda Lott Hestenes, PhD, Child care quality, outdoor environments for young children, inclusive classrooms.

Andrea Hunter, PhD, Diversity in children's living arrangements, grandparenthood, multigeneration family systems, constructions of gender.

Karen LaParo, PhD, Childcare quality, early elementary classroom quality, inclusive classrooms, early intervention, teacher-child relationships.

Esther M. Leerkes, PhD, Parent-child interaction in infancy/early childhood and links with children's social-emotional well-being; child influences on parents and family.

Mary Y. Morgan, PhD, Women's everyday lived experiences using feminist research approaches and exploring ethnic and racial diversity.

Catherine Scott-Little, PhD, Early childhood education standards and assessments, school readiness and after-school programs.

Sudha Shreeniwas, PhD, Well-being and health over the life course; ethnicity, culture, and health among the elderly.
Andrew J. Supple, PhD, Contextual influences on youth and adolescent development, ethnic and cultural variations in parenting and adolescent outcomes, and advanced quantitative analyses.

Adjunct Assistant Professor
Rosemarie Vardell, PhD, Multicultural perspectives, professional development in early childhood education.

The Department of Human Development and Family Studies faculty have a wide range of research interests and methodological approaches. The faculty's research interests cluster in five focal areas:

1. Early childhood development, care, and education including social, emotional, and cognitive development in young children, child care, and early childhood education;
2. Parent-child relationships;
3. Adolescence;
4. Close relationships, marriage, and divorce; and
5. Human development and family diversity in sociocultural context.

Faculty use a variety of quantitative and qualitative approaches including tests of children's social and cognitive development, micro-analytic analyses of peer and parent-child interactions, surveys, interviews, feminist methodologies such as photovoice and interpretive inquiry, and the design and evaluation of educational and intervention programs for children, family members, and educational personnel. The department offers advanced quantitative training in such areas as longitudinal modeling, missing data methods, and the analysis of clustered or dyadic (yoked) data. Within these general areas of concentration and varied methods of inquiry, 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, 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, and family relationships.

PBC *Post-Baccalaureate Certificate in Leadership in Early Care and Education*

The online Post-Baccalaureate Certificate in Early Care and Education Leadership requires 18 semester hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. The program is designed to provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings including early intervention, Smart Start, resource and referral, and community college instruction.

Application and Admission

Applicants must submit all application materials required by The Graduate School by May 1.

The certificate 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 with background knowledge in early childhood education, child development, early childhood special education, or a closely related field.

Certificate Requirements

Required Courses (15 hours)

HDF 634	Contemporary Issues in Early Childhood Policy (3)
HDF 636	Leadership and Mentoring in Educating Young Children (3)
HDF 650	Theory and Research in Early Childhood (3)
SES 601	Introduction to Inclusive Birth-Kindergarten Services (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.

Gainful employment information can be found at: http://www.uncg.edu/hdf/gainful_employ.html.

MED Master of Education in Birth-Kindergarten: Interdisciplinary Studies in Education and Development

The online MEd in Birth-Kindergarten: Interdisciplinary Studies in Education and Development requires 37 semester hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. 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.

Application and Admission

Applicants must submit all materials required by The Graduate School by May 1 for Fall admission.

Degree Requirements

Research Requirements (6 hours)

ERM 604 Methods of Educational Research (3)
HDF 650 Theory and Research in Early Childhood (3)

Theory and Practice Requirements (19 hours)

HDF 606 Teaching Methods in Inclusive Early Childhood Services (4)
HDF 636 Leadership and Mentoring in Educating Young Children (3)
SES 601 Introduction to Inclusive Birth-Kindergarten Services (3)
SES 602 Inclusive Family-Centered Practices in Early Childhood (3)
SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)
HDF 633 Advanced Curriculum in Early Childhood Education (3)

Practicum (6 hours)

SES 604 Internship in Inclusive Early Childhood (6)

Electives (6 hours)

To be selected from list or with approval of advisor.

HDF 610 Child Development in Cultural Context (3)
HDF 621 Applied Theories and Principles of Parenting (3)
HDF 634 Contemporary Issues in Early Childhood Policy (3)
HDF 653 Contemporary Research in Family Studies (3)
HDF 667 Infant Development (3)
SES 608 Seminar in Early Childhood (3)
SES 605 Diversity and Inclusive Early Care and Education (3)
SES 647 Collaboration and Consultation in Education (3)
SES 662 Assistive Technology for Inclusive Education (3)
Other courses as approved by advisor.

Professional Portfolio (Capstone Experience)

The final portfolio is the culminating experience. 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 on TaskStream 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 Master of Science in Human Development and Family Studies

The MS in Human Development and Family Studies requires a minimum of 38 hours (including thesis) and prepares graduates to conduct research or to embark on a doctoral program of study.

Application and Admission

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.

Degree Requirements

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) (Capstone Experience)

HDF 699 Thesis (6) and oral examination

PHD *Doctor of Philosophy in Human Development and Family Studies*

The PhD in Human Development and Family Studies requires 89 semester hours beyond the baccalaureate degree (for students entering the program in the MS/PhD 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 MS 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.

Application and Admission

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.

Degree Requirements

Area of Specialization (18 hours)

The PhD 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 MS. Of the 18 hours to be taken for the PhD, 9 hours must be fulfilled through structured electives. One course in each of the following areas is required: Development Area (HDF 665, 666, 667, 668), Family Studies Area (HDF 660, 671, 672, 674, 721), and Sociocultural Context Area (HDF 610, 634, 673, 710). Specific offerings of HDF 602 and HDF 711 will be eligible for inclusion in target areas specified by the department.

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 MS and PhD program of study are specified further in departmental curriculum guides. A majority of students enter the MS/PhD track.

Minor *Doctoral Minor in Human Development and Family Studies*

The doctoral minor in Human Development and Fmaily Studies requires 12 semester hours.

Minor Requirements

Core (3 hours)

Select one course from:

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)

Electives (9 hours)

Select three of the following courses:

HDF 602 Problems in Human Development and Family Studies (3)
HDF 610 Child Development in Cultural Context (3)
HDF 621 Applied Theories and Principles of Parenting(3)
HDF 624 Feminist Theory and Research Methodologies (3)
HDF 626 Social and Economic Problems of the Family (3)
HDF 634 Contemporary Issues in Early Childhood Policy (3)
HDF 636 Leadership and Mentoring Roles in Educating Young Children (3)
HDF 650 Theory and Research in Early Childhood (3)
HDF 660 Families in Middle and Later Life (3)
HDF 665 Personality and Social Development (3)
HDF 666 Intellectual Development in Young Children (3)
HDF 667 Infant Development (3)
HDF 668 Seminar in Adolescence (3)
HDF 671 Contemporary Family Life (3)
HDF 672 Divorce and Remarriage (3)
HDF 673 The Family in Comparative Perspective (3)
HDF 674 Close Relationships in Adulthood (3)
HDF 710 The Ecology of Human Development (3)
HDF 711 Experimental Course (3)
HDF 712 Advanced Research Design in Human Development and Family Studies (3)
HDF 721 Seminar in Parent-Child Relations (3)

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. 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)

606 Teaching Methods in Inclusive Early Childhood Settings (4:3:3)
Pr. admission to BKISED degree program and SES 601
In-depth exploration of the principles of early childhood care and education and learning strategies for young children with and without disabilities. Field placements in BK setting are required. (Same as SES 606)

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 Curriculum in Early Childhood Education (3:3)
Pr. SES/HDF 606
Examination of theoretical and developmental foundations of early childhood curriculum approaches, including critique of accepted early childhood practices, action research, and published research in curriculum and program effectiveness. (formerly HDF 609/633)

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 in Educating Young Children (3:3)
Examination of advanced leadership, mentoring, lifelong learning, and teaching skills for those who develop and implement early childhood programs. (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)
Pr. ERM 604, SES 601
Examination of theory and current research pertaining to the development of children from birth through kindergarten within the context of the family, community, and larger society.

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 MS and PhD degrees. (formerly HDF 630)

660 Families in Middle and Later Life (3:3)
Pr. admitted to a graduate program or permission of instructor
Examination of family configurations and relationships as individuals move through middle and later life.

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 MS and PhD 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 families; 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 Family Conflict Resolution (3:3)
Pr. 672 or permission of instructor
Explores the theory, research and methods of working with family conflicts related to divorce (financial and parenting), parent-child, and older adult issues. Assignments include reading, case studies, and role plays.

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 Bioecological 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 PhD 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 Supply Chain Management

479 Bryan Building • (336) 334-5666 • www.uncg.edu/bae/isom

Graduate Programs

- Post-Baccalaureate Certificate in Healthcare Information Technology Management, 12-15 hours
- Post-Baccalaureate Certificate in Information Assurance, Security, and Privacy, 12-15 hours
- Post-Baccalaureate Certificate in Information Technology, 12-15 hours
- Post-Baccalaureate Certificate in Supply Chain, Logistics, and Transportation Management, 12-15 hours
- Master of Science (MS) in Information Technology and Management, 30-36 hours
- Post-Master's Certificate in Information Technology, 12-15 hours
- Doctor of Philosophy (PhD) in Information Systems, 74-84 hours
- Doctoral Minor in Information Systems, 12 hours

Graduate Faculty

Professors

Kwasi Amoako-Gyampah, PhD, Management of advanced technology, systems implementation, supply chain management, global manufacturing practices, manufacturing strategy (Head of Department).

Joyendu Bhadury, PhD, Location modeling, logistics and supply chain management, applied management science.

Richard A. Ehrhardt, PhD, Management science, stochastic modeling, inventory theory, semantic web ontologies, supply chain logistics.

Vidyaranya B. Gargeya, PhD, Global operations strategy, supply chain management, total quality management and continuous improvement systems, service operations management, performance measurement, customer relationship management.

Prashant C. Palvia, PhD, Global information technology management, electronic commerce, IT in healthcare, security and privacy, technology diffusion.

James K. Weeks, PhD, Strategic management, operations management, manufacturing strategy, materials and logistics planning and controls.

Associate Professors

John L. Eatman, PhD, Information systems management and planning, systems analysis and design, telecommunications management (Bryan School IT Director).

Lakshmi S. Iyer, PhD, Electronic commerce, knowledge management, IT strategy, emerging technologies, electronic privacy and security (Director of Graduate Study).

Hamid R. Nemati, PhD, Data flow management, strategic use of information technologies, decision support, knowledge management, information privacy.

Al Farooq N. Salam, PhD, 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.

Rahul Singh, PhD, Intelligent systems, semantic e-business, systems development, data communications and computer networks, electronic commerce, security and privacy.

Larry R. Taube, PhD, Material and logistics planning and control, just-in-time implementations, total quality management, supply chain management.

Assistant Professor

Xia Zhao, PhD, Information security, risk management, IT control and compliance, IT governance, virtual communities, e-commerce.

PBC Post-Baccalaureate Certificate in Healthcare Information Technology Management

The online Post-Baccalaureate Certificate in Healthcare Information Technology Management consists of a minimum of 12 semester hours but may not exceed 15 semester hours. It delivers state-of-the-art knowledge and skills in healthcare informatics, decision making, tools and technologies in healthcare.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters. No entrance exam is required.

Certificate Requirements

Required Courses (9 hours)

ISM 671 Data Management (3)
ISM 680 Healthcare Information Technology Management (3)
ISM 681 Healthcare Decision Making for IT Managers (3)

Electives (3-6 hours)

Select from the following or other approved courses:

ISM 673 Telecommunications and Networks (3)
ISM 675 Business Analytics (3)
ISM 679 Special Topics in Information Systems (3)
HEA 651 Advanced Health Promotion in Higher Education (3)
NUR 614 Information Technology in Nursing Service Administration (3)

PBC Post-Baccalaureate Certificate in Information Assurance, Security, and Privacy

The online Post-Baccalaureate Certificate in Information Assurance, Security, and Privacy consists of a minimum of 12 semester hours but may not exceed 15 semester hours. It is intended for professionals with a bachelor's degree in any field from an accredited institution who 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters. No entrance exam is required.

Certificate Requirements

Required Courses (9 hours)

ISM 671 Data Management (3)
ISM 673 Telecommunications and Networks (3)
ISM 676 Information Security and Privacy (3)

Electives (3-6 hours)

Select from the following or other approved courses:

ISM 675 Business Analytics (3)
ISM 679 Special Topics in Information Systems (3)

PBC Post-Baccalaureate Certificate in Information Technology

The online Post-Baccalaureate Certificate in Information Technology consists of a minimum of 12 semester hours but may not exceed 15 semester hours. It is intended for professionals who 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters. No entrance exam is required.

Certificate Requirements

Required Courses (9 hours)

ISM 671 Data Management (3)
ISM 672 Web Programming (3)
ISM 673 Telecommunications and Networks (3)

Electives (3-6 hours)

Select from the following or other approved courses:

ISM 675 Business Analytics (3)
ISM 679 Special Topics in Information Systems (3)

PBC *Post-Baccalaureate Certificate in Supply Chain, Logistics, and Transportation Management*

The online Post-Baccalaureate Certificate in Supply Chain, Logistics, and Transportation Management consists of a minimum of 12 semester hours but may not exceed 15 semester hours. It 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters. No entrance exam is required.

Certificate Requirements

Required Courses (9 hours)

SCM 650 Supply Chain Mgt. Concepts & Peinciples (3)
SCM 651 Transportation, Logistics % Distribution Management (3)
SCM 652 Strategic Cost, Design, Procurement and Contracts (3)

Electives (3-6 hours)

Select from the following or other approved courses:

SCM 655 Global Supply Operations Strategy (3)
SCM 678 Project Management (3)
SCM 680 Independent Study in Supply Chain Mgt. (3)
SCM 681 Supply Chain Internship (3)
SCM 682 Executive Mentorship in Supply Chain Mgt. (3)

MS *Master of Science in Information Technology and Management*

The MS 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.

The 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.

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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants are encouraged to submit a resume. GMAT scores are required instead of GRE scores. Applicants should consult the ISOM Graduate Program Director for specific admission requirements.

The MSITM program is open to students with diverse undergraduate degrees.

Degree Requirements

Depending on business background the student possesses, the length of the program will be 30-36 semester hours. Thesis and project options are offered.

Basic Business Knowledge (0-6 hours)

Foundation level courses in financial accounting and operations management will be required for students who do not have an adequate business background. These courses may be waived for students who have completed equivalent academic course work and who can meet specific learning objectives. Applicants should consult with the ISOM Graduate Program Director for course waiver information.

Core Level (24 hours)

ISM 671 Data Management (3)
ISM 672 Web Programming (3)
ISM 673 Telecommunications and Networks (3)
ISM 674 Systems Analysis and Design (3)
ISM 675 Business Analytics (3)
ISM 676 Information Security and Privacy (3)
ISM 677 Information Systems Management (3)
ISM 678 Project Management (3)

Project (Non-Thesis) Option (Capstone Experience) (6 hours)

ISM 698 Project in Information Technology (3)

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 ISOM graduate 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.

In addition to the project, students will select 3 hours from the following graduate level courses with the approval of the ISOM Graduate Program Director:

ISM 679 Special Topics in Information Systems (3)
ISM 680 Healthcare Information Technology Management (3)
ISM 613 Directed Studies (1-3)
ISM 696 Organizational Internship (1-3)
*MBA 701 Quantitative Analysis for Decision Making (3)
*MBA 702 Financial and Managerial Accounting (3)
*MBA 703 Economic Environment of the Firm (3)
*MBA 704 Leadership Assessment and Career Enhancement (3)
*MBA 706 Marketing Management (3)
*MBA 710 Ethical Leadership and Sustainable Business (3)

*All MBA courses are face-to-face, on-campus courses.

Thesis Option (Capstone Experience) (6 hours)
ISM 699 Thesis in Information Technology (6)

PMC *Post-Master's Certificate in Information Technology*

The purpose of the 12-hour Post-Master's Certificate in Information Technology is to provide professionals who already have an MBA 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters.

Applicants to the Post-Master's Certificate program are required to have an MBA or related master's degree.

Certificate Requirements

Required Courses (12 hours)

Based on the student's background, 12 hours from the following courses will be recommended by the program director.

ISM 671 Data Management (3)
ISM 672 Web Programming (3)
ISM 673 Telecommunications and Networks (3)
ISM 675 Business Analytics (3)
ISM 676 Information Security and Privacy (3)
ISM 679 Special Topics in Information Systems (3)
ISM 680 Healthcare Information Technology Management (3)

PHD *Doctor of Philosophy in Information Systems*

The PhD in Information Systems requires 74-84 semester hours and 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 enhances the traditional PhD program with four distinctive elements: commitment to practical relevance, emphasis on producing quality teachers, research apprenticeship, and interdisciplinary research. 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement and a resume. GMAT scores are required instead of GRE scores. Applicants should consult the PhD Program Director for specific admission requirements.

Students without a master's degree in business will need to take additional courses to establish an understanding of business processes.

Degree Requirements

Leveling Courses/Prerequisites

To be taken as needed to remedy deficiencies, in consultation with the PhD Program Director.

ISM 671 Data Management (3)
ISM 672 Web Programming (3)
ISM 673 Telecommunications and Distributed Networks (3)
ISM 674 Systems Analysis and Design (3)
ISM 677 Information Systems Management (3)

Students with no business background must take at least three of the four courses, in consultation with the PhD Program Director.

MBA 702 Financial and Managerial Accounting (3)
MBA 706 Marketing Management (3)
MBA 708 Operations for Competitive Advantage (3)
MBA 709 Human Capital in Organizations (3)

Major (21 hours)

ISM 753 Seminar in IS Planning, Management and Global Issues (3)
ISM 754 Seminar in Inter-Organizational Systems (3)
ISM 755 Seminar on Current and Emerging Information Technologies (3)
ISM 756 Seminar in Information Systems Behavioral Topics (3)
ISM 785 Theories of Information Systems (3)
ISM 786 Introduction to Research and Frameworks in Information Systems (3)
ISM 788 Seminar in IS Research Methods (3)

Supporting Area (9 hours)

Courses chosen in consultation with the PhD Program Director.

Research Methodology (15 hours)

Courses chosen in consultation with the PhD 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)
ELC 665	Approaches to Qualitative Inquiry (3)

Teaching Education (4-7 hours)

Courses chosen in consultation with the PhD Program Director.

Organizational Research Internship

Required of students lacking relevant work experience, as determined by the PhD Program Director.

Research Seminars (7-8 hours)

A minimum of 7 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 PhD 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 *Doctoral Minor in Information Systems*

The doctoral minor in information systems requires 12 semester hours taken from the following course options.

ISM 671	Data Management (3)
ISM 672	Web Programming (3)
ISM 673	Telecommunications and Networks (3)
ISM 671	Systems Analysis and Design (3)
ISM 677	Information Systems Management (3)

Program Director's permission is required for taking 700 level courses.

ISM *Information Systems and Supply Chain Management Courses*

512 Open Source Software and Applications (3:3)
Pr. 240 or equivalent
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. 240 or equivalent
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.

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.

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.

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.

671 Data Management (3:3)
Fundamental concepts of database management systems, including database design, implementation, and the use of the SQL query language.

672 Web Programming (3:3)
Apply fundamental programming concepts in designing and implementing applications for the web. Foundations for developing web applications. (Same as ENT 672)

673 Telecommunications and Distributed Networks (3:3)
Technology related to internal and external network/telecommunication services. Managerial and business issues related to the identification, acquisition, and management of network/telecommunications services in the contemporary enterprise.

674 Systems Analysis and Design (3:3)
Study of systems analysis and structure methodologies to create conceptual blue prints of systems and their processes using systems design principles. Covers principles of software engineering, testing, and software quality.

675 Business Analytics (3:3)
The interactive process of analyzing and exploring enterprise data to find valuable insights that can be exploited for competitive advantage. IT capabilities and infrastructure needed are discussed.

676 Information Security and Privacy (3:3)
Pr. 673 or permission of MSITM program director; admission to a UNCG graduate program
Study of the technical, managerial, and organization issues in systems security, including systems security models, analysis of business process and technology for systems security, and information assurance.

677 Information Systems Management (3:3)
Examines the role of information technology to improve processes and business performance, Analyze the interaction of business strategies, work processes, competitive markets, technology and people for effective IT management.

678 Project Management (3:3)
Pr. admission of MSITM program or MBA 701
Modern methods of defining, planning, and executing large IT and other projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.

679 Special Topics in Information Systems (3:3)
Special topics in information systems, technology, and management. May be repeated for credit when topic varies.

680 Healthcare Information Technology Management (3:3)
Introduction to management competencies for computer technology related to healthcare data and the tools and techniques for collecting, storing, retrieving, and reporting healthcare data.

681 Healthcare Decision Making for IT Managers (3:3)
Learning and applying qualitative and quantitative techniques for decision-making related to health information technology. Methods for implementing HIT decisions using evidence-based materials covered.

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.

698 Project in Information Technology (3:3)
Pr. completion of at least 18 hours of required course for MSITM
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.

699 Thesis (1-6)
An independent , theory-based inquiry in which a student applied knowledge and skills acquired to the scholarly study of information technology and management.

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

753 Seminar in IS Planning, Management, and Global Issues (3:3)
Pr. 601 or permission of PhD Director
Research issues in IS planning management, and global information technology management. Topics includes strategy formulation, tactics, process integration, business alignment, global environment, outsourcing, transborder dataflows, and cultural issues.

754 Seminar in Inter-organizational Systems (3:3)
Pr. 601 or permission of PhD Director
Current research issues on organizational processes and inter-organizational linkages that are transformed by the emergence of general information technology and Internet based applications.

755 Seminar in Current and Emerging Information Technologies (3:3)
Pr. 601 or permission of PhD Director
Research related to current and emerging information technologies in organizations. Topics include communications and network technologies, service-oriented architecture, workflow systems, semantic web technologies and virtual world environments.

756 Seminar in Information Systems Behavioral Topics (3:3)
Pr. permission of PhD Director
Issues in design, development, use and impact of information systems from a behavioral perspective. Topics include ethical, privacy, societal, decision support, user interface, system usability and training aspects.

782 Practicum in IS Teaching (1-3)
Pr. permission of PhD 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 PhD 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 PhD 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 Introduction to Research and Frameworks in Information Systems (3:3)
Pr. permission of PhD Director
Provides an in-depth understanding of the research process. Topics include: IS frameworks and research methodologies, models, development, and evaluation. (Grade on S-U basis.)

787 Research Development in Information Systems (3:3)
Pr. 786 or permission of PhD 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.

788 Seminar in IS Research Methods (3:3)
Pr. STA 661, STA 662, and permission of PhD Director
Research process and various design elements for quantitative and qualitative research in information systems.

789 Research Seminar in Information Systems (1-3)
Pr. 786 or permission of PhD Director
Explores current and emerging research topics in information systems. May be repeated for credit.

790 Independent Doctoral Research (1-6)
Pr. permission of PhD 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*

650 Supply Chain Management Concepts and Principles (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Presentation of core knowledge related to supply chain management. Provides insight into the complex, cross-functional elements of demand and supply planning and execution in a global environment.

651 Transportation. Logistics and Distribution in Supply Chain Management (3:3:0)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Focus on contemporary management practices, sustainability metrics and technology applications within transportation, logistics and distribution center operations as part of the global supply chain.

652 Strategic Cost, Design, Procurement and Contracts (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Overview of strategic cost management and procurement in the supply chain; tactics in effective management of the procurement process and total cost of ownership; management of total supply chain costs.

655 Global Supply Operations Strategy (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Presentation of strategies, resources and information system requirements to plan, procure, create and deliver products globally. Emphasis on the complex interactions and need for collaboration between inter-film processes.

678 Project Management (3:3)
Pr. admission to the graduate certificate program or MBA, MSA, MSITM, or ISOM certificate programs or permission of instructor
Modern methods of defining, planning and executing large scale projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.

680 Independent Study in Supply Chain Management (3:3)
Pr. admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM)
Explore in-depth contemporary issues of relevance and interest to the student under the guidance of a faculty member.

681 Supply Chain Management (3:0:3-9)
Pr. admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM)
Elective course designed to provide students the opportunity to apply skills learned in the classroom in real-world environments. Course will be supervised by faculty and manager of the approved organization.

682 Executive Mentorship in Supply Chain Management (3:0:3-9)
Pr. admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM)
Students in the experimental learning course interact with instructor and mentor to gain in-depth knowledge related to supply chains, logistics and transportation. The mentor is an executive within the industry. May be repeated for a maximum of 6 credits.

Department of Interior Architecture

102 Gatewood Studio Arts Building • (336) 334-5320 • www.uncg.edu/iar

Graduate Programs

- Post-Baccalaureate Certificate in Historic Preservation (jointly with the Department of History), 15 hours
- Master of Science (MS) in Interior Architecture, (44 hours) Historic Preservation (jointly with the Department of History), Interior Product Design, and Museum Studies (jointly with the Department of History) optional concentrations, 36 hours

Graduate Faculty

Professor

Jo Ramsay Leimenstoll, MArch, Historic preservation theory and practice, architectural conservation, design review.

Anna Marshall-Baker, PhD, Design for special populations, interdisciplinary study, ecological design (Chair of Department).

Associate Professors

Thomas Lambeth, MLandscape Arch, Place theory, environmental design, communication graphics, interior product design.

Patrick Lee Lucas, PhD, Buildings in society and culture, community formation and transformation, historic property care and management, material culture.

Tina Sarawgi, MArch, Interior lighting design; design, simulation, representation, and collaboration using digital media; design education (Director of Graduate Study).

Assistant Professors

Jonathon Anderson, MFA, Digital design and modeling, industrial manufacturing and digital fabrication, interdisciplinary collaboration, interior products/surfaces, technology as a means to advance current construction processes.

Travis Hicks, MArch, Design process and communication, Sustainability through integrated design, Design research in professional practice, Evidence-based design.

Hannah Rose Mendoza, MFA, Feminist design theory and pedagogy, environmental ethics and socio-spatial justice, identity, and immigrant populations.

Academic Professional Assistant Professor

Stoel Burrowes, Master of Industrial Design, Design and product theory, furniture design and production, design graphics, craft, interior products.

PBC *Post-Baccalaureate Certificate in Historic Preservation*

The Departments of History and Interior Architecture jointly offer a 15-hour Post-Baccalaureate Certificate in Historic Preservation. The certificate provides graduate students in history, interior architecture, and related fields training and credentials to pursue careers in historic preservation, management of historic sites, and related public history professions.

Application and Admission

In addition to the application materials required by the Graduate School, applicants must submit a 750 word Personal Statement.

Certificate Requirements

Required Courses (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 (3 hours)

To complete the 15 hours of course work, 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)

MS Master of Science in Interior Architecture

The MS program in Interior Architecture requires 44 semester hours and 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. Students can select a field of study that matches with current IAR faculty's area of research or choose one of the existing graduate concentrations offered by the department: historic preservation, interior product design, or museum studies. The design studio is taken 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 interior product design, digital design, and fabrication, furniture design, interior lighting design, adaptive use of existing structures, the preservation and restoration of buildings and neighborhoods, museum studies, exhibit design, sustainability, and environmental ethics and socio-spatial justice.

Admission Requirements

In addition to the application materials required by The Graduate School, applicants must submit a statement of personal interest and portfolio and participate in an interview. Enrollment in the program is limited and priority is given to applications received before March 1.

An undergraduate professional degree in interior architecture or interior design 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 the department. Such decisions will be based upon an individual evaluation of credentials, portfolio, and design experience.

Degree Requirements

Studio Course (12-18 hours)

At least two studio courses are required. Typically two or three are taken for 12-18 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)

All students take the following 6 hours:

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 (14-17 hours)

With prior approval by the Director of Graduate Study or the student's committee, a student will select at least 14 hours in the concentration or area of specialization.

Thesis (6 hours) (Capstone Experience)

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

Required Core Courses (17 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 (5-6)

Museum Studies Concentration

IAR 626 The Practice of Public History (3)
IAR 627 Museum and Historic Site Interpretation: Principles and Practice (3)
*IAR 690 Internship (3)
Approved Electives (8-9)

*Students with appropriate professional experience may substitute an elective for the Internship requirement with prior approval of the Director of Graduate Study.

Studio Course (12 hours)

IAR 501 Advanced Interior Architecture I (6)
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) (Capstone Experience)

A thesis is required of all candidates for the MS degree. Credit may be divided over two or more semesters.

IAR 699 Thesis (6)

INTERIOR PRODUCT DESIGN CONCENTRATION

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 18 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 (2-6 hours)

Electives as recommended by Graduate Thesis Committee.

Thesis (6 hours) (Capstone Experience)

IAR 699 Thesis (6)

IAR *Interior Architecture Courses*

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)
Pr. permission of instructor
Individual study.

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. admission to a graduate program in interior architecture or history 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 instructor after completion of required application form
Combined southern history and material culture with a museum practicum. 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. admission to a graduate program in interior architecture or history 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.

600 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.

601 Directed Self-Study in Interior Architecture (1-6)
Pr. permission of instructor

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 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 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 MA or interior architecture MS 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)

Department of Kinesiology

250 Health and Human Performance Building • (336) 334-5573 • www.uncg.edu/kin

Graduate Programs

- Master of Education (MEd) in Kinesiology, currently not accepting applications
- Master of Science (MS) in Kinesiology, Applied Neuromechanics, Exercise Physiology, Motor Behavior, Pedagogical Kinesiology, Sport and Exercise Psychology, Community Youth Sport Development, and Sports Medicine optional concentrations, 30-36 hours
- Master of Science in Athletic Training (MSAT), 48 hours
- Doctor of Education (EdD) in Kinesiology, 63 hours
- Master of Science/ Doctor of Philosophy (MS/PhD) in Kinesiology, 78 hours
- Doctor of Philosophy (PhD) in Kinesiology, Applied Neuromechanics, Exercise Physiology, Pedagogical Kinesiology, and Sport and Exercise Psychology optional concentrations, 60 hours

Graduate Faculty

Professors

Ang Chen, PhD, Children/adolescent motivation, learning, and physical activity behavior change.

Catherine D. Ennis, PhD, Curriculum theory and development in physical education/activity with specific application to urban school settings.

Jennifer L. Etnier, PhD, Mental health benefits of physical activity, exercise and cognitive performance (Director of Graduate Study).

Diane L. Gill, PhD, Sport and exercise psychology, social psychological aspects of physical activity and well-being across the lifespan.

Allan H. Goldfarb, PhD, Exercise physiology, hormonal/oxidative stress, muscle damage, glycogen metabolism.

Thomas J. Martinek, EdD, Psycho-social dynamics of teaching and coaching, teacher education, research design and statistics.

David H. Perrin, PhD, Athletic training/sports medicine, ACL injury risk factors.

Sandra J. Shultz, PhD, Athletic training/sports medicine, ACL injury risk factors, hormones and joint laxity, neuromuscular control of knee stability.

Joseph W. Starnes, PhD, Cardiac function and metabolism, exercise-induced cardioprotection, statins, aging (Department Chair).

Kathleen Williams, PhD, Coordination and control of movement in aging adults, evaluation and validation of movement sequences.

Associate Professors

Paul G. Davis, PhD, Exercise and metabolic health, lipoproteins and other cardiovascular disease risk factors, obesity.

Katherine M. Jamieson, PhD, Social inequalities. Queer, transnational,postcolonial bodies in sport, exercise, and physical education/health settings.

William B. Karper, EdD, Exercise effects on ill/disabled children and adults, older adults and chronic pain conditions.

Randy J. Schmitz, PhD, Athletic training/sports medicine, muscle training, performance, and fatigue, therapeutic modalities in orthopedic rehabilitation.

Laurie Wideman, PhD, Exercise endocrinology, focused on the hormonal, cytokine and adipokine responses to acute and chronic exercise.

Assistant Professors

Renee Newcomer Appaneal, EdD, Psychological aspects of sport injury and rehabilitation, performance psychology, health psychology and behavior change counseling.

Kurt W. Kornatz, PhD, Neuromuscular processes involved in human movements with an emphasis on changes due to aging, exercise, and fatigue.

Christopher K. Rhea, PhD, Nonlinear dynamics of gait and posture, virtual reality applications for locomotor rehabilitation.

Academic Professional Associate Professors

Pamela Kocher Brown, EdD, Pedagogy, sociohistorical perspectives, activities program.

John A. Richards, EdD, Activity instruction program.

Academic Professional Assistant Professors

Aaron B. Terranova, EdD, Athletic training/sports medicine, job satisfaction, intention to leave, clinical education.
Donna Duffy, PhD, Pedagogy.

Adjunct Associate Professors

Daniel Bensimhon, MD, Exercise physiology.
Walter R. Bixby, PhD, Sport and exercise psychology.
Eric E. Hall, PhD, Sport and exercise psychology.
Jolene M. Henning, EdD, Athletic Training Education Program, sports medicine.
Bradley C. Nindl, PhD, Exercise physiology.
Lavon Williams, PhD, Sport and exercise psychology.

Adjunct Assistant Professors

John C. Lalonde, MD, Athletic Training Education Program.
Stephen D. Lucey, MD, Sports medicine, Athletic Training Education Program.
H. Nolo Martinez, EdD, Community Youth Sport Development.

Adjunct Instructor

Erica P. Thornton, MS, ATC, LAT, Athletic Training Education Program.

MS *Master of Science in Kinesiology*

The MS in Kinesiology offers both a 30-hour thesis/project option and 36-hour course work only option. Concentrations in applied neuromechanics, exercise physiology, pedagogical kinesiology, community youth sport development, and sport and exercise psychology are offered in the thesis/project option. Concentrations in community youth sport development, exercise physiology, motor behavior, pedagogical kinesiology, sport and exercise psychology, and sports medicine are offered in both options. For both options, a minimum of 24 hours must be completed in the department.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department and described in detail at www.uncg.edu/kin/essappl.html.

Most applications are reviewed in the spring for fall admission. Admission is competitive. To ensure full consideration for admission and assistantship funding, applications should be received by January 15.

Degree Requirements for Both Options

Breadth Requirement (6 hours)

One course in each of the two discipline-focused areas is selected in consultation with the advisor. Other courses may be acceptable with instructor and advisor approval.

Sociohistorical/Behavioral Studies (3 hours)

Acceptable courses include:

KIN 630 Sport and Society: Social Inequalities (3)
KIN 632 Sport and Society: Global and Ethnic Relations (3)
KIN 644 Psychology of Sport and Exercise (3)
KIN 647 Motor Development and Human Movement (3)
KIN 648 Learning and Performance of Physical Skills (3)
KIN 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)

Biophysical Studies (3 hours)

Acceptable courses include:

KIN 576 Nutrition and Physical Fitness (3)
KIN 579 Exercise and Older Adults (3)
KIN 643 Mechanical Analysis of Motor Skills (3)
KIN 670 Physiology of Exercise (3)
KIN 718 Cardiovascular Aspects of Exercise Physiology (3)
KIN 719 Muscular Aspects of Exercise Physiology (3)

Research Techniques Requirement (3 hours)

KIN 611 Research Methods for Kinesiology (3)

THESIS/PROJECT OPTION (30 HOURS)

Research and Thesis (6 hours) (Capstone)

One of the following:

KIN 698 Field Project in Kinesiology (6)
KIN 699 Thesis (6)

Remaining 15 Hours

With approval of the advisor, the student selects 15 hours of course work that constitute a specialized knowledge base relevant to the student's academic interests and goals. For those seeking a concentration in applied neuromechanics, community youth sport development, exercise physiology, pedagogical kinesiology, or sport and exercise psychology, the electives are designated below.

APPLIED NEUROMECHANICS CONCENTRATION

Concentration Core (9 hours)

Acceptable courses include:

KIN 643 Mechanical Analyses of Motor Skills (3)
KIN 647 Motor Development and Human Movement (3)
KIN 648 Learning and Performance of Physical Skills (3)
KIN 661 Movement Theory (3)
KIN 702 Research Seminar in Applied Neuromechanics (1-3)
KIN 719 Muscular Aspects of Exercise Physiology (3)
KIN 730 Neural Aspects of Motor Control (3)

Concentration Electives (6 hours)

With approval of the advisor, the student selects 6 hours of elective course work.

COMMUNITY YOUTH SPORT DEVELOPMENT CONCENTRATION

Concentration Core (9 hours)

KIN 520 Physical Activity Programs for the Underserved Youth (3)
KIN 521 Evaluation of Physical Activity Programs in Youth Development (3)
KIN 676 Problems Seminar: Youth Development (3)

Concentration Electives (6 hours)

CED 610 Helping Relationships (3)
ENT 540 Social Entrepreneurship: Justice and a Green Environment (3)
HEA 671 Immigrant and Refugee Health (3)
KIN 519 Mentoring in Community Youth Development Programs (3)
KIN 695 Independent Study (3)
PSC 520 The Urban Political System (3)
PSC 612 Organizational Behavior and Leadership (3)
PSC 620 Urban Development Policy (3)
SOC 621 Advanced Topics in Juvenile Delinquency (3)
SOC 643 Urban Sociology (3)
SOC 653 Deviance and Social Control (3)
SWK 527 Human Services for Immigrants and Refugees (3)
SWK 584 Social Services for Children (3)
TED 545 Diverse Learners (3)

EXERCISE PHYSIOLOGY CONCENTRATION

Core Required Course (3 hours)

KIN 670 Physiology of Exercise (3) (Satisfies Biophysical Core Requirement)

Concentration Core (6 hours)

Acceptable courses include:

KIN 570 Development and Implementation of Fitness Programs (3)
KIN 576 Nutrition and Physical Fitness (3)
KIN 579 Exercise and Older Adults (3)
KIN 650 Scientific Factors Affecting Human Performance (3)
KIN 665 Physical Activity and Health (3)
KIN 667 Exercise Electrocardiography and Cardiopulmonary Medications (3)
KIN 668 Advanced Exercise Assessment (3)
KIN 669 Advanced Exercise Prescription (3)
KIN 675 Applied Human Work Physiology (3)
KIN 679 Exercise and Older Adults: Advanced (3)
KIN 696 Laboratory Technology in Kinesiology (1-2)
KIN 718 Cardiovascular Aspects of Exercise Physiology (3)
KIN 719 Muscular Aspects of Exercise Physiology (3)

Concentration Electives (9 hours)

With approval of the advisor, the student selects 9 hours of elective course work.

PEDAGOGICAL KINESIOLOGY CONCENTRATION

Core Required Course (3 hours)

KIN 652 Curriculum Development in Physical Education (3)

Concentration Core (6 hours)

Acceptable courses include:

KIN 570 Development and Implementation of Fitness Programs (3)
KIN 571 Physical Education for Individuals with Special Needs (3)
KIN 606 Workshops in Physical Education (3)
KIN 613 The Meaning and Significance of Physical Education (3)
KIN 617 Current Theories and Practice of Teaching Sports (3)
KIN 646 Theoretical Considerations of Physical Education for Children (3)
KIN 652 Curriculum Development in Physical Education (3)
KIN 654 Seminar in Curriculum Development in Physical Education (3)
KIN 655 Analysis of Teaching Behavior (3)
KIN 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)
KIN 657 Teacher Education in Physical Education (3)
KIN 658 Multiculturalism in Pedagogical Kinesiology (3)
KIN 663 Supervision Practicum of PE and Health (3)
KIN 664 PE Program Evaluation and Evidence-Based Practice (3)

Concentration Electives (6 hours)

With approval of the advisor, the student selects 6 hours of elective course work.

SPORT AND EXERCISE PSYCHOLOGY CONCENTRATION

Core Required Course (3 hours)

KIN 644 Psychology of Sport and Exercise (3) (Satisfies Socio-cultural/Behavioral Core requirement)

Concentration Core (6 hours)

Acceptable courses include:

KIN 635 Gender Issues in Kinesiology (3)
KIN 645 Exercise Psychology (3)
KIN 665 Physical Activity and Health (3)
KIN 695 Independent Study (Sport and Exercise Psychology topic) (1-3)
KIN 743 Psychological Aspects of Sport Injury (3)
KIN 744 Applied Sport Psychology (3)
KIN 745 Social Psychology and Physical Activity (3)
KIN 746 Practicum in Applied Sport and Exercise Psychology (1-6)
KIN 748 Advanced Topics in Sport and Exercise Psychology (topics vary) (3)

Concentration Electives (9 hours)

With approval of the advisor, the student selects 9 hours of elective course work.

COURSE WORK ONLY OPTION (36 HOURS)

Integrative Experience (Capstone)

With 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, 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. KIN 595 Kinesiology Internship (3) or (6)
3. KIN 694 Internship in Kinesiology (3-6)
4. KIN 695 Independent Study (1-3)
5. KIN 697 Field Practicum in Kinesiology (3-6)

Electives (27 hours minimum)

With approval of the advisor, the student selects a minimum of 27 hours of course work that constitutes a specialized knowledge base relevant to the student's academic interests and goals. For those seeking a concentration in exercise physiology, motor behavior, pedagogical kinesiology, sport and exercise psychology, or sports medicine, the specific course requirements follow.

COMMUNITY YOUTH SPORT DEVELOPMENT CONCENTRATION

Concentration Core (12 hours minimum)

KIN 519 Mentoring in Community Youth Development Programs (3)
KIN 520 Physical Activity Programs for the Underserved Youth (3)
KIN 521 Evaluation of Physical Activity Programs in Youth Development (3)
KIN 676 Problems Seminar: Youth Development (3)

Concentration Electives (12 hours)

CED 610 Helping Relationships (3)
ENT 540 Social Entrepreneurship: Justice and a Green Environment (3)
HEA 671 Immigrant and Refugee Health (3)
KIN 519 Mentoring in Community Youth Development Programs (3) (repeated for credit)
KIN 695 Independent Study (3)
PSC 520 The Urban Political System (3)
PSC 612 Organizational Behavior and Leadership (3)
PSC 620 Urban Development Policy (3)
SOC 621 Advanced Topics in Juvenile Delinquency (3)
SOC 643 Urban Sociology (3)
SOC 653 Deviance and Social Control (3)
SWK 527 Human Services for Immigrants and Refugees (3)
SWK 584 Social Services for Children (3)
TED 545 Diverse Learners (3)

Integrative Experience (Capstone) (3 hours)

Select one of the following:

KIN 522 Internship in Community Youth Sport Development Programs (6)
KIN 694 Internship in Kinesiology (3)
KIN 697 Field Practicum in Kinesiology (3)

EXERCISE PHYSIOLOGY CONCENTRATION

Core Required Course (3 hours)

KIN 670 Physiology of Exercise (3) (Satisfies Biophysical Core Requirement)

Concentration Core (12 hours minimum)

Acceptable courses include:

KIN 570 Development and Implementation of Fitness Programs (3)
KIN 576 Nutrition and Physical Fitness (3)
KIN 579 Exercise and Older Adults (3)
KIN 650 Scientific Factors Affecting Human Performance (3)
KIN 665 Physical Activity and Health (3)
KIN 667 Exercise Electrocardiography and Cardiopulmonary Medications (3)
KIN 668 Advanced Exercise Assessment (3)
KIN 669 Advanced Exercise Prescription (3)
KIN 675 Applied Human Work Physiology (3)
KIN 679 Exercise and Older Adults: Advanced (3)
KIN 696 Laboratory Technology in Kinesiology (1-2)
KIN 718 Cardiovascular Aspects of Exercise Physiology (3)
KIN 719 Muscular Aspects of Exercise Physiology (3)

Concentration Electives (15 hours)

With approval of the advisor, the student selects 15 hours of elective course work.

MOTOR BEHAVIOR CONCENTRATION

Concentration Core (12 hours)

Acceptable courses include:

KIN 643 Mechanical Analyses of Motor Skills (3)
KIN 647 Motor Development and Human Movement (3)
KIN 648 Learning and Performance of Physical Skills (3)
KIN 651 Motor Behavior and Aging (3)
KIN 661 Movement Theory (3)
KIN 695 Independent Study (3)
KIN 719 Muscular Aspects of Exercise Physiology (3)
KIN 730 Neural Aspects of Motor Control (3)

Concentration Electives (15 hours)

With approval of the advisor, the student selects 15 hours of elective course work.

PEDAGOGICAL KINESIOLOGY CONCENTRATION

Core Requirement (3 hours)

KIN 652 Curriculum Development in Physical Education (3)

Concentration Core (12 hours)

Acceptable courses include:

KIN 570 Development and Implementation of Fitness Programs (3)
KIN 571 Physical Education for Individuals with Special Needs (3)
KIN 606 Workshops in Physical Education (3)
KIN 613 The Meaning and Significance of Physical Education (3)
KIN 617 Current Theories and Practice of Teaching Sports (3)
KIN 646 Theoretical Considerations of Physical Education for Children (3)
KIN 654 Seminar in Curriculum Development in Physical Education (3)
KIN 655 Analysis of Teaching Behavior (3)
KIN 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)

KIN 657 Teacher Education in Physical Education (3)
KIN 658 Multiculturalism in Pedagogical Kinesiology (3)
KIN 663 Supervision of Physical Education (3)
KIN 664 PE Program Evaluation and Evidence-Based Practice (3)

Concentration Electives (12 hours)
With approval of the advisor, the student selects 12 hours minimum of elective course work.

SPORT AND EXERCISE PSYCHOLOGY CONCENTRATION

Core Required Course (3 hours)
KIN 644 Psychology of Sport and Exercise (3) (Satisfies Socio-cultural/Behavioral Core requirement)

Concentration Core (6 hours minimum)
Acceptable courses include:

KIN 635 Gender Issues in Kinesiology (3)
KIN 645 Exercise Psychology (3)
KIN 665 Physical Activity and Health (3)
KIN 695 Independent Study (Sport and Exercise Psychology topic) (1-3)
KIN 743 Psychological Aspects of Sport Injury (3)
KIN 744 Applied Sport Psychology (3)
KIN 745 Social Psychology and Physical Activity (3)
KIN 746 Practicum in Applied Sport and Exercise Psychology (1-6)
KIN 748 Advanced Topics in Sport and Exercise Psychology (topics vary) (3)

Concentration Electives (21 hours)
With approval of the advisor, the student selects 21 hours of elective course work.

SPORTS MEDICINE CONCENTRATION

Concentration Core (12 hours minimum)
Acceptable courses include:

KIN 576 Nutrition and Physical Fitness (3)
KIN 638 Therapeutic Modalities (3)
KIN 640 Rehabilitation Techniques for Athletic Injuries (3)
KIN 643 Mechanical Analysis of Motor Skills (3)
KIN 670 Physiology of Exercise (3)
KIN 708 College Teaching in Kinesiology (1)
KIN 709 Mentored Teaching in Kinesiology (2)
KIN 720 Pathophysiology and Pharmacology (3)
KIN 725 Management and Professional Issues in Athletic Training (3)
KIN 730 Neural Aspects of Motor Control (3)
KIN 743 Psychological Aspects of Sport Injury (3)

Concentration Electives (15 hours)
With approval of the advisor, the student selects 15 hours of elective course work.

MSAT *Master of Science in Athletic Training*

The 48-hour, entry-level Master of Science in Athletic Training, 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.

Application and Admission

Admission to the MSAT 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 as well as the Director of the Athletic Training Education Program as described at www.uncg.edu/kin/atep/applicationprocess. The following prerequisites are required for admission eligibility and must be verifiable during the application process:

1. Satisfactory completion (C or better) of prerequisite course work in human anatomy (lecture and lab), human physiology (lecture and lab), exercise physiology, biomechanics/kinesiology, and nutrition. (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/kin/atep/intro_ath_training.

Degree Requirements

Core Requirements (6 hours)
KIN 743 Psychological Aspects of Sport Injury (3)
KIN 638 Therapeutic Modalities (3)

Research Techniques (3 hours)
KIN 611 Research Methods for Kinesiology (3)

Athletic Training Requirements (27 hours)
KIN 536 Anatomical Basis of Athletic Injury (2)
KIN 634 Athletic Training Foundations (2)
KIN 636 Athletic Injury Evaluation (3)
KIN 637 Athletic Injury Evaluation Laboratory (1)
KIN 639 Therapeutic Modalities Laboratory (1)
KIN 640 Rehabilitation Techniques for Athletic Injuries (3)
KIN 641 Rehabilitation Techniques Laboratory (1)
KIN 642 Optimizing Athletic Performance (3)
KIN 704 Athletic Training Seminar (1)
KIN 705 Applied Rehabilitation Concepts (1)
KIN 720 Pathophysiology and Pharmacology (3)
KIN 721 General Medical Conditions (3)
KIN 725 Management and Professional Issues in Athletic Training (3)

Integrative Clinical Experience (12 hours)

KIN 620 Athletic Training Clinical Experience (6) (taken two times for 3 hours each in the first two semesters of the student's program of study)

*KIN 697 Field Practicum in Kinesiology (6) (taken two times for 3 hours each in the last two semesters of the student's program of study)

*Indicates Capstone Experience

Non-credit Professional Development Requirements

In addition to the 48 credit hours of course work, students are required to gain approximately two weeks of clinical experience during assigned pre-season athletic practices during August of each year in the program. Students are also required to attend weekly in-services and journal club sessions during each of the fall and spring semesters in the program.

EdD Doctor of Education in Kinesiology

The EdD in Kinesiology requires a minimum of 63 semester hours of course work and is for experienced kinesiology 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.

Of the 63 hours of required course work, a minimum of 24 hours must be completed in KIN, excluding dissertation hours.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department and described in detail at www.uncg.edu/kin/essappl.html.

Most applications are reviewed in the spring for fall admission. The application deadline to receive full consideration for admission and assistantship funding is January 15.

Degree Requirements

Teaching and Learning (6 hours minimum)

Students select a minimum of 6 hours from the following. Other courses may be acceptable with advisor and committee approval.

KIN 652 Curriculum Development in Physical Education (3)
KIN 655 Analysis of Teaching Behavior (3)
KIN 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)
KIN 663 Supervision of Physical Education (3)
KIN 708 College Teaching in Kinesiology (1)
HED 607 Adult Learning and College Teaching (3)
HED 611 Survey of Adult Education (3)
HED 662 Curriculum in Higher Education (3)
HED 745 Higher Education: Equity, Inclusion, and Learning (3)
ELC 609 Epistemology and Education (3)
TED 664 Teaching Problem Solving (3)

Leadership in Kinesiology (6 hours minimum)

Students select a minimum of 6 hours from the following. Other courses may be acceptable with advisor and committee approval.

KIN 725 Management and Professional Issues in Athletic Training (3)
HED 606 Administration of Higher Education (3)
HED 612 Current Issues in Higher Education (3)
HED 661 Higher Education in the U.S. (3)
HED 663 Program Planning in Postsecondary Education (3)

Interdisciplinary Concepts (6 hours minimum)

Students select a minimum of 6 hours from the following and must include 2 different subdisciplinary areas. Other courses may be acceptable with advisor and committee approval.

KIN 630 Sport and Society: Social Inequalities (3)
KIN 632 Sport and Society: Global and Ethnic Relations (3)
KIN 635 Gender Issues in Exercise and Sport (3)
KIN 643 Mechanical Analysis of Motor Skills (3)
KIN 644 Psychology of Sport and Exercise (3)
KIN 647 Motor Development and Human Movement (3)
KIN 648 Learning and Performance of Physical Skills (3)
KIN 665 Physical Activity and Health (3)
KIN 670 Physiology of Exercise (3)
KIN 710 Sport and Feminisms (3)
KIN 743 Psychological Aspects of Sport Injury (3)

Research/Inquiry/Problem-Solving (9 hours)

With the approval of the advisory committee, students select at least 9 hours from the following. Other courses may be acceptable with advisor and committee approval.

KIN 611 Research Methods for Kinesiology (3)
KIN 614 Qualitative Inquiry in Health and Human Performance (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)
TED 675 Teacher as Researcher (3)
TED 730 Qualitative Research Design in Curriculum and Instruction (3)

Background Course Work in Support of Dissertation (12 hours)

With the approval of the advisory committee, students select at least 12 hours of course work relevant to the dissertation and ultimate professional goals. This may be a combination of traditional course work and independent study (no more than 6 hours of independent study). This course work may be taken in kinesiology and/or other departments at UNCG.

Seminars (6 hours)

KIN 750 Seminar in Kinesiology (3)
KIN 751 Advanced Research Seminar in Kinesiology(3)

Internship (6 hours)

KIN 694 Internship in Kinesiology (3-6)

Dissertation (12 hours)

KIN 799 Dissertation (12)

MS/PHD *Master of Science/Doctor of Philosophy in Kinesiology*

The combined MS/PhD track in Kinesiology consists of a minimum of 78 semester hours beyond the baccalaureate degree. It is anticipated that the Plan of Study for the MS/PhD 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 MS degree if they choose not to continue on to completion of the PhD degree. For those students already enrolled in the MS degree, it is expected their MS course work will already include many of the foundational courses for their discipline. In this case, additional course work in Years 3 and 4 will primarily consist of intensive research and dissertation credit hours. Specific course work will be determined by the student's advisor and advisory committee, consistent with each sub-discipline. A general outline of requirements is below:

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department and described in detail at www.uncg.edu/kin/essappl.html.

Most applications are reviewed in the spring for fall admission. The application deadline to receive full consideration for admission and assistantship funding is January 15.

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 MS/PhD track. Current master's degree students in kinesiology who wish to pursue the PhD may apply once they have completed at least 18 credits of foundational course work in their discipline, have demonstrated dedication to research, and have not yet formally proposed their thesis. Students must apply for admittance to the MS/PhD and must identify one of the possible concentration areas (Applied Neuromechanics, Exercise Physiology, Sport and Exercise Psychology, or Kinesiology.)

Degree Requirements

Requirements (78 Hours Minimum)

1. Core courses (6 hours) – One course each in discipline-focused areas of sociohistorical/behavioral and biophysical studies
2. Integrative experience (6 hours)
3. Research methods (3 hours)
4. Research tools and statistics (12 hours)
5. Independent doctoral research (KIN 795) or equivalent (minimum of 6 hours)
6. Electives in major concentration area (33 hours)
7. Dissertation (12 hours)

Items 1-3 plus 15-21 hours of electives are required to complete the MS degree. (See the requirements for the MS Thesis and Non-Thesis options.) Items 1-7 are required to complete the MS/PhD. A minimum of 9 credits must be in courses numbered 750 and above.

Program Progression

Year 1: 18 hours of course work, to include courses related to the research process
Benchmark: Preliminary screening (early/mid semester 2)

Year 2: 18 hours of course work, 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 course work
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 MS/PhD 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 course work (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 MS degree level and pursue other intellectual/career avenues.

Procedures for Preliminary Screening Review are available on the KIN web site www.uncg.edu/kin/phd-prelim.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 MS/PhD 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 Kinesiology.

For more information and a sample program of study, please visit www.uncg.edu/kin/grad.html.

PHD *Doctor of Philosophy in Kinesiology*

The PhD in Kinesiology requires a minimum of 60 semester hours. Some students are required to take additional hours beyond the minimum. Students may choose to take a general course of study in kinesiology or choose from four concentration areas: applied neuromechanics, exercise physiology, pedagogical kinesiology, and sport and exercise psychology. Students must complete a minimum of 24 hours in kinesiology, excluding dissertation hours.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department and described in detail at www.uncg.edu/kin/essappl.html.

Most applications are reviewed in the spring for fall admission. The application deadline to receive full consideration for admission and assistantship funding is January 15.

Degree Requirements

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.

Research Techniques (12 hours)

With the approval of the Advisory Committee, the student selects a minimum of 12 hours of course work focused on research techniques.

Dissertation (12 hours)

KIN 799 Dissertation (12)

Electives (36 hours)

With the approval of the Advisory Committee, the student selects at least 36 hours of course work tailored to meet his/her particular academic goals. This should include course work in a specialized knowledge base and course work in other areas of kinesiology and/or other departments. For those seeking a concentration in applied neuromechanics, exercise physiology, pedagogical kinesiology, or sport and exercise psychology the 36 hours are designated as follows.

APPLIED NEUROMECHANICS CONCENTRATION

Concentration Core (24 hours)

KIN 643 Mechanical Analyses of Motor Skills (3)
KIN 702 Seminar in Applied Neuromechanics (3)
KIN 708 College Teaching in Kinesiology (1)
KIN 709 Mentored Teaching in Kinesiology (2)
KIN 719 Muscular Aspects of Exercise Physiology (3)
KIN 730 Neural Aspects of Motor Control (3)
KIN 795 Independent Doctoral Research (6)
KIN 798 Doctoral Seminar in Grant Writing (3)

Concentration Electives (12 hours)

With approval of the advisor, students must complete a minimum of 12 hours of course work in other areas of kinesiology.

EXERCISE PHYSIOLOGY CONCENTRATION

Concentration Core (9 hours)

KIN 670 Physiology of Exercise (3)
KIN 718 Cardiovascular Aspects of Exercise Physiology (3)
KIN 719 Muscular Aspects of Exercise Physiology (3)

Concentration Electives (12 hours)

KIN 576 Nutrition and Physical Fitness (3)
KIN 650 Scientific Factors Affecting Human Performance (3)
KIN 665 Physical Activity and Health (3)
KIN 667 Exercise Electrocardiography and Cardiopulmonary Medications (3)
KIN 668 Advanced Exercise Assessment (3)

KIN 669 Advanced Exercise Prescription (3)
KIN 675 Applied Human Work Physiology (3)
KIN 679 Exercise and Older Adults: Advanced (3)
KIN 696 Laboratory Technology in Kinesiology (1-2)
KIN 701 Research Topics in Kinesiology (3)

Required Research prior to Dissertation (6 hours minimum)

KIN 695 Independent Study (3-6)
KIN 795 Independent Doctoral Research (3-6)

Additional Electives (9 hours)

With approval of the advisor, students must complete a minimum of 9 hours of course work in other areas of kinesiology.

PEDAGOGICAL KINESIOLOGY CONCENTRATION

Concentration Core (18 hours)

Acceptable courses include:

KIN 570 Development and Implementation of Fitness Programs (3)
KIN 571 Physical Education for Individuals with Special Needs (3)
KIN 606 Workshops in Physical Education (3)
KIN 613 The Meaning and Significance of Physical Education (3)
KIN 617 Current Theories and Practice of Teaching Sports (3)
KIN 646 Theoretical Considerations of Physical Education for Children (3)
KIN 652 Curriculum Development in Physical Education (3)
KIN 654 Seminar in Curriculum Development in Physical Education (3)
KIN 655 Analysis of Teaching Behavior (3)
KIN 656 Psycho-Social Aspects of Teaching Physical Education and Sport (3)
KIN 657 Teacher Education in Physical Education (3)
KIN 658 Multiculturalism in Pedagogical Kinesiology (3)
KIN 663 Supervision of Physical Education (3)
KIN 664 PE Program Evaluation and Evidence-Based Practice (3)
KIN 707 Critical Analysis of Professional Literature in Pedagogical Kinesiology (3)
KIN 734 Measurement Theory Applied to Pedagogical Kinesiology (3)
KIN 749 PE Learning and Motivation Advanced Seminar (3)
KIN 785 Curriculum Theory in PE Advanced Seminar (3)

Concentration Electives (18 hours)

With approval of the advisor, the student must complete 18 hours of 600- to 700-level elective course work that complements the specialized knowledge base relevant to the student's academic interest and career goals.

SPORT AND EXERCISE PSYCHOLOGY CONCENTRATION

Concentration Core (9 hours)

Specialization area courses relate to the student's research focus and sport/exercise psychology interests. Course work should include advanced sport/exercise psychology courses (e.g., KIN 744, 745, advanced topics). Acceptable courses include:

KIN 635 Gender Issues in Exercise and Sport (3)
KIN 644 Psychology of Sport and Exercise (3)
KIN 645 Exercise Psychology (3)
KIN 665 Physical Activity and Health (3)
KIN 695 Independent Study (Sport and Exercise Psychology topic) (1-3)
KIN 743 Psychological Aspects of Sport Injury (3)
KIN 744 Applied Sport Psychology (3)
KIN 745 Social Psychology and Physical Activity (3)
KIN 746 Practicum in Applied Sport and Exercise Psychology (1-6)
KIN 748 Advanced Topics in Sport and Exercise Psychology (topics vary) (3)
KIN 795 Independent Doctoral Research (3)

Concentration Electives (27 hours)

With approval of the advisor, students must complete a minimum of 27 hours of elective course work.

RESIDENCY

The Department does not recognize summer session as part of the residency requirement for PhD students. Two consecutive 15-week semesters of study in which a student is enrolled for a minimum of 6 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 KIN Graduate web site for details.

1. Approval of Plan of Study
2. Preliminary examination
3. Dissertation proposal approval
4. Advancement to candidacy
5. Final oral examination

KIN *Kinesiology Courses*

A minimum GPA of 2.3 at UNCG is required for an undergraduate to enroll in 500-level KIN 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 (6:1:15) (SVL)
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/kinesiology or women's and gender 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 KIN courses
Preparation in planning, designing, developing, organizing, programming, implementing, directing, 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; KIN 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 Kinesiology Internship (3:1:10) or (6:1:20)
Pr. permission of instructor in addition to the following: cumulative GPA of 2.50 or better; admission to the fitness leadership concentration; completion of all KIN core courses and additional concentration courses except 570; grades of C (2.0) or better in all required KIN 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.

610 Statistical Methods for Kinesiology (3:3)
Basic statistics with applications for kinesiology.

611 Research Methods for Kinesiology (3:3)
Concepts and methods of research for kinesiology; formulation of problems, design and methodologies, evaluation of research, development of research proposals.

612 Research in Kinesiology II: Advanced Topics (3:3)
Pr. 611 or permission of instructor
Examination of selected strategies, methods, statistical or interpretative analytic processes used in kinesiology 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.

615 Ethnographic Methods in Kinesiology (3:2:3)
Conducting research in public schools, coaching, community, youth and recreational settings, including identifying relevant sites and data sources, negotiating entry, gathering and triangulating participant perspectives, and using computer technology/software.

617 Current Theories and Practice of Teaching Sports (3:3)
Contemporary approaches to sports analysis and sports teaching in instructional physical education.

620 Athletic Training Clinical Experience (3:0:20)
Pr. admission to the MSAT degree program
Supervised field experience in an assigned athletic training clinical setting. Students are required to complete 300 clock hours under the supervision of an approved clinical instructor. Must be taken twice.

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. admission to MSAT degree 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 Kinesiology (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 Injury Evaluation Laboratory (1:0:3)
Pr. admission to MSAT degree program or permission of instructor
Laboratory course focused on the development of psychomotor competencies in orthopedic injury evaluation. A $25 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 Therapeutic Modalities Laboratory (1:0:3)
Pr. admission to MSAT degree program or permission of instructor
Laboratory course focused on the development of psychomotor competencies in therapeutic modalities. A $25 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 Rehabilitation Techniques Laboratory (1:0:3)
Pr. admission to MSAT degree program or permission of instructor
Laboratory course focused on the development of psychomotor competencies in therapeutic exercise and rehabilitation techniques. A $25 lab fee for supplies required.

642 Optimizing Athletic Performance (3:2:3)
Pr. admission to MSAT degree program or permission of instructor
Exploration of sports nutrition, ergogenic aids, and strength and conditioning principles within the context of sport injury and rehabilitation.

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.

658 Multiculturalism and Physical Education Curriculum (3:3)
Cultures, cultural influence, race, gender and class roles, as they intersect with physical ability in physical activity, hidden curriculum issues, diverse cultures as curricular resources, culturally relevant pedagogy in PE.

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 with practice using teacher behavior observation tools and techniques to supervise undergraduate student teachers in physical education and health settings.

664 PE Program Evaluation and Evidence-Based Practice (3:3)
Program evaluation concepts, processes, and issues in physical education/activity interventions; reflection and critique of different evaluation philosophies, theories, and policy ramifications in program evaluation.

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.

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.

677 Entrepreneurship Opportunities in Healthy Aging (3:3)
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis. (Same as GRO 677 and KIN 677)

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 Kinesiology (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 Kinesiology (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 Kinesiology (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 Kinesiology (6)
Pr. approved candidates for the master's degree in kinesiology 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 Kinesiology (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 kinesiology. May be repeated for credit when topic varies.

701 Research Topics in Kinesiology (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 KIN 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)

704 Athletic Training Seminar (1:1)
Pr. admission to the MSAT degree program
Structured review for the National Athletic Trainers' Association Board of Certification (BOC) examination.

705 Applied Rehabilitation Concepts (1:0:6)
Pr. admission to the MSAT degree program
Capstone experience involving the supervision of a comprehensive orthopedic rehabilitation project.

707 Critical Analysis of Professional Literature in Pedagogical Kinesiology (3:3)
Pr. 652, 654, or permission of instructor
Analysis, synthesis, and critique of scientific, critical, postmodern, poststructural, and phenomenological literature in pedagogical kinesiology.

708 College Teaching in Kinesiology (1:1)
Pr. permission of instructor
Introduction to issues and methods for teaching kinesiology in higher education. Seminar and online discussion format. (Graded on S-U basis)

709 Mentored Teaching in Kinesiology (1-3)
Pr. permission of instructor
Mentored teaching experience in kinesiology 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 KIN 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 KIN 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 General Medical Conditions (3:2:4)
Pr. admission to MSAT degree program or permission of instructor, Coreq. 720
Lecture and laboratory 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. admission to MSAT degree 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.

734 Measurement Theory Applied to Pedagogical Kinesiology (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.

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 10 credit hours. No more than 6 credit hours can count toward degree requirements. Lab fee required each semester. (Graded on S-U basis)

748 Advanced Topics in Sport Exercise and Psychology (3:3)
Pr. 644 or equivalent and permission of instructor
Advanced study in special topics within a field of sport and exercise psychology. May be repeated for credit when topic varies for a maximum of 12 credits.

749 PE Learning and Motivation Advanced Seminar (3:3)
Comprehensive analysis and critical examination of learning and achievement motivation theories and constructs, instructional strategies, and curriculum designs in physical education and other physical activity settings.

750 Seminar in Kinesiology (3:3)
Integrative seminar focusing on major issues confronting the field of kinesiology, and applying concepts to professional practice and higher education. (formerly KIN 649)

751 Advanced Research Seminar in Kinesiology (3:3)
Pr. 611 or permission of instructor
Integrative seminar focusing on development, refinement, and presentation of research. (Graded on S-U basis) (formerly KIN 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.

785 Curriculum Theory in PE Advanced Seminar (3:3)
Pr. 652 or 654
In-depth examination and critical analysis of the evolution of physical education curriculum theory discourses in the United States from 1900 to the present.

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. minimum second year doctoral candidate in HHP or permission of instructor. Coreq. 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)

Department of Languages, Literatures, and Cultures

2321 Moore Humanities and Research Administration Building • www.uncg.edu/llc • (336) 334-5655

Graduate Programs

- Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies, 15 hours
- Master of Arts (MA) in Romance Languages and Literatures, French and Francophone Studies or Spanish concentration, 30 hours
- Master of Education (MEd) in Curriculum and Instruction, French Education or Spanish Education concentration, 36-39 hours

Graduate Faculty

Professors

Roberto Campo, PhD, 16th century French literature, poetic and aesthetic theory of antiquity and the Renaissance, laughter theory, orientalism (Director of French Graduate Study).

David A. Fein, PhD, Medieval French literature, 15th century French literature, lyric poetry, teaching language through literature.

Mark I. Smith-Soto, PhD, 19th and 20th century Spanish American poetry.

Carmen T. Sotomayor, PhD, Contemporary Spanish literature and culture, contemporary Spanish women writers, literature and visual arts of the Spanish Civil War.

Andreas Lixl, PhD, German cultural history, 19th and 20th century; German-Jewish history, exile studies, modern German literature.

Amy R. Williamsen, PhD, 16th and 17th century Spanish prose and theater, women writers of 16th and 17th century Spain, contemporary literary theory (Head of Department).

Associate Professors

Laura A. Chesak, PhD, Contemporary Spanish American literature, Spanish American women writers.

Mariche Garcia-Bayonas, PhD, Second language acquisition, phonology, phonetics, applied linguistics, sociolinguistics.

Veronica Grossi, PhD, Spanish American Colonial literature, critical and feminist theory, Spanish American women writers, Spanish American poetry and 20th century Mexican literature.

Ana Hontanilla, PhD, 18th and 19th century Spanish literature and cultural studies (Director of Spanish Graduate Study).

Kathleen M. Macfie, PhD, Slavic literatures, Russian literary criticism and cultural history, 20th century Russian poetry, Russian and African American literary ties.

Assistant Professors

Claudia Cabello Hutt, PhD, 19th and 20th century Spanish American literature and culture; 19th and 20th intellectual history, women writers and visual culture; feminist theory; literature and culture of the Southern Cone.

Ignacio López, PhD, Spanish medieval literature, Spanish Golden Age literature and art, Cervantes, courtly culture.

Kelly Lowther Pereira, PhD, Second language acquisition and teaching, Hispanic sociolinguistics, heritage language education, bilingualism, languages in contact

Cybelle McFadden, PhD, Contemporary French and Francophone file, video, visual art and literature; 20th century French women's film and literature; feminist theory; film theory; French and Francophone culture; 19th century French literature.

Arndt Niebisch, PhD, German and European Studies, media theory and German thought.

Susanne Rinner, PhD, Twentieth century and contemporary German literature, film, and culture, memory studies, feminist theory and criticism.

The Department of Languages, Literatures, and Cultures, 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 and Francophone Studies 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. Most graduate classes are offered in the late afternoon, evening, or online to accommodate working professionals.

PBC *Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies*

The Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies requires 15 semester hours and 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.

Programs goals 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 help prepare instructors who must have at least 18 hours of graduate credit in order to teach Spanish at an accredited community college, four-year college or university. Students may choose to continue with an additional 3-hour course or apply for admission as MA candidates.

Application and Admission

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, audio CD (in standard format), or digital audio file 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 course work, 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.

Certificate Requirements

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)
SPA 697	Internship in Spanish (3)
**ROM 600	Methods of Teaching Romance Languages (3)

*Not accepted for transfer to the MA in Romance Languages with a concentration in Spanish or the MEd in Romance Languages 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 *Master of Arts in Romance Languages and Literatures, French and Francophone Studies or Spanish Concentration*

The MA in Romance Languages and Literatures with a concentration in French and Francophone Studies or Spanish offers two options: a thesis option requiring 30 hours of graduate study (24 hours course work and 6 hours thesis) and a comprehensive examination and a non-thesis option requiring 30 hours of course work and a comprehensive examination.

Application and Admission

Admission to MA 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 MA in Romance Languages must provide the following to the Director of Graduate Study:

- 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, audio CD (in standard format), or digital audio file in French or Spanish demonstrating speaking ability through discussion of topics related to the program of study.
- an analytical paper in French, Spanish, or English written for a prior course in the humanities or a comparable writing sample.

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters. To be considered for departmental assistantships and scholarships, all application material must be submitted by March 15.

Degree Requirements

FRENCH AND FRANCOPHONE STUDIES CONCENTRATION

Core Courses in French and Romance Languages

The student must complete the following with a grade of B (3.0) or better:

ROM 601 Research Methods and Critical Analysis (3)

In consultation with the Director of French Graduate Study, the student must select the remaining courses at the 500-level or above with at least 50% at the 600 level or above as indicated:

Thesis option: 18-24 semester hours, +6 hours of thesis

Non-thesis option: 24-30 semester hours

Electives Related Area (0-6 hours)

With prior approval from the Director of French Graduate Study, the student may select up to 6 hours in a related area.

Additional Language Requirement

The student will demonstrate a reading knowledge of a language other than French and English by one of the following methods:

1. Passing a reading or translation examination
2. Completing intermediate-low level (equivalent to UNCG's 204 level) or higher course work in the additional language with a grade of B (3.0) or better documented by an official transcript
3. Obtaining a score of 400 or higher on the department's Computerized Adaptive Placement Exam.

Contact the Director of Graduate Study in French for details.

Reading List

The student will read a prescribed list of major works of French literature.

Comprehensive Examination (Capstone Experience)

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 for more information on formats and test dates.

Thesis (thesis option only - 6 hours)

FRE 699 Thesis (6)

The student 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 with at least 50% at the 600 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.

Additional Language Requirement

The student will demonstrate a reading knowledge of a language other than Spanish and English by one of the following methods:

1. Passing a reading or translation examination
2. Completing intermediate-low level (equivalent to UNCG's 204 level) or higher course work in the additional language with a grade of B (3.0) or better documented by an official transcript
3. Obtaining a score of 400 or higher on the department's Computerized Adaptive Placement Exam

Contact the Director of Graduate Study in Spanish for details.

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 (Capstone Experience)

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.

MEd *Master of Education in Curriculum and Instruction with a concentration in French Education or Spanish Education*

The MEd in Curriculum and Instruction offered through the Department of Languages, Literatures and Cultures (with concentrations in French or Spanish) culminates with the development of an Advanced Competencies Portfolio, providing eligibility for candidates to apply for "M" licensure from the North Carolina Department of Public Instruction. Field experiences (school-based activities) are required.

Admission Requirements

Applicants will have a minimum of 24 semester hours in French/Spanish above the 204 level, or a related field, in the undergraduate program.

In addition to the application materials required by The Graduate School, applicants to the MEd in Curriculum and Instruction 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 recording in CD or digital file demonstrating speaking ability in French or Spanish. The sample should discuss a topic related to the program of study as well as experiences and motivation.
- an analytical paper in French, Spanish, or English written for a prior course in the humanities or a comparable writing sample.

The department requires a minimum of an Advanced Low Proficiency level (according to the ACTFL guidelines) and reserves the right to request an OPI test. An interview with the Director of Graduate Study may be required.

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters. To be considered for departmental assistantships and scholarships, all application material must be submitted by March 15.

Degree Requirements

In consultation with the appropriate Director of Graduate Study, the student must select courses with an least 50% at the 600 level or above.

Required Courses in Pedagogy (15 hours)

ROM 512 Teaching Second Languages in K-12 (3)
ROM 519 Second Language Acquisition (3)
ROM 600 Methods of Teaching Romance Languages (3)
TED 545 Diverse Learners (3) (or TED 445 as an undergraduate)
TED 669 Educational Implications of Learning and Developmental Theory (3)

Students who have taken ROM 512 and/or TED 445 as an undergraduate will choose substitutions from the following:

ERM 605 Educational Measurement and Evaluation 3
CED 610 Helping Relationships (3)
TED 622 Differentiated Instruction (3)
TED 676/677 Teacher as Researcher and Leader I/II (3)/(3)

Clinical Experience in Teaching (3-6 hours)

ROM 665 Clinical Practice/Seminar in Teaching Foreign Languages (3-6)

All students will be required to complete a clinical experience, such as:

On-going teaching experience
Teaching assistantship in the department
Teaching assistantship in a community college
Student teaching in public schools

The course will include completion of their Capstone Experience, the Teaching/Technology Portfolio - TaskStream. The portfolio will be aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.

Course in the Concentration (18 hours)

Students will demonstrate advanced proficiency in the following areas:

1. Advanced written skills: courses focusing on linguistics, literature, and culture.
2. Communication skills: courses focusing on linguistics, literature, and culture.
3. Culture: courses focusing on cultural issues, such as:

   FRE 532 or FRE 557 (if topic is Paris)
   SPA 532, 534, 535

4. Literature: courses focusing on literary topics, such as:

   FRE 553, 554, 555, 556, 557, 558, 653
   SPA 502, 504, 603, 604

5. Phonetics: required for admission
6. Other 500/600 level courses include:

   FRE 507, 561, 562, 599, 615
   SPA 516, 561, 562, 605, 610, 697
   ROM 601

FRE *French and Francophone 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)
Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as ITA 517, SPA 561)

562 Studies in Film Genre (3:2:3)
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, SPA 562)

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

599 Community-Based Service Learning in Francophone Studies (3:2:8)
Pr. 15 hours of course work in French at the 300 level or above, minimum 3.0 GPA (overall and in major), and permission of instructor
Field experience for French graduate students requiring interaction/active language use with Francophone immigrant families in the community.

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)

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.

ITA *Italian Courses*

517 The Auteur Director (3:2:3)
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)
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*

512 Teaching Second Languages in K-12 (3:3:2)
Pr. TED 445 or TED 545
Study of second language teaching approaches applicable to the K-12 school classroom. Students learn to develop and evaluated materials applicable to effective second language programs in the K-12 schools.

519 Second Language Acquisition (3:3)
Pr. FRE 415 or SPA 408 or SPA 415 or SPA 416 or permission of department
Introduction to scientific research of the various processes of how people learn a second or foreign language.

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 MA 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 MA students.

665 Clinical Practice/Seminar in Teaching Foreign Languages (3-6:1:2-5)
Pr. completion of 15 hours of pedagogical coursework in the MEd program and permission of department
Clinical practicum in teaching foreign language. Observation, participation, and appropriate classroom teaching experience in a full-time teaching assignment with a weekly seminar.

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.

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)
Works of an individual film director. Subject differs from offering to offering. May be repeated for credit when topic varies. (Same as FRE 561, ITA 517)

562 Studies in Film Genre (3:2:3)
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, 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.

697 Internship in Spanish (3:1:9) (SVL)
Pr. admission to MA or post-baccalaureate certificate in Spanish; minimum of 6 semester hours completed and minimum 3.0 GPA; must be planned and requested one semester prior to placement; permission of instructor
Field experience at public or nonprofit agencies or other professional settings that require interaction with native speakers. Academic instruction and supervision by faculty coordinator; field direction by site supervisor(s).

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)

Master of Arts in Liberal Studies

915 Northridge Street • (336) 315-7044 • mals.uncg.edu

Graduate Programs

- Post-Baccalaureate Certificate in Global Studies, 15 hours
- Master of Arts (MA) in Liberal Studies, 33 hours

Advisory Board

Program Director

Kathleen Forbes, MDiv, (Division of Continual Learning).

Professors

Robert Cannon, PhD, Microbiology, biology of Acetobacter, a cellulose synthesizing microbe (Director of Graduate Study; Department of Biology).

Elizabeth Chiseri-Strater, PhD, Composition theory and pedagogy, language and literacy, portfolio evaluation, ethnography, collaborative learning (Department of English).

Anthony N. Fragola, Master of Professional Writing, Scriptwriting, the auteur director, literature and film, film production, development of cinema (Department of Media Studies).

Mark I. Smith-Soto, PhD, 19th and 20th century Spanish American poetry (Department of Romance Languages).

Associate Professors

Stephen C. Danford, PhD, Observational stellar astronomy (including stellar evolution, Population II abundances and variable stars in globular clusters) (Department of Physics and Astronomy).

Nancy Nelson Hodges, PhD, 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).

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 MALS degree and the Post-Baccalaureate Certificate 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.

PBC *Post-Baccalaureate Certificate in Global Studies*

The online Post-Baccalaureate Certificate in Global Studies seeks to instill in students a solid knowledge of particular cultures, while also providing training in the analysis of global trends. Students will learn how to make connections between their knowledge of a particular part of the world and the larger trends and issues that affect all societies. Fifteen (15) semester hours must be successfully completed during a three-year period to earn the certificate.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement elaborating how the certificate will further their personal and professional goals.

Certificate Requirements

Required Courses (9 hours)

MLS 610 Culture and Ideas: The Contemporary World (3)
MLS 620 Human Nature and Society: The Global Economy (3)
MLS 630 Scientific Reasoning: Global Perspectives in the Sciences (3)

Electives (6 hours)

In consultation with the program director, students choose 6 hours of electives from the following courses:

Subtopics for MLS 610

The Islamic World: Perceptions and Realities
Global Arts: Windows into the Hearts of Other Cultures
Current Problems in the Middle East: An Historical Perspective
The Dragon Awakes: Charting the Course of Modern China
Cultural Identities: Contemporary Non-Western Literature
Voices from Latin America: Why Don't They Like Us?
Religion and Ecology
The Reel World: Contemporary Issues on Screen

Subtopics for MLS 620

Dangerous Minds: Understanding Terrorism
Global Human Rights
Emerging Powers

MA *Master of Arts in Liberal Studies*

The MA in Liberal Studies is an interdisciplinary degree consisting of 33 hours of graduate course work.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a three- to four-page essay describing their academic background and interest in the liberal arts and the program.

Degree Requirements

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 Option (6 hours)

*MLS 699 Thesis (6)

Non-Thesis Option (6 hours)

6 additional hours in one of the core seminar areas
*Portfolio

* Indicates Capstone Experience options

MLS *Master of Arts in 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 MALS 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 MALS 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 MALS 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

Graduate Programs

- Post-Baccalaureate Certificate, Special Endorsement for Computer Education (jointly with the Department of Teacher Education and Higher Education), 18 hours
- Master of Library and Information Studies (MLIS), Instructional Technology (077) or Media Coordinator (076) Licensures, 36 hours

Graduate Faculty

Professors

James V. Carmichael, Jr., PhD, Library history, information retrieval, gender and race studies.

Clara M. Chu, PhD Library and Information Science, multicultural community informatics, critical library and information studies, information seeking behavior (Chair of Department)

Lee Shiflett, PhD, Cataloging and classification, history of books and libraries, information policy issues.

Associate Professor

Julia A. Hersberger, PhD, Management, information needs and seeking behaviors of disenfranchised populations, information ethics and policy (Director of Graduate Study).

Assistant Professors

Sandra D. Andrews, PhD, Information technology, library construction, reading motivation, school library media.

Nora Bird, PhD, Knowledge acquisition and use, scientific communication.

Anthony Chow, PhD, Information technology, web design and usability, educational informatics.

Linda Gann, PhD, School library standards, reading and literacy, children and young adult literature.

Fatih Oguz, PhD, Digital asset management systems, information architecture, information technologies, database design.

Clinical Assistant Professor

Beth Martin, Charlotte Program Coordinator.

PBC *Post-Baccalaureate Certificate for Special Endorsement in Computer Education*

The Post-Baccalaureate Certificate for Special Endorsement in Computer Education requires 18 semester hours and is offered jointly by the departments of Library and Information Studies and Teacher Education and Higher 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline and currently hold a NC teaching license.

Certificate Requirements

TED 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)
TED/LIS 672 Instructional Design (3)
SES 662 Assistive Technology for Inclusive Education (3)

MLIS *Master of Library and Information Studies*

The MLIS 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 MLIS requires 36 semester hours with at least 24 hours at the 600-level or above. The Instructional Technology (077) licensure concentration requires 37 semester hours and the Media Coordinator (076) licensure concentration requires 36 semester hours.

The MLIS 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 also offered in Charlotte. Individuals wishing more information about courses at off-campus sites should contact the department at (336) 334-3477.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a resume and personal statement by March 31 to be considered for Fall admission and by October 31 to be considered for Spring admission.

Degree Requirements

Required Core Courses (12 hours)

LIS 600 Foundations of Library and Information Studies (3)
LIS 620 Information Sources and Services (3)
LIS 640 Information Organization and Access (3)
LIS 650 Library Administration and Management (3)

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 (20 hours)

Twenty hours are selected with advisement from other graduate courses in Library and Information Studies or cognate fields. A minimum of 5 hours may be at the 600-level or above. Students in licensure programs in school and public libraries should confer with faculty for specific requirements.

Capstone Experience (1 hour)

Students must complete a professional portfolio or master's project.

LIS 698 Capstone Experience in Library and Information Studies (1)

Please consult the LIS webpage www.uncg.edu/lis.

Licensure Only Options

Course work leading to eligibility for Instructional Technology (077) or Media Coordinator (076) licensure is offered to applicants who already have an MLIS degree.

Course work leading to eligibility for Media Supervisor (078) licensure is offered to applicants who already have an MLIS degree and Media Coordinator (076) licensure.

Applicants who wish to purse a licensure-only option should contact the department for specific requirements.

INSTRUCTIONAL TECHNOLOGY (077) LICENSURE CONCENTRATION

The instructional technology (077) licensure 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.

MLIS Core Courses (12 hours, see above)
Concentration Courses (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,TED 644 Practicum (with Portfolio requirement) (3)
TED 610 Integrating Technology into Subject Matter Instruction (3)
TED/LIS 672 Instructional Design (3)
SES 662 Assistive Technology for Inclusive Education (3)

MEDIA COORDINATOR (076) LICENSURE CONCENTRATION

Students without a valid North Carolina teaching license will be required to take additional course work as well as an additional practicum.

MLIS Core Courses (12 hours, see above)
Designated Electives (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 MLIS 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)

610 Collection Management (3:3)
Principles, processes, and problems in selection, evaluation, and acquisition of resources for libraries and information centers. (formerly LIS 615)

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.

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)
The origins and characteristics of information sources and related access issues such as identification of information needs, negotiation of information requests, and the connection of requests with the appropriate sources. (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 Principals of Database Information Retrieval (3:3)
Pr. 620
Principles of bibliographic database structure, evaluation, and utilization for effective search strategy formulation, critical evaluation of retrieved information, and presentation of results. (formerly LIS 605d)

625 Electronic Resources for Youth (3:3)
How today's youth use technology to access information with an emphasis on the effective use of technology to enhance learning.

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)

627 Humanities Information Sources (3:3)
Pr. 600, 620, or permission of instructor
Major bibliographic and information sources and services in the humanities. (formerly LIS 611)

628 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. (formerly LIS 612)

629 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. (formerly LIS 613)

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 Production and Usability for Librarians (3:3)
Introduction to Website production and usability issues that are particularly relevant to librarians. Emphasis on seeking to understand and enhance users' experiences. (formerly LIS 605a)

640 Information Organization and Access (3:3)
Introduction to the theory, principles, concepts, standards, and methods of the organization of and access to information. (Core course)

641 Cataloging and Classification (3:3)
Pr. 640
Catoging and classification of materials using current cataloging codes and appropriate techniques of subject analysis and classification.

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)

643 Metadata (3:3)
Pr. 640 or permission of instructor
Introduces conceptual and practical metadata knowledge. Identifies commonalities among metadata schemas and reviews design and profiling processes related to needs of various application domains and environments.

644 Digital Libraries (3:3)
Pr. 615, 644
Survey of library, archival, and museum collections served by digital information sources, including an introduction to digitization, managing electronic resources, and maintenance of electronic collections.

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)

664 Reading, Literacy, and the Library (3:3)
Introduction to the development of reading and literacy skills, the needs of readers (early childhood to adult), and strategies for librarians to support this development.

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)

667 Information Services for Adults (3:3)
Pr. 615, 620, and 650 or permission of instructor
Design, planning, evaluation, and administration of information services designed to meet lifelong learning goals and needs of individuals and groups of adults in information organizations. Primary emphasis on public libraries.

672 Instructional Design (3:3)
Components of the systems approach to instructional design. (Same as TED 672)

673 Methods of Teaching Computer Literacy and Computer Programming (3:3:3)
Pr. 672, TED 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 TED 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 TED 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 MLIS 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

116 Petty Building • (336) 334-5836 • www.uncg.edu/mat

Graduate Programs

- Post-Baccalaureate Certificate in Statistics, 12 hours
- Master of Arts (MA) in Mathematics, Mathematics, or Applied Statistics concentration, 30-33 hours
- Doctor of Philosophy (PhD) in Computational Mathematics, 60 hours minimum
- Doctoral Minor in Statistics, 18 hours

Graduate Faculty

Professors

Paul F. Duvall, Jr., PhD, Geometric topology, combinatorics, dynamics.
Sat N. Gupta, PhD, Sampling designs, time series forecasting, biostatistics (Associate Head).
Ratnasingham Shivaji, PhD, Partial differential equations (Head of the Department)
Jerry E. Vaughan, PhD, General topology and set theory.

Associate Professors

Gregory Bell, PhD, Geometric group theory, geometric topology, asymptotic invariants of groups (Director of Graduate Study).
Raushan Bouziakova, PhD, Topology, topological algebra.
Maya Chhetri, PhD, Nonlinear elliptic PDE's, nonlinear functional analysis, applied mathematics.
Igor Erovenko, PhD, Combinatorial properties of linear groups, bounded generation of S-arithmetic groups (Director of Undergraduate Study).
Richard H. Fabiano, PhD, Analysis, applied mathematics, differential equations, and control theory.
Scott J. Richter, PhD, Nonparametric methods, equivalence testing, statistical consulting.
Jan Rychtar, PhD , Functional analysis, game theory.
Carol Seaman, PhD, Undergraduate mathematics education.
Brett A. Tangedal, PhD, Number theory.

Assistant Professors

Roland Deutsch, PhD, Environmetrics, computational statistics, multivariate statistics and nonparametric statistics.
Sebastian Pauli, PhD, Computational number theory, algebraic number theory, computer algebra.
Dohyoung Ryang, PhD, Mathematics education, efficacy beliefs, learning community, lesson study, geometric group theory.
Filip Saidak, PhD, Analytic and probabilistic number theory, mathematical biology.
Clifford Smyth, PhD, Combinatorics.
Dan Yasaki, PhD, Computational number theory, modular forms.

PBC *Post-Baccalaureate Certificate in Statistics*

The purpose of the 12-hour Post-Baccalaureate Certificate in Statistics 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

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 Master of Arts in Mathematics, Mathematics or Applied Statistics Concentration

The MA in Mathematics is offered in two areas of concentration: mathematics (30-33 hours) and applied statistics (33 hours). 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.

Students who plan to continue to the PhD program in computational mathematics are urged to elect the concentration in mathematics. They may then use the doctoral qualifying examinations to satisfy the comprehensive examination requirement in the non-thesis option for the MA degree.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 500-700 word Personal Statement by April 1 to be considered for Fall admission.

Degree Requirements

MATHEMATICS CONCENTRATION (30-33 HOURS)

The mathematics concentration offers a 30-hour thesis option and a 33-hour non-thesis option. 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-hour program.

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 592 Modern Algebra (3)
MAT 595 Advanced 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 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 688, 689 Mathematical Logic and Axiomatic 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)
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 (Capstone Experience)

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. A thesis director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. Candidates may include up to 6 hours of thesis (MAT 699) in the required 30 hours. 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 (8 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)

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)

Thesis or Project (Capstone Experience)

Each candidate must elect to prepare a thesis or project. Both options require 33 hours.

Thesis (6 hours)

The candidate may prepare a thesis based on the investigation of a topic in statistics. A thesis director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. Candidates will include 6 hours of thesis (STA 699) or 3 hours of STA 698 and 3 hours of STA 699 in the required 33 hours. An oral examination on the thesis is required.

Project (3 hours)

A candidate who does not prepare a thesis must complete a project under the direction of an advisor chosen by the Director of Graduate Study in consultation with the student. Three hours of STA 698 will be included in the 33 hour program.

PHD *Doctor of Philosophy in Computational Mathematics*

The PhD in Computational Mathematics requires a minimum of 60 semester hours, including 39-42 hours of course work in mathematics or related area and 18-21 hours of dissertation.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a 500-700 word Personal Statement by March 15 to be considered for Fall admission.

Students with a master's degree in mathematics, computer science or statistics may apply directly to the PhD program. In exceptional cases well-qualified applicants will be considered for admission directly after completing an undergraduate degree in mathematics, computer science or statistics.

Degree Requirements

Course Work (39-42 hours)

The student selects 39-42 hours of course work in mathematics and related areas with the approval of the Director of Graduate Study. With the approval of the Director of Graduate Study, up to 18 of the 39-42 hours may be accepted from UNCG's MA in mathematics program or from a comparable master's program.

Qualifying Examinations

Qualifying examinations, covering a student's chosen field of research and related advanced course work, must be taken after the student has removed any provisions or special conditions attached to admission; three exams should be passed prior to the beginning of the fifth semester. These examinations each cover the material of two courses. Each student must pass at least one exam from Group I.

GROUP I

Algebra MAT 591 & MAT 592
Analysis MAT 595 & MAT 596
Linear Algebra MAT 647 & MAT 648

GROUP II

Combinatorics MAT 631 & MAT 632
Differential Equations MAT 545 & MAT 546
Mathematical Statistics STA 651 & STA 652
Numerical Mathematics MAT 623 & MAT 624
Topology MAT 697 & MAT 698

Programming Project

The student must complete a programming project of such quality that it can become part of a computer algebra system, could be distributed as a package for a computer algebra system, or yields new mathematical data.

Other Reviews and Examinations

After the student has passed three qualifying examinations, the student chooses a dissertation advisor and forms a dissertation committee. With the help of the advisor, the student proposes a dissertation topic in a public oral presentation. In this presentation, the student explains his or her dissertation topic in sufficient detail to demonstrate capability to begin research.

At the conclusion of the presentation, the dissertation committee will administer an oral exam to determine the student's competence to begin work on the dissertation. A part of the exam is the

computational/programming project. This project should clearly demonstrate that the student is fully capable of handling computational aspects of the intended dissertation topic. After passing this examination, the student may then make a formal application to the Graduate School for admission to candidacy. The dissertation proposal and oral exam can be attempted at most twice.

Schedule for Examinations and Projects

Semester	Examination or Project
1-4	3 written comprehensive examinations
4-7	Dissertation proposal, computational/programming project, (oral examination)
6-14	Dissertation work and defense (oral examination)

Dissertation (18-21 hours)

MAT 799 Dissertation (12)

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 MA 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 MA 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 MA 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 MA degree in mathematics.

514 Theory of Numbers (3:3)
Pr. grade of at least C in 311
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 311 or 353
Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories.

516 Intermediate Abstract Algebra (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, 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 Topology (3:3)
Pr. grade of at least C in 302
Countability and separation axioms, compact spaces, covering properties, metric spaces, completeness, connectedness, dimension, fundamental group, covering spaces.

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 Introductory Functional Analysis (3:3)
Pr. grade of at least C in 395
Basic concepts in Banach spaces, Hilbert spaces, linear operators and their applications.

525 Intermediate Mathematical Analysis (3:3)
Pr. grade of at least C in 395
Integration, infintie series, sequences and series of functions.

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 Introductory Complex Analysis (3:3)
Pr. 394, grade of at least C in 395 for mathematics majors
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 Topics in Discrete Mathematics (3:3)
Pr. grade of at least C in 353 or permission of instructor
Selected topics of current interest in discrete mathematics.

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

591, 593 Advanced Modern Algebra (3:3), Advanced Abstract Algebra (3:3)
Pr. grade of at least C in 516
Groups: homomorphisms, quotient groups, products of groups. Sylow theorems., finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.

593, 594 Directed Study in Mathematics (1-3), (1-3)

595, 596 Advanced Mathematical Analysis (3:3), (3:3)
Pr. grade of at least C in 525
Real number axioms, metric spaces, sequences, series, continuity, differentiation. Riemann-Stieltjes integral.

601 Seminar in the Teaching of Mathematics I (1:1)
Seminar on practices and principles of undergraduate teaching in mathematics and statistics. Required for all teaching assistants. (Graded on S-U basis)

602 Seminar on Mathematical Software (3:3)
Pr. knowledge of a programming language
Variety of issues in the design of mathematical software, i.e., type systems, user interfaces, and memory management. Each student investigates one computer algebra system more closely.

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.

671 Computational Algebra (3:3)
Pr. 591, 592, and knowledge of a programming language. or permission of instructor
Variety of basic subjects in computational algebra: fast arithmetic, algorithms for finite fields, matrix normal forms over rings, polynomial factorization, and Groebner bases.

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)

701 Graduate Seminar in Computational Mathematics (3:3)
Pr. 671 or permission of instructor
Readings from the literature of computational mathematics. May be repeated for credit when topic varies.

709 Topics in Computational Mathematics (3:3)
Pr. 671 or permission of instructor
Advanced study in special topics in computational mathematics. 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.

721 Mathematical Cryptography (3:3)
Pr. 671 or permission of instructor
Mathematics of cryptography with emphasis on public key systems. Applications of elliptic and hyperelliptic curves and lattice theory in attacking and evaluating the security of cryptographic systems.

742 Computational Number Theory (3:3)
Pr. 671 or permission of instructor
Main algorithms used to compute basic information about algebraic number fields, including integral bases, ideal factorization, system of fundamental units, and class group structure.

747 Computational Topology (3:3)
Pr. 671 or permission of instructor
Triangulations and WRAP. Computing homology algorithmically. Morse theory and persistent homology. Computations on knots, braids, and links.

790 Directed Doctoral Research (1-6:1-6)
Pr. permission of Director of Graduate Study
Individual work on a dissertation research problem, which could also include original research or a review of current literature leading to a dissertation proposal.

799 Dissertation (1-12)

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Courses Planned 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)

Department of Media Studies

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

Graduate Program

- Master of Fine Arts (MFA) in Drama, Film and Video Production concentration, 48 hours

Graduate Faculty

Professors

David A. Cook, PhD, Film history and industrial practice; Soviet, post-Soviet, and Eastern European cinema (Head of Department).

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

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

Associate Professors

Matthew Barr, MFA, Screenwriting, documentary production, aesthetics.

Geoffrey Baym, PhD, Broadcast journalism, news discourse, critical media studies.

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

Brett R. Ingram, MFA, Documentary filmmaking, cinematography, film and video production, editing.

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

Assistant Professor

Seung-Hyun Lee, PhD, Theory of and research on Digital media, Mobile multimedia, the Internet, online journalism, and community, and Webpage creation.

The Department of Media Studies in cooperation with the Department of Theatre offers an MFA in Drama with a concentration in film and video production. We aim to develop informed, enlightened artists whose media production skills are matched by their understanding of media history and theory. The Department offers a wide-ranging curriculum that combines three principal areas: 1) the intellectual study of media history and theory, 2) the practical development of media screenwriting and production, 3) the enrichment of the student's interdiciplinary interests.

The program does not impose a formal agenda on a student's interest. We encourage students to explore a range of media forms: narrative, documentary, experimental, and animation. We guide our graduate students to formulate their own creative and research plan, and when necessary, to seek coursework outside the department that will support this plan.

The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. A co-curricular program that includes opportunities to participate in external film and video productions, internships, and the Carolina Film and Video Festival matches the curricular offerings. The festival is a competitive showcase for both student and professional, national and international independent films and videos. The Department is housed in the McIver Building and in the Carmichael Radio and Television Center. The Carmichael Center, originally constructed as a television and radio facility for WUNC-TV, is a building unique within the city, region, and the University of North Carolina system.

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 Director of Graduate Study.

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

MFA *Master of Fine Arts in Drama, Film and Video Production Concentration*

The MFA in Drama (film and video production concentration) is a 48-hour degree. The program requires four regular semesters (excluding summer sessions) to complete (two years).

Admission to the MFA is competitive. The program is designed to develop individual artistry in media informed by a rich understanding of media history, theory, and aesthetics. Over the course of study, students will explore this intellectual understanding of media hand in hand with their practical skills in media screenwriting and production.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a portfolio consisting of a personal statement, a resume, and samples of their creative work. The faculty interviews candidates selected from the applicant pool before admission. 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.

Degree Requirements

Major Studies (36 hours)

MST 515 Film Theory (3)
MST 528 Topics in Media (3)
MST 610 Introduction to Graduate Study (3)
MST 611 Image and Sound Acquisition for Media (3)
MST 612 Advanced Media Editing (3)
MST 618 Writing Short Scripts (3)
MST 619 Production Law and Responsibility (3)
MST 620 Seminar in Media Analysis (3)
MST 625 Seminar in Media (3)
MST 698 Graduate Practicum in Media (6)
MST 699a Master Production in Media I (3)
MST 699b Master Production in Media II (3)

Academic Studies (12 hours)

Select four additional courses from:

MST 524 Media Financing and Distribution (3)
MST 525 Media Organization and Management (3)
MST 528 Topics in Media (3)
MST 550 Feature Film Script Analysis (3)
MST 551 Writing the Feature Film I (3)
MST 552 Writing the Feature Film II (3)
MST 553 Advanced Media Writing (3)
MST 559 Doing Visual History (3)
MST 580 Directing for Television (3)
MST 581 Dance on Video (3)
MST 585 Advanced Media Production (3)
MST 587 Animation Production (3)
MST 588 Documentary Production (3)
MST 613 Advanced Media Lighting (3)
MST 614 Advanced Media Sound Production (3)
MST 616 Directing for the Camera (3)
MST 617 Creating Visual Narratives (3)
MST 684 Advanced Media Sound Production (3)
MST 690 Independent Study (3)
MST 691 Advanced Experimentation (3)
MST 695 Client Based Media (3)
MST 696 Graduate Internship (3)

Or additional course from other diciplines, such as

ARH 500 Traditions in Art Criticism (3)
ARH 501 Topics of History of Art (3)
ART 540 Digital Visulalization and Methods (3)
ART 545 Interactive Web Design (3)
ART 685 Photography (6)
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 (48 hours)

Courses must be taken in the semesters as listed below:

Year One (24 hours)

Fall Semester
MST 610 Introduction to Graduate Study (3)
MST 611 Image and Sound Acquisition for Media (3)
MST 612 Advanced Media Editing (3)
MST 528 Topics in Media (3)

Spring Semester
MST 625 Seminar in Media (3)
MST 618 Writing Short Scripts (3)
MST 698 Graduate Practicum in Film and Video (3)
MST Academic Studies elective one (3)

Year Two (24 hours)

Fall Semester
MST 619 Production Law and Responsibility (3)
MST 515 Film Theory (3)
MST Academic Studies elective two (3)
*MST 699a Master Production in Film and Video (3)

Spring Semester
MST 620 Seminar in Media Analysis (3)
MST Academic Studies elective three (3)
MST Academic Studies elective four (3)
*MST 699b Master Production in Film and Video (3)

*Courses comprise Capstone Experience

Reviews

At the end of each semester, the faculty reviews each candidate for continuance in the program. Reviews assess the candidate's academic success, artistic development, and professional development. 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.

Plan of Study

Prior to completing 24 hours of the program, students must meet with the MST Director of Graduate Study and agree upon a plan of study for completion of the MFA. 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. Additionally, degree candidates must schedule and have a public screening of the Master Production by the deadline for complete clearance of candidates for degrees. Failure to meet these Graduate School deadlines will make a candidate ineligible for graduation that semester.

MST Media Studies Courses

515 Film Theory (3:3)
Study of the principal theories of film through the writings of critics, theorists, and directors.

520 History of Film to 1938 (3:2:3)
Advanced study of world cinema from its prehistory in the late 19th century to the beginning of World War II in Europe, emphasizing significant movements, genres, and filmmakers.

521 History of Film since 1938 (3:2:3)
Advanced study of world cinema from the beginning of World War II in Europe through the present, emphasizing significant movements, genres, and filmmakers.

524 Media Financing and Distribution (3:3)
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)
Principles and practices of the organization and management of electronic media and motion pictures.

528 Topics in Media (3:2:3)
Study of selected topics in fictive or non-fictive media including genres, works of an individual director, or other emphasis. May be repeated for credit when topic varies.

550 Feature Film Script Analysis (3:3)
Analysis of the key structural and thematic elements of feature screenplays.

551 Writing the Feature Film I (3:3)
Pr. 350 or graduate standing 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 MST 551.

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

559 Doing Visual History (3:3)
Explores the interstices of history, documentary production, and personal narratives. (Same as HIS 559)

580 Directing for Television (3:2:3)
Pr. 371 or 380 or graduate standing or permission of instructor
Fundamental principles of directing for television. Laboratory directing experience.

581 Dance on Video (3:3)
Pr. MST 271 and 272 or graduate standing or permission of instructor for graduate MST majors; DCE 555 or permission of instructor for DCE majors
Introduction to how dance and video work best together and why, including composing for the camera, recording dancers in action, and editing footage to create original work. (Same as DCE 581)

585 Advanced Media 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 media production. May be repeated once for credit.

587 Animation Production (3:3)
Pr. 271 and 272 or graduate standing or permission of instructor
Study and practice of techniques of animation.

588 Documentary Production (3:2:3)
Pr. 271 and 272 or graduate standing 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 MFA degree candidates.

611 Image and Sound Acquisition for Media (3:3)
Pr. admission to appropriate degree program or permission of instructor
Theory and practice of single camera and audio production for media.

612 Advanced Media Editing (3:2:3)
Pr. admission to appropriate degree program or permission of instructor
Study of techniques and aesthetics of media editing.

613 Advanced Media Lighting (3:2:3)
Pr. admission to appropriate degree program or permission of instructor
Physical properties of light, lighting theories, aesthetics of lighting, and advanced practical experience in lighting for media.

614 Advanced Media Sound Production (3:2:3)
Pr. admission to appropriate degree program or permission of instructor
Exploration of equipment and technique of sound design for media.

616 Directing for the Camera (3:3)
Pr. admission to appropriate degree program or permission of instructor
Development of skills required for directing media.

617 Creating Visual Narratives (3:3)
Pr. admission to appropriate degree program or 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 media production.

619 Production Law and Responsibility (3:3)
Pr. admission to appropriate degree program or permission of instructor
Legal, ethical, and civic responsibilities of media producers with emphasis on creation of independent works in media.

620 Seminar in Media Analysis (3:3)
Pr. admission to appropriate degree program or permission of instructor
Analysis of media works using existing principles and theories. May be repeated once for credit.

625 Seminar in Media (3:3)
Pr. admission to appropriate degree program or permission of instructor
Subject matter varies. May be repeated for credit.

684 Advanced Media Production (3:3)
Pr. admission to appropriate degree program or permission of instructor
Advanced theory and practice of image and sound production for media.

690 Independent Study (1-3)
Pr. admission to appropriate degree program, permission of instructor and Director of Graduate Study

691 Advanced Experimentation (3:1:4)
Pr. admission to appropriate degree program and permission of instructor and Director of Graduate Study
Practical experimentation in the creative processes of media. Analysis, documentation, and critical evaluation of the specific experience.

695 Client Based Media (3:0:6)
Pr. admission to appropriate degree program and permission of instructor and Director of Graduate Study
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, post-production houses, or television stations. Academic supervision provided by faculty and directed activity in the field provided by site supervisor.

698 Graduate Practicum in Media (3:0:9)
Pr. admission to appropriate degree program and permission of instructor and Director of Graduate Study
Guided practice in carrying out major responsibilities in sponsored or independent media productions.

699a Master Production in Media I (3)
Pr. second year in MFA film/video degree concentration
Research, development, and execution of a major media work. (Graded on S-U basis)

699b Master Production in Media II (3)
Pr. second year in MFA film/video degree concentration
Research, development, and execution of a major media work. (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)

School of Music, Theatre and Dance

220 Music Building • (336) 334-5789 • http://performingarts.uncg.edu

Graduate Programs

MTD School of Music, Theatre, and Dance Courses
Post-Baccalaureate Certificate in BioMusic, 15 hours

Departments

DCE Dance Department
MUE Music Education Department
MUP Music Performance Department
MUS Music Studies Department
THR Theatre Department

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

In support of the collaborative nature of the performing arts, The School of Music, Theatre and Dance is proud to house the Music Research Institute (MRi). The MRi is an interdisciplinary think tank that focuses on research related to music and music-making, and the implications of that research for the 21st century. The work of the MRi includes expertise from disciplines represented within the School of Music, Theatre and Dance, across UNCG, and from other American and international partners. We collaborate on investigations into a broad range of topics that explore and expand our understanding of the role of musical behaviors in diverse environments. Although we divide our work nominally into six areas (BioMusic, Neuroimaging of Musicians, Musicians Hearing Health, Music Education, Music Performance, and Ethnomusicology-Ecocriticism), we are invigorated by the synergistic connections we discover and by how findings in one area inform another.

The first interdisciplinary performing arts program, the Post Baccalaureate Certificate in BioMuisc is an outgrowth of work accomplished through the MRi.

PBC *Post-Baccalaureate Certificate in BioMusic*

The Post-Baccalaureate Certificate in BioMusic requires 15 semester hours and provides students interdisciplinary, state-of-the art knowledge, methodologies, and skills needed to effectively participate in BioMusic research and teaching. The coursework will provide innovative, relevant foundational knowledge and experiences that reflect the changing perspective of the 21st century on the role of music and music-making's fundamentals in humans and other species.

Application and Admission

All certificate students (including current degree-seeking students) must apply throught The Graduate School for admittance to this certificate program. Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for the Fall, Spring, or Summer admission.

Certificate Requirements

Required Course (3 hours)

MTD 667 BioMusic Grounding and Practice (3)

Qualifying Electives (9 hours)

Three semester hours must be taken outside of MTD, MUE, and MUS.

MTD 638 Exploring Musical Cultures (3)
MUE 618 Psychology of Music (3)
MUE 619 Acoustics of Music (3)
MUE 659 Philosophy of Music (3)
MUS 631 Selected Topics in Ethnomusicology (3)
ATY 555 Human Evolution (3)
ATY 557 Primate Behavior (3)
BIO 606 Seminar in Evolutionary Biology (3)
BIO 625 Advanced Animal Behavior (3)
CSD 630 Fundamentals for Speech and Language Analysis (3)
CSD 632 Introduction to Research in Communication Sciences and Disorders (3)
CST 502 Semiotics of Everyday Life (3)
CST 601 Engaging Communication Theories (3)
CST 602 Engaging Communication Research Methodology (3)
CST 632 Introduction in Relational Communication (3)
PSY 625 Advanced Animal Behavior (3)
PSY 643 Developmental Psychology (3)
PYS 652 Cognitive Processes (3)
PSY 735 Seminar on Contemporary Issues (3)
SOC 616 Advanced Research Methods (3)
SOC 619 Practicum in Evaluative Research (3)
MLS 610 Culture and Ideas (3)
MLS 620 Human Nature and Society (3)
MLS 630 Scientific Reasoning (3)

Research/Independent Study (3 hours)

MUS 697 Directed Study in Music (3)

MTD School of Music, Theatre and Dance Courses

555 The Alexander Technique for Performers (3:3)
Active and scholarly exploration of the Alexander Technique to unlock creativity, discover freedom and ease in performance, reduce stress and tension throughout the body, and prevent performance related injuries.

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

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.

654 Computers in Music Research (3:3)
Pr. MUE 601 or 602
Use of computer systems for music research. (Spring)

667 BioMusic Grounding and Practice (3:3)
Exploration of the origins of music-making in animals, including humans. Examination of music and natural sounds in contexts of biodiversity, cultural diversity, and complex communication systems.

697 Directed Study in Performing Arts (1-6)
Pr. permission of supervising professor; Director of Graduate Study, and Dean
Supervised advanced research requiring in the performing arts.

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

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Music Education

220 Music Building • (336) 334-5789 • http://performingarts.uncg.edu/music/education

Graduate Programs

Post-Baccalaureate Certificate in Music Education, 12 hours
Master of Music (MM) in Music Education, 34 hours
Doctor of Philosophy (PhD) in Music Education, 69 hours

Graduate Faculty

Professors

Donald A. Hodges, PhD, Covington Distinguished Professor (Director, Music Research Institute).
John J. Deal, PhD. Music Education

Clinical Professor

Patricia M. Gray, DMA, Senior Research Scientist of BioMusic.

Associate Professors

Rebecca MacLeod, PhD, Music education.
Constance McKoy, PhD, Music education.
David B. Nolker, PhD, Music education.
Patricia Sink, PhD, Music education.
David Teachout, PhD, Music education (Head, Music Education Department).
Jennifer L. Stewart Walter, PhD, Music education.

UNCG has long been recognized as one of the top music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The Department of Music Education is comprehensive and degrees are offered from the undergraduate level through a PhD.

The Master of Music in Music Education leads to graduate licensure and emphasizes the acquisition of a fundamental knowledge of research techniques and scholarly writing standards. Students develop an in-depth understanding of the historical, philosophical, psychological and cultural aspects of music education including elective concentrations involving elementary/general, secondary choral/general, choral literature/conducting, string instrument pedagogy, and winds and percussion.

The Doctor of Philosophy in Music Education prepares students for careers as public school music administrators or college-level teachers. Such development requires a comprehensive knowledge of the psychological, social and musical values in music education; theories of learning as applied to music education; historical and theoretical properties of music education; and scholarly and research techniques required for understanding and investigating problems in music and education.

PBC *Post-Baccalaureate Certificate in Music Education*

Any person with an undergraduate degree in music may elect a Post-Baccalaureate Certificate in Music Education (12 hours). The purpose is to provide post-baccalaureate students and/or professionals with knowledge and skills needed to apply principles of music education to a variety of music careers.

Application and Admission

Students admitted to the MM, or DMA degree programs, excluding Music Education, may elect this program in their formal plan of study. All certificate students (including current degree-seeking students) must apply throught The Graduate School for admittance to this certificate program. Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for the Fall, Spring, or Summer admission.

Certificate Requirements

Required Courses (6 credits) - Research and Assessment in Music:

MUE 601 Research Methods in Music (3)
MUE 605 The Measurement of Musical Behaviors (3)

One course from the following (3 credits) - Foundations of Music Teaching & Learning:

MUE 618 Psychology of Music (3)
MUE 634 Contemporary Trends in Music Education (3)
MUE 650 Seminar in Music Education (3)
MUE 653 Supervision of Music (3)
MUE 659 Philosophy of Music (3)

One course from the following (3 credits) - Music Education Methods & Approaches:

MUE 627 Multicultural issues in Music Education (3)
MUE 632 Methods & Materials in Music Reading Instruction (3)
MUE 633 Teaching Music to Exceptional Children (3)
MUE 645 Teaching Elementary Methods: Theory and Practice (3)
MUE 656 Advanced Choral and General Music Methods (3)
MUE 657 Advanced Instrumental Methods (3)

To acquire the Post-Baccalaureate Certificate in Music Education, all students must complete the course work, as specified, with a grade of B or better to demonstrate that they have sufficient depth and breadth of music education.

MM *Master of Music in Music Education*

The MM in Music Education requires 34 semester 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit PRAXIS scores. The GRE is not required; however, the GRE is required for applicants who wish to be considered for university-wide competitive fellowships and scholarships.

Degree Requirements

Core (6 hours)

MUE 601 Research Methods in Music (3)
One of the following: MUS 606, 611, 660, 662, 674

Professional (17 hours)

MUE 639 Advanced Conduction (3)
MUE 650 Seminar in Music Education (3)
2 credit hours of ensemble or MUP 553 performance study
9 hours from MUE 605, 633, 634, or 653

Music Electives (9 hours)

A minimum of two 3-hour courses is required.

Portfolio (2 hours) (Capstone Experience)

MUE 692a,b Portfolio Development in Music Education (2)

Elective Concentrations

In addition to the requirements listed above, students may elect to pursue one of five concentrations as they complete the degree requirements, without taking additional course work beyond 34 hours. The concentrations are listed below.

ELEMENTARY/GENERAL CONCENTRATION

MUE 633, 634, 645, 678
MUE 605 or 653

CHORAL LITERATURE/CONDUCTING CONCENTRATION

MUP 541
MUP 553 (Conducting or Voice) (3)
2 hours from the following: MUP 680, 681, 682, or 688

STRINGS PEDAGOGY CONCENTRATION

MUE 657
MUP 553 Primary String Instrument (2)
MUP 553 Additional Performance Study (3)

WINDS AND PERCUSSION CONCENTRATION

MUE 657
MUP 553 Primary Wind or Percussion Instrument (2)
MUP 553 Additional Performance Study (3)

SECONDARY CHORAL/GENERAL CONCENTRATION

MUE 633, 634, 656, 678
MUE 605 or 653

PHD Doctor of Philosophy in Music Education

The PhD in Music Education requires 69 semester hours. 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 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*.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a writing sample. Some applicants may need to submit a resume/vita and/or participate in an interview or audition. Contact the Music office for more information. The GRE is not required; however, the GRE is required for applicants who wish to be considered for university-wide competitive fellowships and scholarships.

Degree Requirements

Music Education (18 hours)
Select from MUE 605, 618, 619, 633, 634, 645, 650, 653, 750, and 797

Research (12 hours)
ERM 680, ERM 681, MUE 601, MUE 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 PhD are limited to 3 hours.

Music History and/or Theory (6 hours)

Dissertation (12 hours)
MUE 799 Dissertation

Research and Teaching Skills Proficiencies
Completed on an independent basis during course of study before comprehensive examination.

Required Examinations
Diagnostic, Preliminary (written and oral), Final Oral (Dissertation Defense). See PhD Handbook for details.

MUE Music Education Courses

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

601 Research Methods in Music (3:3)
Writing skills, materials, and procedures utilized in music research; measurement, experimental design, theories/procedures for evaluation, statistics, computer applications, and initiation of scholarly research. (Fall and Summer)

605 The Measurement of Musical Behavior (3:3)
Review of standardized music tests and an examination of methods for developing tests related to the measurement of musical behavior. (Spring, Summer)

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)

627 Issues in Multicultural Music Education (3:3)
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)

632 Methods and Materials of Music Reading Instruction (3:2:2)
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)
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. Non-music 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)

639 Advanced Conducting (3:3), (3:3)
Pr. graduate standing in any Music Degree Program
Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation.

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)

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 composition, education, history, performance, and theory. (Spring)

678 Orff in the Music Classroom (3:3)
Pr. 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. Non-music 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)

692a,b Portfolio Development in Music Education (1) (1)
Pr. acceptance in MM 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 (1-12)

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)

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

740 Music Education in Society (3:3)
pr. graduate standing in any Music Degree Program
An exploration of music education with particular attention to societal influences on teaching and learning music in the classroom and/or the studio.

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. (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.

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Music Performance

220 Music Building • (336) 334-5789 • http://performingarts.uncg.edu/music/performance

Graduate Programs

Post-Baccalaureate Certificate in Jazz Studies, 12 hours
Post-Baccalaureate Certificate in Composition, 12 hours
Master of Music (MM) in Music Composition, 33 hours
Master of Music (MM) in Music Performance, 32-35 hours
Accompanying and Piano Chamber Music (33), Conducting (Choral), Conducting (Instrumental), Early Keyboard Instruments, Organ (34), Piano (32), Piano Pedagogy (32), Strings (32), Brass (32), Woodwinds (32), Percussion (32), Vocal Pedagogy (35), Voice (32), or Multiple Woodwinds (32)
Doctor of Musical Arts (DMA) in Performance, 90 post-baccalaureate hours
Doctoral Minor in Early Keyboard Instruments, 12 hours

Graduate Faculty

Professors

Dennis AsKew, DMA, Tuba and Euphonium.
Kelly Burke, DMA, Clarinet (Head, Music Performance).
Michael J. Burns, DMA, Bassoon.
William P. Carroll, DMA, Choral conducting (Associate Dean of the School of Music, Theatre and Dance).
Joseph DiPiazza, DMA, Piano.
Donald Hartmann, DMA, Voice.
David Holley, MM, Voice (Director of Opera).
Randy Kohlenberg, PhD, Trombone.
John Locke, EdD, Instrumental conducting (Director of Bands).
John Salmon, DMA, Piano, jazz.
Paul Stewart, DM, Piano.
Andrew S. Willis, DMA, Piano, fortepiano, harpsichord.

Associate Professors

Edward Bach, DMA, Trumpet.
Marjorie Bagley, MM, Violin.
Mary A. Barret, DMA, Oboe and English horn.
Robert Bracey, DMA, Voice.
James Douglass, DMA, Accompanying, vocal coach.
Chad Eby, MM, Jazz studies.
Deborah Egekvist, DM, Flute.
Mark Engebretson, DMA, Composition, electronic music.
Alexander Ezerman, DMA, Cello.
Kevin M. Geraldi, DMA, Instrumental conducting (Director of Orchestras).
Steve Haines, MM, Jazz studies (Director, Miles Davis Program in Jazz).
Carla LeFevre, DMA, Voice.
Clara O'Brien, MM, Voice.
Abigail Pack, DMA, Horn.
Scott Rawls, DMA, Viola.
Alejandro H. Rutty, PhD, Composition.
Steven Stusek, DM, Saxophone.
Nancy Walker, DM, Voice.
Robert A. Wells, DMA, Voice, vocal pedagogy.
Welborn E. Young, DMA, Choral conducting (Director of Choral Activities).

Assistant Professors

Kristopher Keeton, DMA, Percussion.
Fabian Lopez, DMA, Violin.
Carole Ott, DMA, Choral conducting (Associate Director of Choral Activities).
Anthony Taylor, DMA, Clarinet.

Lecturers
Craig Brown, MM, Bass.
Thomas Taylor, MM, Jazz.
Levone Tobin Scott, MM, Voice.

Adjunct
Greg Hyslop, Jazz guitar.
Jay Meechum, Jazz brass.
Jacqui Bartlet, Harp.

UNCG has long been recognized as one of the top music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The Department of Music Performance (including composition and jazz) offers the only comprehensive music program from undergraduate through doctoral study in the State of North Carolina. UNCG also offers degrees in music education and music studies. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and educational success.

Our MM programs offer conservatory-type performance training and complement this with academic offerings directly related to careers in performance. These students graduate with performance and entrepreneurial skills enabling entry into the profession or further studies. Our DMA students are fully prepared as artist/scholars ready to join the academy. A large faculty of outstanding artists, teachers, and researchers supports a comprehensive program of study.

Located in the artistically thriving Greensboro/Winston-Salem/High Point area, the Triad provides a wealth of cultural opportunities for our students. Students regularly attend and perform in concerts by the Greensboro Symphony Orchestra, the Greensboro Opera Company, the Winston-Salem Symphony and the Eastern Music Festival, along with a myriad of musical theatre, jazz, and chamber music ensembles.

PBC *Post-Baccalaureate Certificate in Composition*

The Post-Baccalaureate Certificate in Composition provides students with knowledge and skills needed to pursue music composition within a variety of musical careers.

Application and Admission

An earned Bachelor's degree in Music; in exceptional cases, a student with an undergraduate degree outside of music may be considered. All certificate students (including current degree-seeking students) must apply through The Graduate School for admittance to this certificate program. For current degree-seeking students, at least one letter of recommendation must be from a Composition faculty member at UNCG. Students who apply directly for the certificate program must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for Fall, Spring, or Summer admission. The application will also contain a portfolio of scores and recordings of original compositions (normally consisting of 3-5 works).

Certificate Requirements

12 Credits (must be taken at UNCG, at least 6 at the 600 level; the coordinator of the Composition area will advise the certificate student in course selection):

MUP 550 Electronic Music (3)
MUP 611 Composition Workshop
MUP 655 Orchestration (3)
MUP 650 Electroacoustic Music Composition (3)
MUP 553 Applied Instruction in Composition (1-2) may be repeated
MUP 600 Recital (0-1)
MUP 623 Jazz Arranging I (3)
MUP 624 Jazz Arranging II (3)
MUP 676 Period Music Ensembles (1) may be repeated once for credit

Students must maintain a minimum 3.0 G.P.A. in courses counting for credit towards the certificate.

Exit Requirements

Each certificate student must present a 30-minute recital of his or her original compositions. Degree-seeking students must include a member of the composition faculty on their doctoral advisory committee or master's comprehensive exam committee. Testing conditions will follow those outlined in the Handbook for Graduate Study in Music for the student's degree program. Students will be afforded two opportunities to pass the recital requirement.

Student Information Manual

Additional policies and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/resources/students

PBC *Post-Baccalaureate Certificate in Jazz Studies*

The Post-Baccalaureate Certificate in Jazz Studies provides students and/or professionals with knowledge and skills needed to apply principles of jazz to a variety of musical careers.

Application and Admission

An earned Bachelor's degree in Music; in exceptional cases, a student with an undergraduate degree outside of music may be considered. All certificate students (including current degree-seeking students) must apply through The Graduate School for admittance to this certificate program. For current degree-seeking students, at least one letter of recommendation must be from a Jazz faculty member at UNCG. Students who apply directly for the certificate program must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Certificate Requirements

12 Credits (must be taken at UNCG, at least 6 at the 600-level; the coordinator of the Miles Davis Program in Jazz will advise the certificate student in course selection) from the following:

MUP 605 Jazz Theory (3)
MUP 609 Jazz Pedagogy (3)
MUP 663 Jazz History (3)
MUP 623 Jazz Arranging I (3)
MUP 624 Jazz Arranging II (3)
MUP 664 Jazz Improvisation 1 (3)
MUP 665 Advanced Jazz Improvisation (3)
MUP 553 Jazz Performance Studies (1) may be repeated for 3 additional credits

Although not required, students are encouraged to audition for one of the jazz ensembles or jazz combos.

Exit Requirements

Completion of all course work with a grade of B or better is required. Degree-seeking students must include a member of the jazz faculty on their doctoral advisory committee or master's comprehensive exam committee. Testing conditions will follow those outlined in the Handbook for Graduate Study in Music for the student's degree program.

Student Information Manual

Additional policies and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/resources/students

MM Master of Music in Music Composition

The MM in Composition is a two-year degree, which requires 33 semester 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. In addition to private composition study, students take courses in orchestration, electronic music, counterpoint, advanced theory and history, and electives.

Assistantships are available, as are a limited number of in-state and out-of-state tuition waivers. Graduate Assistants in Composition are routinely assigned to teach Composition Skills or Making Music with Computers, assist in activities of the Composition Studios, help maintain and organize the Electronic Music Studios, give tech support for public events, and teach or assist with Music Theory.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement. Samples of work are required and should be forwarded directly to the Music office. Some applicants may need to submit a resume/vita and/or participate in an interview or audition. Contact the Music office for more information. The GRE is not required.

Degree Requirements

Enrollment in MUP 651 or 652 is required during the semester of the degree recital. A written Comprehensive Exam is required for graduation. A thesis is required and at least one recital is required. (Capstone Experience)

Courses in the Major (18 hours)

MUP 551/552/651/652 (11 hours)
(One semester of MUP 611 may be substituted for one semester of applied study)
MUP 550 Electronic Music or MUP 650 Electroacoustic Music (3)
MUP 655 Orchestration (3)
MUP 600 Recital (0)
MUS 699 Thesis (1)

Courses in Support of the Major (12 hours)

MUS 508 Tonal Counterpoint (3)
Musicology and Ethnomusicology (3-6)
(Must include one course focusing on music of the past 100 years)
Music Theory (3-6)

Electives (3 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 Media Studies may be used as an elective.

Student Information Manual

Additional policies and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/resources/students

MM Master of Music in Music Performance

The MM in Music Performance requires 32 semester hours for all concentrations except accompanying and piano chamber music, and composition which requires 33 semester hours; organ, which requires 34 semester hours; and vocal pedagogy, which requires 35 semester hours. At least one half the work credited toward the degree must be in the 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment.

Assistantships are available, as are a limited number of in-state and/or out-of state tuition waivers. Graduate Assistants in Performance are routinely assigned to teach performance studies, perform in ensembles, teach required classes depending on experience, and assist with other support duties in the School.

Application and Admission

Applicants must submit all application materials required by the Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission. In addition, all students must present a performance audition and/or interview (see Auditions). The GRE is not required.

Auditions

Performance auditions/interviews are required for acceptance as a music major and for approval of the area of study. MM Auditions should be arranged in advance through the graduate music office, and are to be scheduled on regularly scheduled audition dates. Visit: http://performingarts.uncg.edu/admissions/graduate-admissions for detailed audition requirements.

Student Information Manual

Additional polices and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/resources/students.

Degree Requirements

For all concentrations in the MM in Performance, enrollment in MUP 651 or MUP 652 is required during the semester of the degree recital. A written Comprehensive Exam is required for graduation. At least one recital is required for all concentrations. (Capstone Experience)

Additional degree requirements are listed by Concentration.

Ensemble Requirements

Masters students who are registered for 2 or more credits of music performance studies must audition for and perform in an ensemble each semester, as required by concentration. Students will have the opportunity to express their ensemble placement preferences, but they will be assigned according to audition results and ensemble priorities. Ensemble assignments and placement will be determined by the Director of Bands, Director of Orchestras, Director of Choral Programs and the Director of the Miles Davis Jazz Program in the consultation with the performance teachers and appropriate Area Coordinator.

ACCOMPANYING AND PIANO CHAMBER MUSIC (33 HOURS)

Nine hours of language are required for accompanying and piano chamber music majors, one semester each of French, German, and Italian. Also required is the equivalent of MUP 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; however, these hours will not count toward the degree.

Performance Courses in the Major (21 hours)

MUP 551/552/651/652/553 (553 should be one hour of harpsichord or fortepiano) (13)
MUP 513 Performance of Art Song Repertoire (four semesters) (4)
MUP 648 Chamber Music (four semesters) (4)
MUP 600 Recital (Two accompanying recitals are required) (0)
Recital repertoire should include representative selections from vocal, string, and wind literature. At least one work may be played on either the harpsichord or fortepiano.

Courses in Support of the Major (12 hours)

MUE 601 or MUS 602 (3)
One of the following: MUS 606, 611, 660, 662 (3)
Two of the following: MUS 511; MUP 521 or 522, 620, 621, 637, 697 (6)

CONDUCTING (CHORAL) (32 HOURS)

One semester of undergraduate conducting, two semesters of undergraduate diction including study of German and/or French diction, at least two semesters of undergraduate vocal study, and a history of participation in collegiate choral ensembles during the undergraduate degree must be satisfactorily credited on a college transcript. Deficiency in conducting study, voice study, and diction hours may be resolved with appropriate enrollment while working on the current degree; however, these hours will not count toward the degree.

Courses in the Major (17 hours)

Performance Studies (8 hours)
MUP 551/552/651/652

Ensemble (4 hours) by audition placement
MUP 680, 681a, 681b, 682, 688

Pedagogy (3 hours)
MUP 541 (3)

Secondary Keyboard or Vocal Performance Study (2 hours)
MUP 553 (2)
Recital (NC)
MUP 600 (0)

Courses in Support of the Major (12 hours)

MUE 601 or MUS 602 (3)
MUP 622 (6) (may be required when topic varies)
One of the following: MUS 611, 662, 664 (3)

Electives (3 hours)

CONDUCTING (INSTRUMENTAL) (32 HOURS)

Courses in the Major (15 hours)

Performance Studies (12 hours)
MUP 551/552/651/652

Ensemble (placement by audition) (2 hours)

Recital
MUP 600 Recital (1)

Courses in Support of the Major (12 hours)

MUE 601, MUS 602 or MUP 683 (3)
(MUE 601 or MUS 602 are recommended)
Any graduate music courses not in the major [non performance, non ensemble] (9)

Electives (5 hours)

EARLY KEYBOARD INSTRUMENTS (32 HOURS)

MUP 302 or 303 Keyboard Harmony or proficiency required (no graduate credit)

Courses in the Major (16 hours)

Performance (harpsichord or fortepiano) (12 hours)
MUP 551/552/651/652

Secondary Performance Studies (second keyboard instrument - organ, fortepiano, harpsichord, clavichord) (2 hours)
MUP 553

Ensemble (2 hours)
MUP 648 Chamber Music with Harpsichord or Fortepiano

Recital (NC)
MUP 600 Recital (0)

Courses in Support of the Major (12 hours)

MUE 601 or MUS 602 (3)
MUP 613 (3)
One of the following: MUS 508, 611, 662 (3)
One of the following: MUS 530, 606 (3)

Music Electives (4 hours)

ORGAN (34 HOURS)

Courses in the Major (17 hours)

Performance (12 hours)
MUP 551/552/651/652

Pedagogy (3 hours)
MUP 500

Ensemble (2 hours)

Recital (NC)
MUP 600 Recital (0)

Courses in Support of the Major (15 hours)
MUS 602 (3)

Theory (6 hours)
MUS 508 (3) (If tonal counterpoint is credited on the undergraduate transcript with a grade of B or better from a NASM-accredited school, they may instead take a non-restricted music elective.)
MUS 510 (3)

Area Literature (6 hours)
MUP 613 (3)
MUP 668 (3)

Choral Conducting (2 hours)
MUP 629 (2)

PIANO (32 HOURS)

Courses in the Major (14 hours)
Performance (12 hours)
MUP 551/552/651/652

Ensemble (2 hours)
Usually selected from MUP 513 or 648

Recital (NC)
MUP 600 Recital (0)

Courses in Support of the Major (12 hours)
MUE 601 or MUS 602 (3)
One of the following: MUP 613, MUP 614, MUP 620 (3)
One of the following: MUS 511, MUS 529, MUS 530, MUS 532, MUS 533, MUS 606 (3)
One of the following: MUS 508, MUS 510, MUS 611, MUS 644, MUS 660, MUS 662, MUS 664 (3)

Music Electives (6 hours)

PIANO PEDAGOGY (32 HOURS)

MUP 302 or 303 Keyboard Harmony or proficiency required (no graduate credit).

Courses in the Major (20 hours)
Performance (12 hours)
MUP 551/552/651/652
Pedagogy (6 hours)
MUP 612 (3)
One of the following: MUP 609, 617, 620, 672; MUE 632, 645; MUS 644 (3)
Lecture/Demonstration and Paper (2 hours)
MUP 610

Courses in Support of the Major (12 hours)
MUE 601 or MUS 602 (3)
MUP 613 (3)
MUP 614 (3)
Any graduate music course not in the major [non performance, non ensemble] (3)

STRING, WIND, PERCUSSION (32 HOURS)

Courses in the Major (17 hours)
Performance (12 hours)
MUP 551/552/651/652

Ensemble (by audition placement) (4 hours)

Recital (1)
MUP 600 (1)*

Courses in Support of the Major (12 hours)
MUE 601, MUS 602 or MUP 683 (3)
(MUE 601 or MUS 602 are recommended)
Any graduate music course not in the major [non performance, non ensemble] (9)

Electives (3 hours)
*Students may perform one additional recital to fulfill elective hours.

VOCAL PEDAGOGY (35 HOURS)

Vocal pedagogy requires 35 hours. Twelve (12) hours of language are required for vocal pedagogy majors—one semester each of French, German, and Italian plus a second semester of 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 degree. Students with native fluency in one of the required languages may petition the Director of Vocal Studies to satisfy this requirement as appropriate.

Courses in the Major (19 hours)
Performance (9 hours)
MUP 551/552/651/652 (8)
MUP 640 Vocal Coaching (1)

Pedagogy (6 hours)
MUP 541, 641

Ensemble (by audition placement) (2 hours)
MUP 680, 681a, 681b, 682, 688

Lecture/Demonstration and Paper (2 hours)
MUP 610 (2)

Recital (NC)
MUP 600 Recital (0)

Courses in Support of the Major (12 hours)
MUE 601 or MUS 602 (3)
MUP 521 or 522 (3)
One of the following in music theory: MUS 508, 510, 611, 644, 660, 662, 664 (3)
One of the following: a 500-level music history course, a 500-level music literature course, MUS 606 if it is a vocal topic) (3)

Music Electives (4 hours)

VOICE (32 HOURS)

Twelve (12) hours of language are required for voice majors—one semester each of French, German, and Italian plus a second semester of 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 degree. Students with native fluency in one of the required languages may petition the Director of Vocal Studies to satisfy this requirement as appropriate.

Courses in the Major (16 hours)

Performance (11 hours)
MUP 551/552/651/652 (8)
MUP 640 (1)
MUP 675 (2)

Pedagogy (3 hours)
MUP 541 (3)

Ensemble (by audition placement) (2 hours)
MUP 680, 681a, 681b, 682, 688

Recital (NC)
MUP 600 Recital (0)

Courses in Support of the Major (12 hours)

MUE 601 or MUS 602 (3)
MUP 521 or 522 (3)
Music theory course (eg. MUS 508, 510, 611, 644, 660, 664; MUP 663) (3)
One of the following: a 500-level music history course, a 500-level music literature course, MUS 606 if it is a vocal topic) (3)

Music Electives (4 hours)

MULTIPLE WOODWINDS (THREE INSTRUMENT TRACK) (32 HOURS)

Courses in the Major (20 hours)

Performance (15 hours)
MUP 551/552/651 (6-9 hrs credit, principal instrument)
MUP 553 (4 hrs credit, secondary instrument)
MUP 553 (2-5 hrs credit, 3rd instrument)
[Proficiency must be shown in secondary instruments at the undergraduate concentration upper-division examination level (MUP 351 proficiency minimum]

Ensemble (by audition placement) (4 hours)

Recital (1)
MUP 600 Recital (must include at least two instruments)

Courses in Support of the Major (12 hours)

MUP 683, MUE 601, or MUS 602 (3)
(MUE 601 or MUS 602 are recommended)
Any graduate music courses not in the major [non performance, non ensemble] (9)

DMA *Doctor of Musical Arts in Performance*

The DMA in Performance is offered in the following concentrations: Accompanying and Piano Chamber Music, Choral Conducting, Instrumental Conducting, Piano, Organ, Strings, Winds, Brass, Percussion, and Voice. A doctoral minor in Early Keyboard is also available.

Student Information Manual

Additional policies and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/resources/students.

Application and Admission

In addition to the application materials required by The Graduate School, DMA applicants must submit a repertory list, resume, and scholarly writing sample (if required) with the pre-screening CD/DVD. The GRE is not required; however, the GRE is necessary for applicants who are nominated for university-wide competitive fellowships and scholarships. 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.

Degree Requirements

The DMA in Performance requires a minimum of 90 semester hours of post-baccalaureate course work. 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 the required cognate or help to satisfy competencies with the approval of the Doctoral Advisory Committee in accordance with the academic regulations of The Graduate School. These credits may not be used to satisfy any non-elective requirements.

The plan of study is developed individually in consultation with the student's advisory committee. At least 75% of all course work (36 credits), exclusive of the dissertation, must be at the 600 or 700 level. A diagnostic examination is administered prior to the first semester of enrollment.

The following 60 hours must be completed at UNCG (the Graduate School transfer credit policy applies):

Performance Studies (18 hours minimum)

Students registered for more than one credit of MUS 751 must simultaneously enroll for at least three credits of non-performance or -ensemble music course work.

Reading/Writing/Speaking Intensive Courses (9 hours minimum)

One musicology/ethnomusicology course (MUS 606)

One music theory course (MUS 611, 660, 662, 664)

One other courses chosen from the above listed courses OR the following:

MUE 605, 618, 627, 633, 634, 645, 646, 649, 650, 653, 658, 659, 678, 740, 750, MUP 749

Electives (21 hours minimum)

Required Competencies
Satisfactory completion of competencies is determined by the Doctoral Advisory Committee.

Area Literature
Area Pedagogy
Language (if required by area, See Music Graduate Handbook for details)
Research (Students who have not earned a B or higher in a bibliography/research course at the master's level from a NASM accredited school must take MUE 601 or MUS 602.)

Required Cognates
All students are required to 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 doctoral courses, or any other courses taken at UNCG as electives. If a student applies for and completes one of our PBCs, PMCs, or doctoral minors, this fulfills the cognate requirement. For more information on our certificate programs, please see the appropriate section in the Graduate Bulletin. Satisfactory completion of cognates is determined by the Doctoral Advisory Committee.

Dissertation (12 hours minimum)

MUP 799 Dissertation

The dissertation for the Doctoral of Musical Arts degree comprises 3 major sections: 1)a performance section; 2)a written section; and 3)an oral defense.

1. Performance. Three recitals are required for all DMA students to fulfill the performance portion of the DMA Dissertation.
2. Doctoral Document. The written portion of the dissertation is a document that represents original scholarship, is carried out at the highest level of scholarship, and is relevant to the particular major field's repertory, pedagogy, history, or practice. (see the Guide to the Preparation of Theses and Dissertations).
3. Defense of the Document: The doctoral candidate who has successfully completed all other requirements for the degree must defend the dissertation orally (Final Oral Examination). See the Graduate Music Handbook for Defense options.

Required Examinations
Diagnostic, Continuation Jury, Preliminary (written and oral), Final Oral (Dissertation Defense)

Student Information Manual
Additional policies and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/resources/students

MINOR IN EARLY KEYBOARD INSTRUMENTS

Within the DMA in performance, students may elect to fulfill the requirements for a **12**-hour minor in early keyboard instruments. The following courses are required:

MUP 613 Piano Literature I (to c. 1800) (3)
MUP 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 553 Secondary Performance Studies (in harpsichord and/or fortepiano) (6) (Registration may be for one or two hours per semester.)

MUP *Music Performance 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.

513 Performance of Art Song Repertoire (1:0:2)
Pr. permission of instructor
Performance-based study of art song repertoire emphasizing stylistic elements. Concentrates on one language or composer each semester, including, but not limited to, German Lieder, French Melodie, American or British song. May be repeated for credit. Open to junior, senior, and graduate music majors. (Fall)

521 Song Literature I (3:3)
Pr. voice, choral conducting,or accompanying major, or permission of instructor
Survey of non-operatic solo vocal repertoire: Italian (Baroque and Classical), German, Nationalistic, Spanish. Brief historical study of major composers, poets, compositional style and historical periods.

522 Song Literature II (3:3)
Pr. voice, choral conducting, or accompanying major, or permission of instructor
Survey of non-operatic solo vocal repertoire: Italian (Romantic and 20th Century), French, British, 20th Century American. Brief historical study of major composers, poets, compositional style and historical periods.

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)

551 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders. (Fall)

552 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders. (Spring)

553 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders.

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

600 Recital (0-1)
Pr. permission of instructor
Performance of a faculty approved repertoire selection of approximately 50 minutes of music. (Graded on S-U basis) (Fall, Spring, and Summer)

605 Jazz Theory (3:3)
Pr. undergraduate degree in music or admission to the PBC in Jazz Studies
Establishes a foundation of knowledge for the study of jazz improvisation and composition, stressing jazz nomenclature, chord/scale analysis, basic chord substitution (Spring)

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. permission of instructor
A research project leading to a public lecture recital. (Graded on S-U basis) (Fall and Spring)

611 Composition Workshop (3:3)
Pr. graduate music majors or permission of instructor
Students will compose pieces and perform their compositions. May be repeated twice for a total of 9 credit hours.

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)

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.

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)

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.

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)

640 Vocal Coaching (1:1)
Pr. MUP 551 or higher standing in Performance Studies and permission of Vocal Area Coordinator. Coreq. MUP 551, 552, 651, 652, or 751
Facilitate the progressive development of voice students through advanced and comprehensive study of repertoire and performance techniques, focusing primarily on diction, style and interpretation. (Fall and Spring) May be repeated for credit.

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.

647 Casella Sinfonietta (1:0:1-2)
Pr. permission of instructor. Coreq. MUP 691 or 693
Chamber literature for winds, strings and percussion from all eras, including contemporary works for this medium. May be repeated when repertoire varies.

648 Chamber Music (1:0:1)
Pr. permission of instructor
Group study and performance of selected chamber music literature/jazz combo literature (non-conducted) with emphasis on development of independent chamber music performance skills. Personnel and repertoire assigned by performance faculty. May be repeated for credit when repertoire varies.

650 Electroacoustic Music Composition (3:3:3)
Pr. MUP 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)

651 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders.

652 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders.

653 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders.

655 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. (Fall)

661 Entrepreneurial Career Development in Music (3:3)
Focus on the entrepreneurship knowledge, skills, and career development to enable students to become the architect of his/her future. (Same as ENT 661)

663 History of Jazz (3:3)
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of sociocultural aspects. (Even Spring)

664 Jazz Improvisation 1 (3:3)
Pr. undergraduate degree in music or admission to the PBC Jazz Studies
An introduction to jazz improvisation using modal forms, blues, and ii-V-I progressions.

665 Advanced Jazz Improvisation
Pr. Jazz Improvisation 1 or permission of instructor
Continuation of Jazz Improvisation 1; focus on standards through contemporary jazz performers and composers.

668 Organ Literature (3:3)
Survey of organ literature from sixteenth century to present. Open to all graduate students by permission of instructor.

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)

675 Opera Performance Techniques (2:2:2)
Pr. MUP 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)

676 Period Music Ensembles (1:0:2)
Pr. permission of instructor
Performance of conducted and non-conducted period literature for winds, string, percussion, and voice. May be repeated for credit when different repertoire is selected. (Fall, Spring)

677 World Music Ensembles (1:0:2)
Pr. permission of instructor
Performance of conducted and non-conducted world music literature. May be repeated for credit when different repertoire is selected. (Fall, Spring)

680 Schola Cantorum (1:0:3)
Choral organization for mixed 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.

683 Instrumental Literature and Performance Practice (3:3)
Survey of solo and chamber literature from the 17th century to the present. Emphasis on historical perspectives, development of instrumental genres, performance practices, listening, and general score analysis.

688 Chamber Singers (1:0:3)
Select mixed vocal ensemble of graduate and advanced undergraduate singers. Membership by audition.

691 University Orchestra (1:0:4)
Full symphony orchestra, performing 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.

695a Jazz Ensemble (1:0:3)

695b Jazz Band (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 Studio Ensemble (1:0:3)
Participation by audition in studio ensembles appropriate to the individual's performance area. Contact the School of Music for a list of studio ensembles and specific audition requirements. (Fall and Spring)

697 Directed Study in Music Performance (1-6)
Pr. permission of supervising professor; Director of Graduate Study, and Dean
Supervised advanced research requiring a written document or composition.

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

748 Practicum in Instrumental Pedagogy (3:3)
Pr. 651 or higher in performance studies or permission of instructor
Provides advanced knowledge of and practical experience in instrumental pedagogy through an interdisciplinary approach in areas of anatomy, physiology, kinesiology, pathology, technology, psychology, and applied performance.

749 College Teaching: The Tenure Track (3:3)
Pr. admission to a terminal degree program in the School of Music, Theatre, and Dance
Issues related to teaching performing arts in higher education. Topics include curriculum design, teaching methods, evaluation, promotion, school/departmental structure, job searching/resume preparation, copyright, publication, etc. (Spring)

751 Performance Studies (1-6)
By audition
Performance studies instruction on principal instrument, voice, composition, or conducting. Curricular Practical Training Required for F1 Visa Holders.

797 Directed Study in Music Performance (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.

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Department of Music Studies

220 Music Building • (336) 334-5789 • http://performingarts.uncg.edu/music/studies

Graduate Programs

Post-Baccalaureate Certificate in Ethnomusicology, 15 hours
Post-Baccalaureate Certificate in Musicology, 13 hours
Post-Baccalaureate Certificate in Music Theory, 12 hours
Master of Music (MM) in Music Theory, 34 hours
Post-Master's Certificate in Music Theory Pedagogy, 14 hours

Graduate Faculty

Professors

David L. Nelson, PhD, Music theory.
J. Kent Williams, PhD, Music theory, computer applications.

Associate Professors

Guy Capuzzo, PhD, Music theory.
Gregory Carroll, PhD, Music theory, composition, music appreciation.
Gavin D. Douglas, PhD, Ethnomusicology (Head, Music Studies).
Elizabeth L. Keathley, PhD, Music history.
Irna Priore, PhD, Music theory.
Adam Ricci, PhD, Music theory.

Assistant Professors

Aaron Allen, PhD, Musicology
J. Revell Carr, PhD, Ethnomusicology
Kailan R. Rubinoff, PhD, Musicology.
Joan Titus, PhD, Musicology.

UNCG has long been recognized as one of the top music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The Department of Music Studies offers the Bachelor of Arts degree in Music, the Master of Music in Music Theory, as well as post-baccalaureate and post-masters certificate programs in music theory, historical musicology, and ethnomusicology. UNCG also offers degrees in music education and performance (including composition and conducting). Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

Our MM program offers students an opportunity to deepen and refine their knowledge of music theory, and to continue developing their analytical, keyboard, and aural skills. Most MM students gain valuable teaching experience as graduate assistants. Students who complete this course of study are qualified to teach pre-college or community college courses, or to apply for admission to a doctoral program.

PBC *Post-Baccalaureate Certificate in Ethnomusicology*

The Post-Baccalaureate Certificate in Ethnomusicology requires 15 hours and provides students with global breadth and awareness of multiple music trasditions as well as theoretical principles and practical applications of ethnomusicology.

Application and Admission

All certificate students (including current degree-seeking students) must apply throught The Graduate School for admittance to this certificate program. Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for the Fall, Spring, or Summer admission. In addition to the application materials required by The Graduate School, applicants must:

- submit a writing sample showing significant engagement with music and culture.
- provide a statement of intent outlining their background in ethnomusicology and their particular goals and interests.
- interview with participating faculty.

Certificate Requirements

Options will be decided in consultation with the student's advisor.

Required Courses

MUP 677 World Music Ensemble (Old Time, West African, etc.) (2) (two semesters)
MUS 606 Seminar in Music History: Theory and Methods in Ethnomusicology (3) (offered once every two years)
MUS 689 Practicum in Teaching Music Theory and Musicology (1)

Two of the following courses:

MUE 627 Issues in Multicultural Music Education (3)
MUS 606 Seminar in Music History: Ethnomusicology/Musicology (3)
MUS 631 Selected Topics in Ethnomusicology (3)

One 500/600-level Social Science/Humanities elective:

ATY 583 Culture and Society (3)
MLS 610 Culture and Ideas (3)
Or other in consultation with advisor

PBC *Post-Baccalaureate Certificate in Musicology (Historical)*

The Post-Baccalaureate Certificate in Musicology provides students with the opportunity to study music history in greater depth in a structured program, preparing MM and DMA students to teach courses requiring music history knowledge, and thus enhancing their marketable skills. It also prepares other graduates of BA or BM programs for further graduate study in musicology and enhances the employability of students with an interest in public sector fields and arts administration.

The objectives of the Post-Baccalaureate Certificate in Musicology are to:

• Increase cultural awareness and understanding of the Western art music tradition in relation to non-European musical traditions.

• Develop practical skills for teaching music history in the classroom.

• Develop research and writing skills in the field of music history.

The program is open to students with a BA, B.Mus or other undergraduate four-year degrees who meet admission requirements. Additionally, it is open to UNCG students enrolled in MM, DMA and PhD programs in the School of Music, Theatre and Dance.

Application and Admission

All certificate students (including current degree-seeking students) must apply throught The Graduate School for admittance to this certificate program. Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for the Fall, Spring, or Summer admission. In addition to the application materials required by The Graduate School, applicants must:

- pass the music history diagnostic exam required of all incoming degree-seeking music graduate students with a score of 70% or better.
- provide a statement of intent that outlines the candidate's background, interests, and goals in musicology.
- provide a writing sample that demonstrates intellectual engagement with music.
- interview with participating faculty.

Students in the Musicology certificate program will work with an advisor in the musicology area who will help the student design an integrated program specific to his or her needs and interests.

Certificate Requirements

Required Courses (13 credits taken at UNCG)

MUS 606 Seminar in Music History (3) repeated for credit with different topic for a total of 6 hours
Additional Musicology/Ethnomusicology courses at the 500 or 600 level* (6)
MUS 689 Practicum in Teaching Music Theory and Musicology (1)

*In consultation with the student's musicology advisor, and as appropriate for the student's plan of study, the student may substitute one relevant course outside of the area. Relevant courses could include MUE 601 or MUS 602, a language, a period or non-Western ensemble, or a 500/600 level course in such fields as History,

Women's and Gender Studies, African American Studies, Music Theory, or others.

Note: Students must maintain a minimum 3.0 G.P.A in courses counting for credit towards the certificate.

Exit Requirements:

A member of the musicology faculty must be a member of the student's comprehensive exam committee (MM students) or doctoral advisory committee (DMA/PhD students). Testing conditions will follow those outlined in the Handbook for Graduate Study in Music for the respective degree program. Non-degree students must pass an exit essay and interview in music history based upon the courses they have taken; they will have two opportunities to pass.

PBC *Post-Baccalaureate Certificate in Music Theory*

The Post-Baccalaureate Certificate in Music Theory provides students and/or professionals with knowledge and skills needed to apply principles of music theory to a variety of musical careers.

Application and Admission

An earned Bachelor's degree in Music. Students admitted to the MM, DMA, or PhD in Music may elect this program in their formal plan of study. All certificate students (including current degree-seeking students) must apply throught The Graduate School for admittance to this certificate program. Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for the Fall, Spring, or Summer admission. All applicants must score at least 75 percent on the Graduate Theory Diagnostic Exam administered to all degree-seeking music graduate students. The Coordinator of Music Theory will advise certificate students in their choice of theory courses.

Certificate Requirements

Required Courses (12 credits taken at UNCG)

MUS 508 Tonal Counterpoint (3) or MUS 510 Advanced Tonal Analysis (3)
MUS 611 Seminar in Musical Analysis (3) may be taken twice under different topics
MUS 644 Pedagogy of Music Theory (3)
MUS 660 Theory and Analysis of Rhythm (3)
MUS 662 Schenkerian Analysis (3)
MUS 664 Post Tonal Anaylsis (3)
MUS 687 Aural and Keyboard Skills for Music Theory (1) may be repeated once

Exit Requirements:

Comprehensive Exam: Each certificate student enrolled in a degree program must include a member of the music theory faculty on their comprehensive exam committee (MM students) or doctoral advisory committee (DMA/PhD students) to assure that requirements of the certificate program have been met and that the student's knowledge of music theory is examined with sufficient depth and rigor during the written and oral (if applicable) exams. Non-degree students must pass a comprehensive exam in music theory based upon the courses they have taken. Students in either program will have two opportunities to pass the exam. Students will have two opportunities and must pass an exit essay and interview in music theory based upon the courses they have taken.

MM *Master of Music in Music Theory*

The MM in Music Theory requires 34 semester hours. Thesis and non-thesis options are offered. 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. The capstone experience is a required written comprehensive examination in the final semester and a thesis or document.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement. Samples of work are required and should be forwarded directly to the Music office. Some applicants may need to submit a resume/vita and/or participate in an interview or audition. Contact the Music office for more information.

Degree Requirements

Core (6 hours)

MUS 602 (3)
MUS 606 (3)

Performance (2 hours)

MUP 553, performance, composition, or conducting

Electives (3 hours)

Recommended: MUE 618, MUE 619, MTD 654 history and literature, composition or electronic music, or improvisation

Thesis Option

Major Courses (18 hours)
MUS 611, 644, 660, 662, 664, 690

Thesis (5 hours)
MUS 699 (5)

Non-Thesis Option

Major Courses (21 hours)
MUS 508 or 510, 611, 644, 660, 662, 664, 690

Document (2 hours)
MUS 698 (2)
Examples:
Paper (shorter than thesis) presented to an audience
Teaching portfolio
Lecture recital

PBC *Post-Master's Certificate in Music Theory Pedagogy*

Within the PhD or DMA program, 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 exit requirements.

Application and Admission

All certificate students (including current degree-seeking students) must apply throught The Graduate School for admittance to this certificate program. Applicants must submit all application materials required by The Graduate School, excluding GRE scores, by the appropriate deadline to be considered for the Fall, Spring, or Summer admission.

MUS *Music Studies Courses*

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)

529 Music before 1600 (3:3)
Pr. 332 or permission of instructor
Examination of musical traditions from before 1600 beyond the survey level. Topics may include gender/ sexuality, geography, institutions, orality, performance practice, print/manuscript culture, and/or religion.

530 Music from 1600-1800 (3:3)
Pr. 332 or permission of instructor
Examination of musical traditions from ca. 1600-1800 beyond the survey level. Topics may include performance practice, nationalism, gender/ sexuality, religion, orality/notation, organology and iconography

532 Music of the Nineteenth Century (3:3)
Pr. 333 or permission of instructor
Examination of musical traditions from ca. 1789-1914 beyond the survey level. Topics may include gender/sexuality, institutions, nationalism, nature, performance practice, and/or religion.

533 Music of the Twentieth-Century (3:3)
Pr. 333 or permission of instructor
Examination of musical traditions from ca. 1880 to present beyond the survey level. Topics may include music and the State, gender/sexuality, ethnicity and identity, cultural policy/ politics, religion, multimedia.

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)

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

602 Seminar in Music Research and Writing (3:3)
Musical bibliography encompassing a range of print and electronic sources and databases. Methods for researching and writing about music, including research papers, music criticism, and other genres. (Fall, Spring)

606 Seminar in Music History (3:3)
Pr. MUE 601 or MUS 602 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)

611 Seminar in Musical Analysis (3:3)
Pr. passing score on graduate theory diagnostic exam and permission of instructor
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)

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.

631 Selected Topics in Ethnomusicology (3:3)
Pr. MUE 601 or MUS 602
Music traditions and current issues in the field of ethnomusicology. Topics may focus on geographical areas or theoretical/ methodological issues. May be repeated for credit when topic varies.

644 Pedagogy of Music Theory (3:3)
Pr. passing score on graduate theory diagnostic exam
Survey of philosophies, curricula, course content, and teaching approaches for undergraduate courses in music theory and aural skills. (Even Fall)

660 Theory and Analysis of Rhythm (3:3)
Pr. passing score on graduate theory diagnostic exam
Survey of theories and analytical approaches regarding the temporal organization of music. (Odd Fall)

662 Schenkerian Analysis (3:3)
Pr. passing score on graduate theory diagnostic exam
Theories and analytical methods of Heinrich Schenker as applied to masterworks of the tonal repertory. Selected readings from Schenkerian literature. (Spring)

664 Post-Tonal Theory (3:3)
Pr. passing score on graduate theory diagnostic exam
In-depth study of theoretical and analytical approaches to post-tonal music. Readings, analyses, papers, and presentations required. (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

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. MUE 601 or MUS 602; passing score on graduate theory diagnostic exam
Survey of the evolution and present state of the discipline of music theory. (Fall and Spring)

697 Directed Study in Music Studies (1-6)
Pr. permission of supervising professor; Director of Graduate Study, and Dean
Supervised advanced research requiring a written document or composition.

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)

702 Musicological Research for Performers (3:3)
Pr. 602 or equivalent
Research problems and methodologies for doctoral-level performing musicians. Computer fee charged. (Spring)

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

797 Directed Study in Music Studies (1-12)
Pr. permission of supervising professor; Director of Graduate Study, and Dean
Supervised advanced research requiring a written document or composition.

799 Dissertation (1-12)

801 Thesis Extension (1-3)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

Joint School of Nanoscience and Nanoengineering

2907 East Lee Street, Greensboro, NC 27401

Graduate Programs

- Professional Master of Science in Nanoscience (MS), 33 hours; technical concentration, 33 hours
- Doctor of Philosophy in Nanoscience (PhD), 60 hours

Graduate Faculty

Professor

Daniel Herr, PhD, nanoenergy, nanobioeletronics, designed materials and assembly, and optimization (Chair).

James Ryan, PhD, Thin films, nanoelectronics, semiconductor process technology (Dean).

Ethan Will Taylor, PhD, Medicinal chemistry, molecular modeling and drug design, nanopharmacology, virology, viruses as models for biomimetic nanotechnology.

Associate Professor

Christopher Kepley, PhD, Nanomedicines, nanoimmunology, fullerenes, understanding ways to inhibit inflammatory diseases, designing new nano-based diagnostics and theranostics for human disease.

Joseph Starobin, PhD, Application of methods of theoretical, mathematical and computational physics to cardiovascular research; electrophysiological data collection with MEMS and nano-enabled sensors.

Assistant Professor

Adam Hall, PhD, Developing novel fabricated structures at the nanometer scale and using them to detect, manipulate, and probe single biological molecules.

Marinella Sandros, PhD, Nanochemistry and Nanobiotechnology, developing theranostics probes and designing ultrasensitive detection platforms for medical applications.

The Joint School of Nanoscience and Nanoengineering (JSNN) is a collaboration of North Carolina A&T State University and The University of North Carolina at Greensboro. JSNN's research and educational programs focus on the emerging areas of nanoscience and nanoengineering. The strengths of the two universities in the basic sciences and in engineering make them ideal partners for this new, interdisciplinary school. JSNN faculty and students will be able to access laboratories and classrooms at NC A&T, UNCG as well a the leading edge JSNN faculty at the Gateway University Research Park.

Nanotechnology is often referred to as convergent technology because it utilizes knowledge from a diverse array of disciplines including biology, chemistry, physics, engineering, and technology. Nanotechnology is rapidly becoming a large part of the world's economy, generating an array of materials, technologies, and new products. JSNN's Professional Master of Science in nanoscience and PhD in nanoscience degree programs have been developed to meet the need for trained professionals in the emerging high technology industries using nanotechnology.

JSNN has six research focus areas—nanobioscience, nanometrology, nanomaterials (with special emphasis on nanocomposite materials), nanobioelectronics, nanoenergy, and computational nanotechnology. These technical areas will afford numerous opportunities for collaboration with industrial partners.

Academic Ineligibility

Fully admitted students will become academically ineligible to continue in the Joint School of Nanoscience and Nanoengineering if (1) grades less than B (3.0) are received in more than 6 semester hours or (2) a grade of F is received in any course. Only grades of B (3.0) or better will count toward the doctoral degree.

MS *Master of Science in Nanoscience*

The 33-hour, non-thesis MS in Nanoscience follows the Professional Science Masters degree model, featuring course work in nanosciences and business and an internship to provide practical experience. It is designed for students with strong backgrounds in technical fields who seek additional specialized training to qualify them for positions in companies that work in the field of nanotechnology.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement indicating their interest in the program and a current Curriculum Vitae. Students may be admitted for either Fall or Spring terms. The deadline to apply is April 1.

Qualified applicants will have a BS degree in an area related to nanoscience (physics, chemistry, biology, mathematics, computer science, or engineering) and, as a minimum, completed calculus through differential equations.

Degree Requirements

Nanoscience Survey Courses (9 hours)

Students choose three courses to introduce them to fundamental concepts, methods, and discoveries in different areas of nanoscience. Courses nclude the following:

NAN 601 Nanochemistry (3)
NAN 602 Nanobiology (3)
NAN 603 Nanophysics (3)
NAN 604 Nanotechniques (3)

Disciplinary Foundation Courses (9 hours)

Appropriate courses to build on the undergraduate degree ensuring appropriate depth of knowledge in the student's discipline will be selected with the student's program advisor. The University offering the course is indicated in parentheses.

Biology
BIO 504 Advanced Topics in Cell Biology (3) (UNCG)
BIO 595 Advanced Genetics (3) (UNCG)
BIO 543 Biophysics (3) (UNCG)
BIO 540 Genes and Signals (3) (UNCG)

Chemistry
CHE 553 Advanced Organic Chemistry I (3) (UNCG)
CHE 632 Advanced Analytical Chemistry (3) (UNCG)
CHE 641 Advanced Inorganic Chemistry II (3) (UNCG)
CHE 650 Receptor Biochemistry (3) (UNCG)
CHE 660 Biochemical Pharmacology (3) (UNCG)
CHE 661 Advanced Physical Chemistry I (3) (UNCG)

Computational Sciences
CSC 640 Software Engineering (3) (UNCG)
CSC 653 Advanced Theory of Computation (3) (UNCG)
CSC 656 Foundations of Computer Science (3) (UNCG)
CSC 671 Advanced Database Systems (3) (UNCG)

Engineering
CHEN 655 Nanostructured Materials and Engineering Applications (3) (NC A&T)
ELEN 805 Thin Film Technology for Device Fabrication (3) (NC A&T)
ELEN 614 Integrated Circuit Fabrication Methods (3) (NC A&T)

Mathematics
MAT 546 Partial Differential Equations with Applications (3) (UNCG)
MAT 624 Numerical Mathematics (3) (UNCG)
MAT 695 Real Analysis (3) (UNCG)
STA 651 Mathematical Statistics (3) (UNCG)

Nutrition
NTR 625 Gene Expression and Protein Metabolism (2) (UNCG)
NTR 626 Energy, Carbohydrate, Lipid Metabolism (2) (UNCG)
NTR 627 Antioxidants and Bioactive Food Components (2) (UNCG)
NTR 628 Vitamins and Minerals (2) (UNCG)

Physics
PHYS 615 Electromagnetic Theory I (3) (NC A&T)
PHYS 711 Quantum Mechanics I (3) (NC A&T)
PHYS 630 Statistical Mechanics (3) (NC A&T)
PHYS 737 Physics of Solids (3) (NC A&T)

Technology
ECT 614 Microelectronics Fabrication Technology (3) (NC A&T)
MFG 651 Principles of Robotics (3) (NC A&T)
MFG 674 Study of Automation and Control Systems (3) (NC A&T)
MFG 760 Advanced MFG Process /Computer Numerical Control (CNC) (3) (NC A&T)
MFG 770 Managing a Total Quality System (3) (NC A&T)
MFG 780 Reliability Testing and Analysis (3) (NC A&T)
MSIT 673 Industrial Productivity Measurement and Analysis (3) (NC A&T)
MSIT 779 Statistical Research in Industrial Technology (3) (NC A&T)
TRAN 727 Global Supply Chain Management (3) (NC A&T)
NANO 711B Food and Agricultural Nanotechnology (3) (NC A&T)

Business/Management Courses (9 hours)
MBA 701 Quantitative Analysis for Decision Making (3) (UNCG)
MBA 702 Financial and Managerial Accounting (3) (UNCG)
MBA 703 Economic Environment of the Firm (3) (UNCG)
MBA 704 Leadership Assessment and Career Enhancement (3) (UNCG)
MBA 706 Marketing Management (3) (UNCG)
MBA 710 Ethical Leadership and Sustainable Business (3) (UNCG)
ACCT 708 Seminar in Financial Concepts (3) (NC A&T)
BUAD 705 Methods in Business Analysis (3) (NC A&T)
BUAD 712 Foundations of Enterprise Management (3) (NC A&T)

Internship/Project (6 hours) (Capstone Experience)

All students must complete a 6-hour internship in an appropriate private or public enterprise engaged in research, commercialization, or manufacturing or 6-hour project on an appropriate subject.

TECHNICAL CONCENTRATION (33 HOURS)

Student pursuing the technical concentration in nanoscience will complete the requirements listed above, replacing the 9 hours of business/management courses with 9 hours of technical courses. Possible courses include:

NANO 701 Simulation and Modeling Methods in Nanoscience and Nanoengineering
NAN 611 Lab Rotations (up to 3 hours)
4th Nanoscience Survey Course (3)
4th Disciplinary Foundation Course (3)

PhD *Doctor of Philosophy in Nanoscience*

The PhD in Nanoscience requires a minimum of 60 hours and is designed to prepare students to take positions in industrial, governmental, or academic research settings by providing a solid background in nanoscience theory and experimental techniques through course work and dissertation research. Advanced elective courses in nanoscience areas ensure students will have substantial depth of understanding in their area of interest and enable them to effectively carry out advanced nanoscience research.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement indicating their interest in the program and a current Curriculum Vitae. Students are admitted for the Fall terms. The deadline to apply is April 1.

Qualified applicants will have a BS degree in an area related to nanoscience (physics, chemistry, biology, mathematics, computer science, or engineering) and, as a minimum, completed calculus through differential equations.

Degree Requirements

Fundamentals of Nanoscience Courses (15 hours)

NANO 701 Simulation and Modeling Methods in Nanoscience and Nanoengineering (NC A&T) (3)
NAN 601 Nanochemistry (3)
NAN 602 Nanobioscience (3)
NAN 603 Nanophysics (3)
NAN 604 Nanotechniques (3)

Laboratory Rotations (4 hours)

In the first two semesters of study, students will rotate through four research labs (seven weeks in each lab) to become familiar with research at JSNN and to provide training in laboratory techniques needed for dissertation research. With the advice of the advisor/committee and permission of the faculty member responsible for the lab, students will select labs based on their interests.

NAN 611 Nanoscience Laboratory Rotation (4)

Nanoscience Seminar (2 hours)

In the first two semesters of study, students will take professional development seminars that will expose them to a variety of research and professional development topics such as intellectual property issues, confidentiality, ethical issues in nanoscience, writing successful grant proposals, effective presentation and writing skills, etc.

NAN 621 Professional Development Seminar I (1)
NAN 622 Professional Development Seminar II (1)

Qualifying Examination

Students will take a qualifying exam on their knowledge of the fundamentals of nanoscience at the end of their first year of coursework in order to continue in the program.

Advanced Nanoscience Electives (15 hours)

Beginning in the second year of the program, each student will choose doctoral-level elective courses from the following areas: physics, chemistry, nutrition, engineering, mathematics, computer science, biology and environmental science. Students may substitute dissertation research for two electives in the third year with the consent of the student's advisor/committee.

Dissertation Research (24 hours minimum)

By the end of the first year, students will select a dissertation advisor with the objective of preparing a dissertation proposal by the end of the second year. Students will present their proposals to a general JSNN audience in the form of a seminar and defend the proposal in the form of an oral exam.

Dissertation research begins in the second year and students will take a minimum of 3 hours of dissertation research each semester.

Students will complete a written dissertation of their research and give a public oral presentation of the completed work. The defense must occur in the same term that the student applies for graduation.

NAN 799 Nanoscience Dissertation Research (24)

Other Requirements

Seminars

Students are required to attend departmental and JSNN seminars so they may acquire a broad understanding of various current problems in nanoscience.

Teaching Experience

Students are required to gain the equivalent of two semesters of teaching experience, which may be met through a variety of means. Students will work with their advisor/committee to develop a suitable plan to gain appropriate teaching experience.

NAN *Nanoscience Courses*

601 Nanochemistry (3:3)
Pr. graduate student in nanoscience or permission of instructor
Review of materials chemistry, synthesis of nanoparticles such as carbon nanotubes and fullerens, chemical reactions and a survey of medicinal chemistry for pharmaceutical applications.

602 Nanobiology (3:3)
Pr. graduate student in nanoscience or permission of instructor
Emphasis on cellular and intracellular mechanisms including biological self-assembly, cytoskeletal interactions, protein folding, membrane dynamics, biological energetics, and cell-cell interactions as well as biomaterials.

603 Nanophysics (3:3)
Pr. graduate student in nanoscience or permission of instructor
Emphasis on the areas of physics critical to nanoscience including solid state physics, statistical mechanics, quantum concepts, biophysics, chemical physics, and nanodevices based on semiconductors.

604 Nanotechniques (3:3)
Pr. graduate student in nanoscience or permission of instructor
Fundamental techniques used in nanotechology, including methods for nanofabrication, nanocharacterization, and nanomanipulation.

611 Nanoscience Laboratory Rotation (1:0:4)
Pr. graduate student in nanoscience or permission of instructor
A 7-week laboratory rotation intended to develop skills with scientific equipment and provide initial experience with nanoscale research. Four distinct laboratory rotations are required for the PhD in nanoscience. May be repeated for credit. (Graded on S-U basis)

621 Professional Development Seminar I (1:1)
Pr. graduate student in nanoscience or permission of instructor
Workplace issues including ethics, confidentiality, writing and presentation skills, innovation, entrepreneurship, and emerging issues in nanotechnology. (Graded on S-U basis)

622 Professional Development Seminar II (1:1)
Pr. graduate student in nanoscience or permission of instructor
Workplace issues including business plans, globalization, emerging issues in nanotechnology, and further development of writing and presentation skills, innovation, and entrepreneurship. (Graded on S-U basis)

698 Professional MS in Nanoscience Internship (6:0:24)
Pr. graduate student in nanoscience or permission of instructor
Internship at facility engaged in nanotechnology activity in order to gain practical experience with aspects of nanotechnology. (Graded on S-U basis)

711A Experimental Course (3:3)
Pr. graduate student in nanoscience or permission of instructor

711B Experimental Course (3:3)
Pr. graduate student in nanoscience or permission of instructor

740 Nonlinear Waves in Biological Excitable Media (3:3)
Pr. graduate student in nanoscience or permission of instructor
Dynamics of reaction-diffusion waves and implementation of theoretical methods to the analysis of these waves in cardiac muscle and nerves.

745 NanoImaging (3:3)
Pr. graduate student in nanoscience or permission of instructor
Use of nanoparticles for in vivo diagnostic medical imaging and therapy.

750 Nanomedicine (3:3)
Pr. graduate student in nanoscience or permission of instructor. Basic biology.
General underlying mechanisms leading to imflammation, infectious disease, cancer, and autoimmune disease and the potential nanotechnology has on diagnosing, preventing, and treating these diseases.

771 Computational Quantum Nanochemistry (3:3)
Pr. graduate student in nanoscience or permission of instructor
Fundamentals of computational quantum mechanics and related computational methods applicable to nanoscience. Includes hands-on computer exercises.

799 Nanoscience Dissertation Research (1-12)

802 Dissertation Extension (1-3)

803 Research Extension (1-3)

School of Nursing

112 Moore Building • (336) 334-5010 www.uncg.edu/nur

Graduate Programs

- Post-Baccalaureate Certificate in Nursing Administration, Nursing Case Management, Nursing Education, or Gerontological Nursing, 12-13 hours
- Master of Science in Nursing (MSN), Nursing Administration concentration - 36 hours, Nursing Education concentration - 36 hours, Adult/Gerontological Nurse Practitioner - Primary Care concentration - 50 hours, or Nurse Anesthesia concentration - 50 hours
- Master of Science in Nursing/Master of Business Administration (MSN/MBA) in Health Management, 54 hours
- Post-Master's Certificate in Adult/Gerontological Nurse Practitioner - Primary Care or Nurse Anesthesia - 41 hours
- Doctor of Philosophy (PhD) in Nursing, 57 hours

Graduate Faculty

Professors

Beth E. Barba, PhD, Gerontological nursing, nursing home environments, end-of-life care (Director of PhD program).
Carolyn Blue, PhD, Health promotion/health promotive behaviors, occupational health, public health.
Denise Cote-Arsenault, PhD, Women's experiences of pregnancy after perinatal loss.
Eric Ford, PhD, Strategic management, health information technology, care quality, nursing issues.
Laurie M. Kennedy-Malone, PhD, Community-gerontology nursing.
Lynne G. Pearcey, PhD, Psychosocial nursing, nursing administration, continuing education in nursing (Dean).
Randolph Rasch, PhD, Community health and family nurse practitioner.
Debra C. Wallace, PhD, Gerontology, minority health services and behaviors (Associate Dean for Research).

Clinical Professor

Jacqueline DeBrew, PhD, Nursing education and gerontology.
Linda McNeal, PhD, Adult health.

Associate Professors

Robin Bartlett, PhD, Psychosocial nursing and adolescent risk behaviors.
Patricia B. Crane, PhD, Adult/gerontological nursing, heart disease, and administration.
Jie Hu, PhD, Health-related quality of life and symptoms in older adults with chronic disease.
Luba L. Ivanov, DNS, Effects of migration on access and satisfaction with health services for Russian-speaking immigrants.
Ellen D. Jones, ND, Community and adult/gerontological nursing.
Donald D. Kautz, PhD, Clinical reasoning, NNN language and evidence based practice, family integrity, and hope.
Eileen M. Kohlenberg, PhD, Adult health nursing, nursing administration, nursing education (Associate Dean for Graduate Programs, Director of Graduate Study for Master's Programs).
Heidi V. Krowchuk, PhD, Parent Child nursing.
Susan Ann Letvak, PhD, Gerontological nursing and the nursing workforce.
Lynne P. Lewallen, PhD, Pregnancy, breast-feeding, and nursing education.
Eileen R. Rossen, PhD, Gerontological nursing, psychosocial nursing, and late life transitions.
Anita S. Tesh, PhD, Adult health nursing (Associate Dean for Undergraduate Programs).

Clinical Associate Professors

Betsy Lehman, MS, Family and community nursing.
Lois VonCannon, MSN, Adult/gerontological nursing.

Assistant Professors

Karen Amireshani, PhD, Latino/Hispanic health, diabetes, and cultural competence.
Leslie Davis, PhD, Cardiology and adult geriatric health.
Jeanne B. Jenkins, PhD, Clinical Leadership and leadership development.
Elizabeth Van Horn, PhD, Adult health nursing, recovery from traumatic injury, and family integrity.
Yolanda Wall Griffin, PhD, Adult health nursing and oncology.

Visiting Assistant Professors

Nancy Bruton-Maree, MS, Adult health nursing, nurse anesthesia.
Sandra M. Ouellette, MEd, Adult health nursing, nurse anesthesia.
Michael Rieker, DNP, Adult health nursing, nurse anesthesia.

Lecturers

Helen Brooks, DNP, Adult/gerontological nursing.
Thomas McCoy, MS, Biostatistics.
Angela Newman, PhD, Adult Health.
Nanette Lavoie-Vaughan, MSN, 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 of Nursing master's programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). Information about the graduate program in nursing may be obtained from the NLNAC at 3343 Peachtree Rd., NE, Suite 850, Atlanta, GA 30326, (404) 975-5000. The School of Nursing master's programs also are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791. The School of Nursing affiliates with the Wake Forest University Baptist Medical Center School of Nurse Anesthesia and the Raleigh School of Nurse Anesthesia to offer the anesthesia concentration. These affiliated schools are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Suite 304, Park Ridge, IL 60068-4010, (847) 692-7050.

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 602.
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 Basic Life Support (BLS) 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.
8. Other requirements, for example, influenza vaccine and drug screens, may be necessary to meet contractual agreements with affiliating clinical agencies.
9. Prior to enrollment in directed research, clinical courses, internships, or project/thesis/dissertation coursework, students must provide evidence of current unrestricted North Carolina licensure as a registered nurse or unrestricted RN licensure in a state covered by the multi-state Nurse Licensure Compact. Students who are residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.

Students should provide evidence of nursing licensure and BLS 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.

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 Department Chair within the School of Nursing. Upon determination by the faculty, Course Chair and Department Chair, that the physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified.

The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding 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.

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, the Associate Dean for Graduate Programs, or the Director of the PhD Program.

Readmission after Withdrawal

Any student who is withdrawn or withdraws from the program must apply for readmission through normal admission procedures.

PBC *Post-Baccalaureate Certificate in Nursing Administration, Nursing Case Management, Nursing Education, or Gerontological Nursing*

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.

Please refer to the preceding enrollment requirements for all graduate nursing students.

Application and Admission

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.

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.

Certificate Requirements

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 *Master of Science in Nursing, Nursing Administration, Nursing Education, Adult/Gerontological Nurse Practitioner - Primary Care, or Nurse Anesthesia*

The Master of Science in Nursing degree offers the following four concentrations. A modified MSN program is available for CRNAs.

The concentrations in nursing education and nursing administration require 36 hours and are 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 - primary care concentration requires 50 hours and may be completed in five semesters of full-time study, beginning in August of each year.

The nurse anesthesia concentration requires 50 hours and 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.

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.

Please refer to the preceding enrollment requirements for all graduate nursing students.

Application and Admission

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.

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.
3. Minimum of one year clinical experience full time; one year critical care experience required for anesthesia concentration.
4. A personal statement is required for consideration of admission to the Adult/Gerontological Nurse Practitioner - Primary Care master's concentration or post master's certificate.

Nonresidential international students are required to participate in a telephone interview.

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.

Required Withdrawal

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.

Degree Requirements

Required Core Courses for all Concentrations (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)

Comprehensive Examination

This examination is completed in the process of meeting the requirements for the thesis or advanced nursing project. Consult with the advisor.

NURSING ADMINISTRATION

Required Concentration Courses (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)

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.

Capstone Experience (3 hours)

NUR 698 Advanced Nursing Project (1-6) **or**
NUR 699 Thesis (1-6) **or**
NUR 601 Critique and Utilization of Research in Nursing (3)

Students who choose NUR 698 Advanced Nursing Project or NUR 699 Thesis 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.

NURSING EDUCATION

Required Concentration Courses (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)

Capstone Experience (3 hours)

NUR 698 Advanced Nursing Project (1-6) **or**
NUR 699 Thesis (1-6) **or**
NUR 601 Critique and Utilization of Research in Nursing (3)

Students who choose NUR 698 Advanced Nursing Project or NUR 699 Thesis 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.

ADULT/GERONTOLOGICAL NURSE PRACTITIONER - PRIMARY CARE

Required Concentration Courses (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)

*Indicates Capstone Experience

NURSE ANESTHESIA

Required Concentration Courses (41 hours)

*NUR 604 Nurse Anesthesia Research Seminar (4)
NUR 629 Health Assessment for Nurse Anesthesia (3)
NUR 630 Neuropathophysiology for Nurse Anesthesia (2)
NUR 631 Pharmacology of Nurse Anesthesia I (1)
NUR 632 Biochemistry for Nurse Anesthesia (1)
NUR 633 Cardiovascular Pathophysiology for Nurse Anesthesia (2)
NUR 634 Pharmacology of Nurse Anesthesia II (1)
NUR 635 Cell Pathophysiology for Nurse Anesthesia (1)
NUR 636 Respiratory Pathophysiology for Nurse Anesthesia (2)
NUR 637 Pharmacology of Nurse Anesthesia III (2)
NUR 638 Pathophysiology of Abdominal Systems for Nurse Anesthesia (2)
NUR 639 Pharmacology of Nurse Anesthesia IV (2)
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)

*Indicates Capstone Experience

MSN/MBA *Master of Science in Nursing/Master of Business Administration*

The combined MSN/MBA is offered jointly by the School of Nursing and the Bryan School of Business and Economics and requires a minimum of 54 semester hours.

Please refer to the preceding enrollment requirements for all graduate nursing students.

Application and Admission

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.

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.
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.

Degree Requirements

Computer Literacy

Upon entry to the MSN/MBA degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required.

Statistics

Completion of a statistics course prior to enrollment in NUR 602 is required. ECO 250 of Pre-MBA workshop in statistics is recommended to meet the program prerequisite for statistics.

Required Courses (54 hours)

NUR 610	Theoretical Foundations of Advanced Nursing Practice (3)
NUR 620	Law, Policy, and Economics of Healthcare (3)
NUR 540	Budget Development and Analysis of Nursing Services (3)
NUR 614	Information Technology in Nursing Service Administration (3)
NUR 602	Research Methods in Nursing (3)
MBA 701	Quantitative Analysis for Decision Making (3)
MBA 702	Financial and Managerial Accounting (3)
MBA 703	Economic Environment of the Firm (3)
MBA 705	Processes, Information Systems, and Business Value (3)
MBA 706	Marketing Management (3)
MBA 708	Operations for Competitive Advantage (3)
MBA 709	Human Capital in Organizations (3)
NUR 641	Nursing Administration (4)
MBA 707	Financial Management (3)
NUR 642	Nursing Administration: Theoretical Applications (4)
*MBA 712	Strategic Management (3)
NUR 643	Nursing Administration Practicum (4)

*Indicates Capstone Experience

Required Withdrawal

Please refer to the Required Withdrawal section listed in the MSN Degree Requirements.

PMC *Post-Master's Certificate in Adult/Gerontological Nurse Practitioner - Primary Care or Nurse Anesthesia*

Both the Post-Master's Certificate in Nurse Anesthesia and the Post-Master's Certificate in Adult/Gerontological Nurse Practitioner - Primary Care require 41 semester hours. Students are advised individually, based on the focus of the previous master's degree. Typical course requirements for these programs are listed.

Please refer to the preceding enrollment requirements for all graduate nursing students.

Application and Admission

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. 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 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.

GRE or MAT scores are not required.

Nurse Anesthesia

Admission to The Graduate School does not constitute admission to the anesthesia certificate. Contact the School of Nursing for details regarding the additional

admission procedures for anesthesia.

Certificate Requirements

Adult/Gerontological Nurse Practitioner - Primary Care (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 (41 hours)

NUR 604 Nurse Anesthesia Research Seminar (4)
NUR 629 Health Assessment for Nurse Anesthesia (3)
NUR 630 Neuropathophysiology for Nurse Anesthesia (2)
NUR 631 Pharmacology of Nurse Anesthesia I (1)
NUR 632 Biochemistry for Nurse Anesthesia (1)
NUR 633 Cardiovascular Pathophysiology for Nurse Anesthesia (2)
NUR 634 Pharmacology of Nurse Anesthesia II (1)
NUR 635 Cell Pathophysiology for Nurse Anesthesia (1)
NUR 636 Respiratory Pathophysiology for Nurse Anesthesia (2)
NUR 637 Pharmacology of Nurse Anesthesia III (2)
NUR 638 Pathophysiology of Abdominal Systems for Nurse Anesthesia (2)
NUR 639 Pharmacology of Nurse Anesthesia IV (2)
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 *Doctor of Philosophy in Nursing*

The PhD in Nursing requires 57 semester hours. Up to 15 hours of credit may be transferred into the program. The Director of Graduate Study may waive up to 6 hours for successful completion of previous graduate work.

Please refer to the preceding enrollment requirements for all graduate nursing students.

Application and Admission

Applications are accepted throughout the year with reviews beginning on November 1 for fall admission. Admission to the program is competitive and contingent upon available space in the program.

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.

Please refer to the preceding enrollment requirements for all graduate nursing students.

Required Withdrawal for PhD 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).

Degree Requirements

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 and may be taken after the completion of ¾ of the course work. See page 24 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 MSN)
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.

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 MSN 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.

629 Health Assessment for Nurse Anesthesia (3:2:3)
Pr. admission to the Nurse Anesthesia concentration and affiliated School of Nurse Anesthesia. Coreq. 610
Patient assessment in the perioperative period as it relates to nurse anesthesia practice. Methodologies of data gathering, data analysis, and theoretical integration are emphasized in lecture and laboratory content.

630 Neuropathophysiology for Nurse Anesthesia (2:2)
Pr. admission to the Nurse Anesthesia concentration and affiliated School of Nurse Anesthesia. Coreq. 610
Advanced knowledge of pathophysiology and anesthesia nursing care related to persons with neurological dysfunction.

631 Pharmacology of Nurse Anesthesia I (1:1)
Pr. admission to the Nurse Anesthesia concentration and affiliated School of Nurse Anesthesia. Coreq. 610
Advanced knowledge of pharmacologic principles related to anesthetic medications.

632 Biochemistry for Nurse Anesthesia (1:1)
Pr. admission to the Nurse Anesthesia concentration and affiliated School of Nurse Anesthesia. Coreq. 610
Advanced knowledge of the biochemical basis and measurement of homeostasis and nursing interventions for fluid and electrolyte imbalance.

633 Cardiovascular Pathophysiology for Nurse Anesthesia (2:2)
Pr. 630, Coreq. 602
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with cardiovascular and cellular dysfunction.

634 Pharmacology of Nurse Anesthesia II (1:1)
Pr. 630, Coreq. 602
Advanced knowledge of pharmacology of inhaled anesthetics.

635 Cell Pathophysiology for Nurse Anesthesia (1:1)
Pr. 630, Coreq. 602
Advanced knowledge of pathophysiology and anesthesia nursing care related to persons with cellular dysfunction.

636 Respiratory Pathophysiology for Nurse Anesthesia (2:2)
Pr. 635, Coreq. 620
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with respiratory dysfunction.

637 Pharmacology of Nurse Anesthesia III (2:2)
Pr. 633, Coreq. 620
Advanced knowledge of pharmacology of intravenous anesthetics and adjuvant medications.

638 Pathophysiology of Abdominal Systems for Nurse Anesthesia (2:2)
Pr. 636
Advanced knowledge of pathophysiology and anesthesia nursing care related to persons with hepatic, renal and endocrine dysfunction.

639 Pharmacology of Nurse Anesthesia IV (2:2)
Pr. 636
Advanced knowledge of pharmacology of adjunctive anesthetic medications.

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, 602
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 MSN nurse anesthesia concentration. Pr. or coreq. 610.
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. 602.
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.
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.
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. 602
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 MSN degree. May be repeated for a maximum of 6 hours credit.

698 Advanced Nursing Project (1-6)
Pr. 602, 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 MSN May be repeated for a maximum of 6 hours credit. (Graded on S-U basis)

699 Thesis (1-6)
Pr. 602, 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 MSN 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 PhD 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. 702 and 712, 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 PhD 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. or coreq. 703, 782; Pr. 704 and 712.
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. 781 or permission of instructor. Coreq. 704
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

- Post-Baccalaureate Certificate, Dietetic Internship, 15 hours
- Master of Science (MS) in Nutrition, 37 hours (thesis option), 40 hours (non-thesis option)
- Doctor of Philosophy (PhD) in Nutrition, 63 hours

Graduate Faculty

Professors

Deborah E. Kipp, PhD, RD, Effects of nutritional and hormonal imbalances, particularly iron and prolactin, on bone formation (Chair of Department).

Wei Jia, PhD, Chemical and metabolic profiling of bioactive food components.

George Loo, PhD, Nutritional biochemistry, atherosclerosis and lipoprotein metabolism, cellular and molecular functions of phytochemicals and other natural products.

Cheryl A. Lovelady, PhD, RD, Nutrition and women's health with emphasis on nutrient needs during lactation and exercise, assessment of energy intake and expenditure.

Michael K. McIntosh, PhD, RD, Regulation of adipocyte growth and metabolism, energy metabolism, obesity, diabetes.

Laura S. Sims, PhD, Domestic nutrition policy and its implications, nutrition education, hunger and food assistance.

Zhanxiang Zhou, PhD, The role of trace elements and bioactive components on treating alcoholic and nonalcoholic liver disease.

Adjunct Professors

Harvey W. Gruchow, PhD, Epidemiology of heart disease and hypertension focusing on nutrition, infant mortality and adolescent pregnancy prevention.

Vincent C. Henrich, PhD, Gene expression, regulation of steroid production and response, nuclear hormone receptors.

Truls Ostbye, PhD, Epidemiological investigations with special emphasis on dementia and related factors.

Associate Professors

Keith Erikson, PhD, Micronutrients and brain development, function, and neurotoxicity (Director of Graduate Study).

Lauren Haldeman, PhD, 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, PhD, Transcriptional control of adipocyte differentiation and gene expression, obesity, diabetes, cellular and molecular mechanisms coupling growth arrest and cell differentiation, cell cycle, cancer.

Martha L. Taylor, PhD, RD, Nutritional status of older adults, health promotion/disease prevention in the community, nutrition education (Director of Dietetic Internship Program).

Adjunct Associate Professor

Karen S. Katula, PhD, Control of cell division, regulation of human cyclin B gene transcription, antioxidant regulation of gene expression and cell cycle.

Assistant Professors

Lynda M. Brown, PhD, 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.

Jigna Dharod, PhD, Understanding the relationship between food insecurity, dietary intake, and health outcomes among different immigrants and refugee groups in the US.

Margaret Savoca, PhD, 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 graduate programs leading to the Master of Science (MS) and the Doctor of Philosophy (PhD) degrees in nutrition both 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 to develop strengths in the area of interest the student has chosen.

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 a 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 the 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 *Post-Baccalaureate Certificate, Dietetic Internship*

The Post-Baccalaureate Certificate - Dietetic Internship requires 15 semester hours. 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.

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.

Application and Admission

The Certificate program for the Dietetic Internship is designed for students with a bachelor's degree from an accredited 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 become a registered dietitian (RD). 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.

Certificate Requirements

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 *Master of Science in Nutrition*

The MS in Nutrition offers a thesis option (37 hours minimum) and a non-thesis option (40 hours minimum). The thesis option is research-based and designed to prepare students for research, administration and practitioner positions in nutrition, or for progression to the PhD 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 dietitian (RD) credential must be obtained for a career in dietetics.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a letter of intent that includes research and professional objectives and that identifies faculty with research interests most central to student research and career interests.

Applications for admission are reviewed during January, February, and March of each year for Fall admission and in September, October, and November of each year for Spring admission.

Prerequisites for admission to the graduate program in nutrition include: 2-3 semesters of biology (general biology with lab, human physiology) and 3-4 semesters of chemistry (inorganic chemistry with lab, organic chemistry with lab, biochemistry).

Degree Requirements

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 517 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 (7 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 4 additional hours in either NTR or other science courses at the 500 or 600 level.

Thesis (6 hours) (Capstone Experience)

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 517 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 (20 hours minimum)

The student will select at least 20 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 dietitian (RD).

Comprehensive Examination (Capstone Experience)

The written examination is offered at specific times each year. Please consult with the Director of Graduate Study for the dates.

PHD *Doctor of Philosophy in Nutrition*

The PhD in Nutrition requires a minimum of 63 semester hours. 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.

At least 75% of all course work, exclusive of dissertation hours, must be at the 600 or 700 level. Students entering the PhD 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a letter of intent that includes research and professional objectives and that identifies faculty with research interests most central to student research and career interests.

Applications for admission are reviewed during January, February, and March of each year for Fall admission and in September, October, and November of each year for Spring admission.

While the PhD program primarily admits students with a Master's degree, the graduate committee will consider baccalaureate students with exceptional academic and undergraduate research experiences.

Degree Requirements

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 MS 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 MS degree cannot be counted towards the PhD degree. The majority of credit hours must be at the 600-700 level. Their minimal course work 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
Statistics courses

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 Dissertation (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 BIO 277, NTR 413, CHE 103 or 111, 104 or 114, 110 or 112, 205 or 351 and 352, 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. grade of C or better in 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. grade of C or better in BIO 277; NTR 213, 313, 413,
Assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy.

553 Child and Adolescent Nutrition (3:3)
Pr. grade of C or better in 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. grade of C or better in BIO 277, NTR 213, and NTR 413 or equivalent required; KIN 375 or KIN 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 KIN 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. 550 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. senior or graduate level course in nutrition 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.

645 Teaching Practicum in Nutrition (3:3)
Pr. admission to the graduate program in nutrition 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.

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) (formerly NTR 666)

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, alterations 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. Admission to DI program or 573 and permission of instructor
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

Graduate Programs

- No graduate degree program offered; see Master of Arts in Liberal Studies on page 184.

Graduate Faculty

Professors

Joshua Hoffman, PhD, Analytical metaphysics (theory of substance, theory of categories), analytical philosophy of religion, history of philosophy.

Jarrett Leplin, PhD, Philosophy of science, epistemology.

Terrance McConnell, PhD, Ethical theory, medical ethics, political philosophy.

Gary Rosenkrantz, PhD, Metaphysics, epistemology, philosophy of mind, philosophy of religion (Head of Department).

Michael Zimmerman, PhD, Ethics, action theory.

Associate Professors

Heather Gert, PhD, Ethics, Wittgenstein.

Janine Jones, PhD, Philosophy of mind, philosophy of language.

PHI *Philosophy Courses*

520 Advanced Topics in Biomedical Ethics (3:3)
Pr. 220
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)
Pr. permission of instructor
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. 325
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. 325, course in biology highly recommended
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. 321 or 331 or 335
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. 111 or 251 or 252
The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

565 Philosophy of Language (3:3)
Pr. 111 or 251 or 252
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 MS 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

321 Petty Building • (336) 334-5844 • www.uncg.edu/phy

Graduate Programs

- No graduate degree program offered.

Graduate Faculty

Professor

William J. Gerace, PhD, Theoretical nuclear physics, science education research and science teacher professional development, modeling cognition and learning (Helena Gabriel Houston Distinguished Professor of Science Education).

Associate Professors

Stephen C. Danford, PhD, Observational stellar astronomy.

Edward H. Hellen, PhD, Nonlinear dynamics, excitable systems, biophysics, fluorescence techniques.

William Leonard, PhD, Science education, engineering education, teacher change models, mastery learning, alternative assessments, professional development.

Promod Pratap, PhD, Biophysics of biological membranes, biological energetics, thermodynamics of biochemical reactions (Head of Department).

Assistant Professors

Ian Beatty, PhD, Science education research, instructional technologies and methods, teacher education and teacher change research, cognitive modeling of knowledge and learning.

Anatoly Miroshnichenko, DSc, Observational astrophysics, interstellar and circumstellar matter.

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 Curry Building • (336) 334-5989 • www.uncg.edu/psc

Graduate Programs

- Post-Baccalaureate Certificate in Nonprofit Management, 15 hours
- Post-Baccalaureate Certificate in Urban and Economic Development, 18 hours
- Master of Arts (MA) in Political Science, 30 hours
- Master of Public Affairs (MPA) in Public Affairs, Community and Economic Development, Local Government Management, or Nonprofit Management optional concentration, 40 hours

Graduate Faculty

Professors

Linda P. Brady, PhD, American foreign policy, international negotiation, and arms control.

James Clotfelter, PhD, Southern politics, public policy (health, technology, defense).

William Crowther, PhD, Comparative politics, political economy, Eastern Europe, inter-ethnic relations (Head of Department).

Ruth Hoogland DeHoog, PhD, Public administration, urban management, privatization, organization theory and behavior (Director of Graduate Study).

Charles L. Prysby, PhD, Research methods, elections, voting behavior, political parties, southern politics, contextual analysis.

Jerry Pubantz, PhD, International politics, Middle East politics, the United Nations, American foreign policy, and globalization.

Associate Professors

Susan J. Buck, PhD, Environmental policy and law, public policy, administrative law.

Robert J. Griffiths, PhD, Comparative and international politics, African politics, civil-military relations, politics of development.

David Holian, PhD, The presidency, legislative politics, mass media, public opinion, and political methodology.

Kenneth A. Klase, DPA, Public administration, public budgeting and finance, public financial management.

Fabrice Lehoucq, PhD, Comparative politics, Latin American politics, political economy of development.

Gregory E. McAvoy, PhD, Public policy, research methods, environmental policy, program evaluation.

Carisa Showden, PhD, Modern and contemporary political theory, feminist theory, women in U.S. politics.

Assistant Professors

Susan W. Johnson, PhD, American politics, judicial politics, Supreme Court decision making, Canadian Supreme Court.

Darlene X. Rodriguez, PhD, Nonprofit management, philanthropy and resource development, public administration.

Takashi Tsukamoto, PhD, Urban politics, community and economic development, urban development policy.

Lecturer

J. Alan Boyette, PhD, State politics, federalism and intergovernmental relations, public policy (environment, education, campaign finance).

PBC Post-Baccalaureate Certificate in Nonprofit Management

The Post-Baccalaureate Certificate in Nonprofit Management requires 15 semester hours and is designed to meet the training needs of nonprofit professionals. 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 may be useful to government and business professionals who have significant voluntary or nonprofit agency responsibilities.

The program combines core courses and electives that allow a student some tailoring to specific interests with courses avalaible online and/or on campus. At least 9 hours must be taken in the MPA curriculum. A portfolio demonstrating skills and competencies acquired through course work in the program must be submitted and approved for completion of the certificate. If the portfolio is judged unacceptable, no more than one additional attempt to satisfy the requirement is permitted. If the student fails to meet the department's minimum criteria for the portfolio on the second attempt, The Graduate School will be notified and will send the student a letter of dismissal.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and a resume.

Certificate Requirements

Core Requirements (9 hours)

PSC 540 Nonprofit Management and Leadership (3)
PSC 645 Nonprofit Financial Management and Budgeting (3)
PSC 650 Philanthropy and Resource Development (3)

Choice Requirements (3 hours)

Students choose three of the following:

PSC 511B Topics in Public Affairs: Marketing for Public and Nonprofit Agencies (1)
PSC 511D Topics in Public Affairs: Strategic Planning (1)
PSC 511G Topics in Public Affairs: Grant Writing (1)
PSC 511N Topics in Public Affairs: Nonprofit Law (1)
PSC 511V Topics in Public Affairst: Volunteer Management (1)

Electives (3 hours)

Students must take 3 hours in a combination of one-hour courses (PSC 511): strategic planning, marketing, legislative relations, volunteer management, media relations, oral communication skills, grantwriting, nonprofit law; **and/or** a 3 hour course from the MPA curriculum or approved courses outside the department in human development and family studies, social work, public health, business administration, and/or counseling, etc.

PBC Post-Baccalaureate Certificate in Urban and Economic Development

The Post-Baccalaureate Certificate in Urban and Economic Development requires 18 semester hours and is offered jointly by the departments of Political Science and Geography. It is designed to meet the training needs of those currently working in or planning to work in urban planning or community 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement.

Certificate Requirements

Required Core Courses (12 hours)

GEO 502 Urban Planning (3)
GEO 533 Regional Economic Development (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 *Master of Arts in Political Science*

The MA in Political Science requires 30 semester hours and 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.

Course offerings and the thesis focus on public administration and policy.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement.

Degree Requirements

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 (Capstone Experience)

A written comprehensive examination is required when 18 hours of course work have been completed.

MPA *Master of Public Affairs, Community and Economic Development, Local Government Management, and Nonprofit Management Concentrations*

The Master of Public Affairs requires 40 semester hours and 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 MPA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

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 declare a concentration or take a mix of electives in the department and up to 9 hours in other departments (e.g., geography, conflict and peace studies, public health education).

Students with no work experience in public or nonprofit agencies must complete an additional 3 hour supervised internship.

The MPA degree 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement.

(See www.uncg.edu/psc/mpa/ for the form.)

Degree Requirements

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 chosen 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 Topics in Public Affairs (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 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)
PSC 645 Nonprofit Financial Management and Budgeting (3)
PSC 650 Philanthropy and Resource Development (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 (Capstone Experience)

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 MPA 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 MPA.

Required Courses (35 hours)

Students must complete all of the MPA 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 Topics in Public Affairs: Legal Issues in Public Administration (1)

Plus one of the following courses:

GEO 502 Urban Planning (3)
GEO 533 Regional Economic Development (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 MPA 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 MPA.

Required Courses (29 hours)

Students must complete all of the MPA 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)
PSC 630 Community and Economic Development Theory and Practice
GEO 502 Urban Planning
PSC 511D Topics in Public Affairs: Strategic Planning (1)
PSC 511M Topics in Public Affairs: Media Relations (1)

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 MPA 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 MPA.

Required Courses (31 hours)

Students must complete all but one of the MPA core courses (PSC 511N substitutes for PSC 511J). The research tools requirement in the MPA 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 650 Philanthropy and Resource Development (3)

Plus three of the following four one-hour Topics in Public Affairs:

PSC 511B Marketing for Public and Nonprofit Agencies (1)
PSC 511D Strategic Planning (1)
PSC 511G Grant Writing (1)
PSC 511V Volunteer Management (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; gerontology; 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.

MPA 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 MPA degree by jointly completing the Post-Baccalaureate Certificate in Gerontology.

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)
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 Topics in Public Affairs (1)
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 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)
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)
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.

560 Special Topics in Public Administration (1-3)
Pr. permission of MPA 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 MPA 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 MPA 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 MPA 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. permission of instructor or admission to the MPA program
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. permission of instructor or admission to the MPA program
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 MPA program director or graduate standing
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 MPA program director or graduate standing
Critical analysis of community and economic development theory and practice and its historical and theoretical roots, methods, strategies, and tactics.

645 Nonprofit Financial Management and Budgeting (3:3)
Pr. graduate standing or permission of instructor
Nonprofit financial management and budgeting concepts, techniques and practices, including management control, budgeting, cost accounting, long-term financing, nonprofit accounting and financial reporting, financial analysis, cash management, and accountability and control.

650 Philanthropy and Resource Development (3:3)
Pr. 540 or permission of instructor
Major concepts, strategies, issues, and approaches to resource development and philanthropy in nonprofit and educational organizations.

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

Graduate Programs

- Master of Arts (MA) in Psychology, General Experimental Psychology concentration, 36 hours
- Master of Arts/Doctor of Philosophy (MA/PhD) in Psychology, Clinical Psychology concentration, 102 hours
- Doctor of Philosophy (PhD) in Psychology, Cognitive Psychology, Developmental Psychology, General Experimental Psychology, or Social Psychology concentrations, 71 hours

Graduate Faculty

Professors

Arthur D. Anastopoulos, PhD, Attention-Deficit/Hyperactivity Disorder in children, adolescents, and adults, including multi-method assessment, multi-modal treatment, parent-child interactions, and parent training.

Robert Guttentag, PhD, Cognitive development, children's learning and remembering (Head of Department).

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

Michael J. Kane, PhD, Attention and memory, particularly where they interact in the "working memory" system and how they contribute to intelligence and higher-order cognitive processes (Director of Graduate Study).

Susan P. Keane, PhD, Social and emotional development in children and adolescents, peer relations, friendship, developmental psychopathology. (Director of Clinical Training)

Thomas R. Kwapil, PhD, Schizophrenia and related illnesses studied from experimental and developmental psychopathology perspectives.

George F. Michel, PhD, Developmental psychobiology, sensorimotor development during infancy, neuroendocrine processes in mammalian parental care.

Rosemery Nelson-Gray, PhD, Adult depression and personality disorders; theory and techniques of behavioral assessment.

John Seta, PhD, Processes related to social cognition and groups.

Terri L. Shelton, PhD, Developmental psychopathology, assessment and treatment of young children.

Jacquelyn White, PhD, Gender issues and interpersonal violence with a particular focus on intimate partner aggression and victimization.

Edward J. Wisniewski, PhD, Cognitive processes underlying concept formation and conceptual combination, judgment and decision making.

Adjunct Professors

Susan Calkins, PhD, Social and emotional development in childhood with emphasis on the development of aggression.

Walter Salinger, PhD, Physiology of behavior, particularly pre- and postnatal neural development, infant and adult neural plasticity, visual physiology.

Associate Professors

Peter Delaney, PhD, Planning and problem solving, memory, expertise and skill.

Douglas W. Levine, PhD, Areas of quantitative research includes power analysis, classification problems, categorical data analysis, and using re-sampling methodologies in factor analysis.

Stuart Marcovitch, PhD, Cognitive development, particularly conscious and unconscious influences on behavior.

Julia L. Mendez, PhD, Parenting and social competence among ethnic minority children, preventive intervention with low-income children and families.

Christina M. Rodriguez, PhD, Physical discipline and child abuse and its association with children's emotional functioning.

Lili Sahakyan, PhD, Retrieval processes in human long-term memory, the role of context in memory.

Paul Silvia, PhD, Self-awareness, self-regulation, creativity, cognition and emotion.

Dayna R. Touron, Ph.D, Cognitive aging, skill acquisition, strategy use, metacognition.

Assistant Professors

Janet J. Boseovski, PhD, Social cognition in early to middle childhood, including personality understanding, stereotyping and prejudice; development psychopathology.

Kari Eddington, PhD, Cognitive, motivational, and neurobiological processes in depression; mechanisms of change in psychosocial treatments for depression.
Gabriela Stein, PhD, Models of depression in Latino and African American youth, developing culturally responsive prevention and interventions for ethnically diverse families.
Ethan Zell, PhD, Self-evaluation, social perception, errors and biases in judgement.

The Psychology Department offers two graduate training tracks—a terminal MA in general experimental psychology and a PhD with specializations in clinical, cognitive, developmental, and social psychology. Students may apply to either or both tracks. The clinical program is fully accredited by the American Psychological Association.

At both 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 concentration:

- Clinical (Eddington, Keane, Kwapil, Mendez, Nelson-Gray, Rodriguez, Stein)—includes research training and clinical training in a variety of service settings.
- Developmental (Boseovski, Guttentag, Johnston, Keane, Marcovitch, Sahakyan, Touron)—includes basic research in behavioral, cognitive, language, and social development in infant, child, adolescent, and adult humans and in animals.
- Cognitive (Delaney, Guttentag, Kane, Marcovitch, Sahakyan, Touron, Wisniewski)—includes basic research in human memory, cognition, and language.
- Social (Boseovski, Seta, Silvia, White, and Zell)—includes basic research in social phenomena, e.g., aggression, attitudes, communication, gender relations, intergroup comparison, and social competence.

The goal of the terminal MA is the Master of Arts degree. Those who successfully complete the terminal MA, however, may apply to the PhD program. In addition, students with master's degrees from other institutions are welcome to apply to the PhD program. Their past work is evaluated to determine which requirements of our program have been satisfied.

The Psychology Department has additional policies and procedures that are described in the Psychology Graduate Student Handbook, which is accessible electronically at http://www.uncg.edu/psy/grad/index.html

MA Master of Arts in Psychology, General Experimental Psychology Concentration

The terminal MA in Psychology with a concentration in general experimental psychology requires 36 semester hours—9 hours in three core courses, 11 hours of statistics and research methods, 10 hours of electives and 6 hours of thesis.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a Psychology Department Application form (which includes two brief essays), which is available at http://www.uncg.edu/psy/grad/applying.html.

The deadline to apply is April 20 for Fall admission.

Degree Requirements

Core Courses (9 hours)

Each student must take at least one core course from three of five core areas:

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 (11 hours)
PSY 609, 610 Statistical Methods in Psychology I, II (4) (4)
PSY 624 Research Methods in Psychology (3),

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.

*Indicates Capstone Experience

MA/PHD Master of Arts/Doctor of Philosophy in Psychology, Clinical Psychology Concentration

Clinical students in the MA/PhD track are required to satisfy all requirements for the MA degree in clinical psychology as part of their PhD requirement. A minimum of 55 semester hours is required for the MA component of the PhD. The PhD in Clinical Psychology requires 102 semester hours including internship hours. All credits taken to satisfy the MA component may be applied toward the PhD requirements.

Students who receive an MA in Clinical Psychology from another institution will submit syllabi, thesis document, and other materials for review. The students will work closely with their advisor and the Director of Clinical Training to develop their doctoral plan of study. Typically, students earn credit for 28-32 credit hours (approximately 1 year). In addition, the thesis is reviewed by a committee of three faculty, and if viewed as comparable in scope and theoretical focus to the UNCG thesis requirement, no additional thesis work will be required.

Application and Admission

In addition to the application materials required by the Graduate School, applicants must submit a Psychology Department Application Form, which is available at http://www.uncg.edu/psy/grad/applying.html.

The deadline to apply is December 15 for fall admission.

It is important to note that the department does not accept students who seek a terminal MA degree in clinical psychology, only those seeking a PhD.

Degree Requirements

MA General Core Courses (9 hours)

For APA accreditation purposes, one of the non-clinical courses must address social bases of behavior and one must address biological bases of behavior. Nine hours are chosen from the following core courses:

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)

MA Clinical Courses (21 hours)

Clinical Core Courses (9 hours)
PSY 661 Psychological Disorders in Children (3)
PSY 662 Psychological Disorders in Adults (3)
PSY 724 Ethical Responsibilities of Clinical Psychologists (3)

Additional Clinical Courses (12 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)

MA Research Tools Courses (17 hours)

PSY 609, 610 Statistical Methods in Psychology I, II (4) (4)
PSY 624 Research Methods in Clinical Psychology (3)
*PSY 699 Thesis (6)

*Indicates Capstone Experience

MA Clinical Practicum Training (8 hours)

PSY 642 Practicum in Clinical Intervention (8) (Taken over four semesters)

PhD Seminars (12 hours)

In addition to the MA requirements, student must complete the following:

Two advanced clinical seminars (PSY 735) (6)
Two advanced seminars outside the clinical area (PSY 735), approved in advance by the student's doctoral committee (6)

- One from another area in psychology or from another department.
- One may address research design/statistical issues.

PhD Research Tools Courses (18 hours minimum)

In addition to MA requirements, students must complete the following:

PSY 751 Independent Doctoral Research (6)
PSY 799 Doctoral Dissertation Research (12-24)

PhD Clinical Practicum Training (14 hours)

In addition to the 8 hours of PSY 642 taken to satisfy the MA requirements, students must 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. It should be taken during the second semester following successful defense of the MA thesis for students continuously enrolled in the program.

PHD *Doctor of Philosophy in Psychology, Cognitive, Developmental, Social, or General Experimental Psychology Concentration*

Students must satisfy all requirements for the MA degree as part of their PhD requirements, and all courses taken to satisfy the MA degree may be applied towards the PhD requirements. Completion of the requirements for the terminal MA satisfies the MA requirement of the PhD. A minimum of 71 semester hours is required for the PhD degree.

Students who receive an MA from another institution will submit syllabi, thesis document, and other materials for review to determine the portability of their MA degree. Typically, students earn credit for the MA degree and must complete remaining PhD requirements and a minimum of 35 hours at UNCG.

Application and Admission

In addition to the application materials required by the Graduate School, applicants must submit a Psychology Department Application Form, which is available at http://www.uncg.edu/psy/grad/applying.html. The deadline to apply is December 15 for fall admission.

Degree Requirements

Core Courses and Electives (48 hours minimum, including hours acquired in MA)

In addition to core courses and electives taken to satisfy the MA requirements, students complete 18-30 semester 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 MA statistics requirements must be taken; and at least four psychology seminars (PSY 735) must be taken.

Research (24 hours minimum, including hours acquired in MA)

In addition to the thesis completed to satisfy the MA requirements, all students complete the following:

PSY 751 Independent Doctoral Research (6)
PSY 799 Doctoral Dissertation Research (12)
PSY 624 Research Methods in Psychology (3)

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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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. graduate standing in UNCG psychology programs, or 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, graduate standing in UNCG psychology programs, 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. graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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. graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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 graduate standing in UNCG psychology programs or 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 graduate standing in UNCG psychology programs or 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 Psychology (3:3)
Pr. or coreq. 609, 610, and graduate standing in UNCG psychology programs or permission of instructor
Broad-based philosophical and methodological perspectives on conducting and interpreting psychological research; considers basic, applied, and translational research, laboratory-and field-based research, and experimental, quasi-experimental, correlational, and longitudinal research designs.

625 Advanced Animal Behavior (3:3)
Pr. 435 or 436 or 438, graduate standing in UNCG psychology programs, 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 graduate standing in UNCG psychology programs or 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 graduate standing in UNCG psychology programs or 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. (Graded on S-U basis.)

643 Developmental Psychology (3:3)
Pr. 455 or 456 or 457 or graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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 graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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, graduate standing in UNCG psychology programs, 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. graduate standing in UNCG psychology programs, or 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. graduate standing in UNCG psychology programs, or 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, graduate standing in UNCG psychology programs, 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 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 (3:3)
Pr. admission to the graduate program in psychology, or graduate standing in UNCG psychology programs, or permission of instructor
Introduction to pedagogical theories, research, styles, and strategies related to the college teaching of psychology. Considers the presentation of course material, learning assessment tools, test construction, and grading.

724 Ethical Responsibilities of Clinical Psychologists (3:3)
Pr. admission to graduate program in clinical psychology, graduate standing in UNCG psychology programs, or permission of instructor
In-depth coverage of professional ethics as they pertain to the many different settings in which clinical psychologists often work, including clinical practice, research, teaching, consultation, and other professional activities.

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.

745 Multicultural Issues in Clinical Psychology (3:3)
Pr. admission to graduate program in clinical psychology, graduate standing in UNCG psychology programs, or permission of instructor
Examination of psychological research, theory, and clinical practice using a multicultural perspective so as to increase awareness, knowledge, and skills involved in the development of cultural competence.

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

- Master of Public Health (MPH) in Community Health Education, 45 hours
- Doctor of Public Health (DrPH) in Community Health Education, 72-96 hours

Graduate Faculty

Professors

Daniel L. Bibeau, PhD, Chronic disease risk reduction and mangement; worksite and community health promotion/wellness programs; health and wellness coaching (Head of Department).

William Dudley, PhD, Health behavior change, research design, statistical methods.

James M. Eddy, DEd, Worksite health promotion; distance education; design, implementation, and evaluation of health education programs; health behavior theory.

H. William Gruchow, PhD, Philosophy oh health; stress; men's health.

Joseph Telfair, MSW/MPH, DrPH, 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

Yorghos Apostolopoulos, PhD, Social epidemiology, psychosocial occupational epidemiology, health demography, and research design and methodology in public health.

Robert E. Aronson, DrPH, Constructs of masculinity and implications for health and social issues, community health ethnography, social inequalities and health.

Vincent T. Francisco, PhD, Community health promotion, applied community research and human development, applied behavior analysis (Director of Graduate Study).

Kay A. Lovelace, PhD, Public health systems and services research including public health infrastructure, workforce development, inter-organizational relationships, and determinants of evidence-based public heath strategies to address population health, health disparities and the social determinants of health.

Sharon D. Morrison, PhD, Immigrant and refugee health, health literacy, HIV/AIDS in international settings, global and cross-cultural health research.

Tracy Nichols, PhD, Health promotion for women and families, adolescent girls, physical activity promotion, delinquency prevention (DrPH Program Coordinator).

Michael A. Perko, PhD, Health promotion for young athletes, worksite health promotion, professional preparation.

Mark Schulz, PhD, Farmworkers' occupational skin disease, epidemiology of bicycle injuries, syphilis screening, determinants of physical activity.

Paige Hall Smith, PhD, Promoting safe, healthy and meaningful lives for women and girls: helping prevent violence against women, promoting healthy sexuality, and increasing breast feeding support at work and in the community.

Robert W. Strack, PhD, Adolescent health, photovoice methodology, community-based program planning and evaluation.

David Wyrick, PhD, Adolescent health, prevention science, research and evaluation methodology, web-based applications (MPH Program Coordinator.

Assistant Professors

Kelly L. Rulison, PhD, Adolescent social networks, health risk behaviors (e.g., substance use, delinquency) diffusion of intervention effects, prevention science, longitudinal research design and methodology.

Amanda E. Tanner, PhD, MPH, Sexual and reproductive health, HIV/AIDS, adolescent health, community-based participatory research.

MPH *Master of Public Health in Community Health Education*

The Master of Public Health requires 45 semester hours and consists of 39 semester hours of course work and a 6 hour internship/practicum in a community setting. The professional preparation program is for qualified students from a variety of academic and professional backgrounds who are interested in careers that involve the development and management of population-based health promotion and disease prevention activities within communities. 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 volunteer 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.

The MPH 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.

Application and Admission

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.

Applicants are admitted each Fall. Applications are accepted until all slots are filled. Submission date is February 1 for those applicants requesting a graduate assistantship and March 1 for everyone else.

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 one course each summer, over three years.

Degree Requirements

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 (9 hours)

Each student will take three 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 *Doctor of Public Health in Community Health Education*

The Doctor of Public Health degree in community health education requires 72-96 semester hours of post-master's degree course work. The DrPH program emphasizes community-based prevention 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.

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 course work, and professional experiences.

Application and Admission

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 by December 1 to be considered for Fall admission. Applicants can be admitted as either full-time or part-time students.

Degree Requirements

Health Education/Public Health Core (0-24 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 72 credit hours.

HEA 601 Principles of Community Health Education (3)
HEA 602 Epidemiology (3)
HEA 603 Community Health Analysis (3)
HEA 604 Public Health Statistics (3)
HEA 608 Environmental Health (3)
HEA 609 Community Health Interventions (3)
HEA 625 Community Health Education Program Evaluation (3)
HEA 645 Health Policy (3)

Health Education Research Core (33 hours)

HEA 751 Foundations of Research for Public Health Education (3)
HEA 752 Quantitative Methods in Public Health (3)
HEA 753 Qualitative Methods in Public Health (3)
HEA 755 Community Research Practicum (to be taken 4 times for 12 hours total)
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)
HEA 765 Advanced Program Evaluation in Public Health Education (3)

Health-related Electives (24 hours)

Electives can be selected from the following or chosen under the advisement of the student's doctoral program committee. A minimum 6 semester hours of HEA courses and 9 semester hours of research-related courses are required.

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)
ERM 667 Foundations of Educational Measurement Theory **or** equivalent (3)
ERM 680 Intermediate Statistical Methods in Education **or** equivalent (3)
ERM 681 Design and Analysis of Educational Experiments **or** equivalent (3)
HDF 710 The Ecology of Human Development (3)
KIN 745 Seminar: Social Psychology and Physical Activity (3)
NTR 643 Nutrition and Aging (3)
PSC 620 Urban Development Policy (3)

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 MPH 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 MPH 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 MPH 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 Education Program 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, 609 and 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)

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.

701 Promoting and Protecting Health through Entrepreneurship (3:3)
Introduction to Federal Small Business Research grant mechanisms for entrepreneurial research. Preparation of a grant proposal for submission to NIH, CDC, or Department of Education. (Same as ENT 701)

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 DrPH 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 DrPH 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 4 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. 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
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 Dissertation Research (1-15)

801 Thesis Extension (1-3)

803 Research Extension (1-3)

Department of Religious Studies

109 Foust Building • (336) 334-5762 • www.uncg.edu/rel

Graduate Programs

- No graduate degree program offered; see Master of Arts in Liberal Studies on page 224.

Graduate Faculty

Professors

Marc Bregman, PhD, Jewish studies, Rabbinics, Biblical interpretation (Bernard Distinguished Professor of Jewish Studies).

William D. Hart, PhD, Religion, ethics, and politics; critical theory of religion; African-American religious thought (Head of Department).

Derek Krueger, PhD, Religions of late antiquity, history of Christianity, Byzantine studies (Joe Rosenthal Excellence Professor).

Charles D. Orzech, PhD, History of religions, theory and method, Chinese Buddhism, Japanese Buddhism, esoteric Buddhism in East Asia.

Eugene F. Rogers, Jr., PhD, Modern and medieval Christian thought, gender studies.

Associate Professors

Gregory P. Grieve, PhD, South Asian religion with an emphasis in Himalayan traditions.

Bennett H. Ramsey, PhD, Western religious thought (ethics, philosophy of religion, theology), religion in the Americas, feminist and African-American religious thought.

Assistant Professors

Elizabeth M. Bucar, PhD, Comparative (Muslim and Christian) religious ethics, Shiism in Iran, gender in the Muslim World, human rights and religion.

Ellen D. Haskell, PhD, Jewish studies, Jewish mysticism, gender studies, Rabbinics, metaphor theory and religious imagery.

REL *Religious Studies Courses*

503 Topics in Religious Studies (3:3)
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
Social Work

268 Stone Building • (336) 334-4100 • www.jmsw.org

Graduate Programs

- Master of Social Work (MSW) offered jointly with North Carolina A&T State University, 60 hours, and Advanced Standing Option, 36 hours

Graduate Faculty

Professors

Elizabeth W. Lindsey, PhD, Services to individuals and families, homelessness, strength based practice (Chair of Department).

John Rife, PhD, 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.

Cathryne L. Schmitz, PhD, Oppression, multicultural education, immigrant refugee communities, organizational change, environmental social work.

Robert J. Wineburg, PhD, 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, PhD, LCSW, Clinical social work supervision, family and marital therapy, diversity and women's spirituality.

Tanya Coakley, PhD, Foster care and child welfare.

Susan Dennison, MSW, School social work, clinical social work (Coordinator of School Social Work Licensure Program and Co-Director of Joint Master of Social Work program).

Elisabeth P. Hurd, PhD, Families and children, interpersonal violence, law and social work, program evaluation.

Melissa Floyd, PhD, Mental health and psychiatric social work (Director of BSW Program).

Assistant Professors

Martica Bacallao, PhD, LCSW, Acculturation, culturally competent mental health practice, Latino communities, psychodrama as a therapeutic modality.

Kelly Jay Poole, PhD, LCSW, Health, mental health and clinical social work practice.

Academic Professional Assistant Professors

Kevin Carter, MSW, LCSW, (Director of BSW Field Instruction).

Janet H. Kanode, MSW, LCSW, (Co-Director of Joint Master of Social Work Field Instruction Program).

Lecturer

Fran Pearson, MSW, LCSW (Director, Congregational Social Work Education Initiative)

Adjunct Faculty at North Carolina A & T State University

Professor

Wayne Moore, PhD

Associate Professor

Arnold Barnes, PhD, (Co-Director of Joint Master of Social Work Program).

Assistant Professor

Yoko Crume, PhD

Lecturer

Phyllis Latta, MSW, (Co-Director of Joint Master of Social Work Field Instruction Program).

The Joint Master of Social Work (MSW) 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. 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. The curriculum is organized by foundation, concentration, and field instruction. The primary purpose of the MSW program is to prepare students for advanced generalist social work practice.

MSW *Master of Social Work*

Program Goals

Four program goals reflect the mission of the Joint MSW program in three complementary areas: the provision of a quality master's level social work curriculum; service to the people of North Carolina; and scholarship.

Goal 1. Create an intentional learning community which recognizes, understands, supports, and honors diversity and difference, especially for students from oppressed groups.

Goal 2. Prepare graduates to engage in culturally-competent, effective, ethical, advanced generalist social work practice with youth and families at risk or with people affected by health and mental health issues.

Goal 3. Prepare graduates to be leaders who collaborate with consumers and colleagues to promote social and economic justice and improve the lives of the people of North Carolina.

Goal 4. Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

Curriculum Plan

The Joint Master of Social Work program with the Department of Sociology and Social Work at NCA&TSU offers two-year, three-year, and advanced standing program options. Students in the full-time two-year and three-year options complete 60 hours of course work. The advanced standing option requires 36 hours in one calendar year. Admission, program, course, and curriculum requirements are the same for the two-year and three-year options. All students must complete courses in the prescribed sequence in order to progress successfully to completion of the degree program.

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. Students choose between two concentrations: advanced generalist practice with families and youth at risk and advanced generalist practice with people affected by health and mental health issues.

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 year curriculum, students complete an additional 30 semester hours of course work. Students choose one of two concentrations: advanced generalist practice with families and youth at risk and advanced generalist practice with people affected by health and mental health issues. Students complete two courses in their concentration, 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 students have been admitted into Advanced Standing with a BSW degree and complete 36 hours of graduate course work to obtain the MSW. They begin their graduate course work in the summer taking 6 hours of courses in the two sessions. This course work builds a content bridge between BSW course work and the advanced year curriculum of the MSW program.

Application and Admission

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, submit a Work Experience form, 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 or Human Development; 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 MSW 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 BSW 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 651. 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 coordinator in the Department of Social Work.

Degree Requirements

THREE-YEAR 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

TWO-YEAR 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 36 hour Advanced Standing Option is designed to allow highly qualified students to earn the Master of Social Work degree in one calendar year by building on knowledge and skills previously attained through Bachelor of Social Work course work.

Required Summer Bridge Courses (6 hours)

SWK 624 Social Work Practice and Human Diversity (3)
SWK 626 Social Work Research Methods (3)

Upon successful completion of the above courses during the summer, Advanced Standing students will join the ongoing MSW full-time two-year class in Year 2: Advanced Year Curriculum (see the Two-Year Program Option).

SWK Social Work Courses

Courses for MSW Majors

620 Human Behavior and Social Functioning I (3:3)
Pr. admission to the MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW program and either 620, 621, 622, 623, 624, 625, 626, and 627 OR 624, 626, 631 and 632
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 MSW program and either 620, 621, 622, 623, 624, 625, 626, and 627 OR 624, 626, 631, and 632
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 MSW 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 and completion of 624, 626, 631, and 632.

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)

650 Clinical Assessment in Social Work (3:3)
Skill-building for competency-based assessment and diagnosis using a biopsychosocial social work framework to assess client strengths and disorders.

651 School Social Work-Advanced Practice (3:3)
Skill-building for social work practice in the schools with emphasis on culturally sensitive student assessment and intervention, and professional standards and accountability.

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. 351 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. 351 or 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. 351 or permission of instructor
Organization of new agencies or those initiating additional services. Needs assessment, resource development, agency operations, and relationships with funding agencies.

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship and environmental sustainability. Explore models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues through direct action and evaluation. (Same as BUS 540, CPS 540, CST 540, ENT 540, and WGS 540)

550 Social Services in Health Care (3:3)
Pr. 351 or 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. 351 or 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. 351 or 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. 351 or 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. 351 or permission of instructor
Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

584 Social Services for Children (3:3)
Pr. 351 or permission of instructor
Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

585 Social Work with Families in Crisis (3:3)
Pr. 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 PSY 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

- Master of Arts (MA) in Sociology, Criminology optional concentration, 33 hours

Graduate Faculty

Professors

Rebecca G. Adams, PhD, Friendship, popular culture, community, aging
Steve Kroll-Smith, PhD, Social psychology, disaster and society, logical inquiry.
William T. Markham, PhD, Stratification, non-government organizations, environmental sociology, globalization, voluntary associations, community.
James C. Petersen, PhD, Applied sociology, organizations, science and technology studies, medical sociology.

Associate Professors

Kenneth D. Allan, PhD, Theory, culture, self, institutions.
Julie V. Brown, PhD, Sociology of health, Soviet and Russian society, occupations and professions, comparative and historical sociology (Head of Department).
Shelly L. Brown-Jeffy, PhD, Sociology of education, race and ethnicity, research methods.
Steven R. Cureton, PhD, Criminology and the family (Director of Graduate Study).
Gwen Hunnicutt, PhD, Gender and crime, violence and society.
Paul Luebke, PhD, Sociology of politics, social movements, social change, and comparative societies.
Saundra D. Westervelt, PhD, Sociology of law, crime and deviance, miscarriages of justice.

Assistant Professors

Mikhail Balaev, PhD, Globalization, democratization, political economic sociology, international political economy and quantitative methods.
Sarah C. Daynes, PhD, Cultural sociology, theory, ethnography.
Jenifer L. Hamil-Luker, PhD, Life course studies, crime, gender, health.
Arielle T. Kuperberg, PhD , Quantitative data analysis, family, demography, gender and work, sexuality.
Stephen J. Sills, PhD, Globalization, international migration, visual sociology, evaluation research.

Adjunct Assistant Professor

Janice Wassel, PhD, Retirement, work and caregiving, financial gerontology and sociology, demography of aging, business and aging.

MA Master of Arts in Sociology

The MA in Sociology offers a thesis and a non-thesis option. The thesis option requires 33 semester hours, including 6 hours of thesis. The non-thesis option requires 33 semester hours, including a 6-hour internship.

The program 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Requirements

Required Core Courses (12 hours)

SOC 593 Thesis Seminar (3)
SOC 615 The Logic of Sociological Inquiry (3)
SOC 616 Advanced Research Methods (3)
SOC 618 Advanced Data Analysis (3)

Area Courses (9 hours)

Nine hours are selected from the following:

SOC 571 Advanced Topics in Social Psychology (3)
SOC 636 Seminar in Social Inequalities: Theory and Research (3)
SOC 640 Cultural Sociology (3)
SOC 644 Sociology of Globalization (3)

Electives (6 hours)

With prior approval of the advisor, a student will select 6 hours from other 500- or 600-level sociology or social science courses in other departments.

Comprehensive Examination

Successful completion of a thesis proposal or internship proposal defense satisfies the comprehensive examination requirement.

Capstone Experience

Thesis Option (6 hours)

SOC 699 Thesis (6)

Non-thesis Option (6 hours)

SOC 695 Internship (6)

CRIMINOLOGY CONCENTRATION

Required Core Courses (21 hours)

SOC 593 Thesis Seminar (3)
SOC 615 The Logic of Sociological Inquiry (3)
SOC 616 Advanced Research Methods (3)
SOC 618 Advanced Data Analysis (3)
SOC 651 Criminology (3)
SOC 653 Deviance and Social Control (3)
SOC 655 The Sociology of Law (3)

Electives (6 hours)

With prior approval of the advisor, a student will select 6 hours from other 500- or 600-level sociology courses or social science courses in other departments.

Comprehensive Examination

Successful completion of a thesis-proposal or internship-proposal defense satisfies the comprehensive examination requirement.

Capstone Experience

Thesis Option (6 hours)

SOC 699 Thesis (6)

Non-thesis Option (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 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.

593 Thesis Seminar (3:3)
Pr. graduate standing, senior in disciplinary honors, or permission of instructor
Overview of sociological theory, epistemological issues, and research design; leads to a written thesis proposal.

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.

615 The Logic of Social Inquiry (3:3)
Logical bases of conceptualization and theory formulation. Both sociological theory and methods of research will be considered from the perspectives of philosophies of sciences.

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. 12 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.

632 Advanced Study of Gender, Crime, and Deviance (3:3)
Explore key questions in scholarly literature on gender, crime, and deviance. Primarily concerned with how gender socialization, gender roles, and institutions affect males' and females' offending, deviant behavior and victimization.

636 Seminar in Social Inequalities: Theory and Research (3:3)
Pr. six hours of sociology at the undergraduate or graduate level.
Basic systems of social inequality, including social class, race, and gender. Trends in theory and research.

640 Cultural Sociology (3:3)
Graduate seminar in cultural sociology; an exploration of cultural products and practices, the relationship between culture and society, theories of culture, and issues pertaining to meaning, interpretation, and representation.

643 Urban Sociology (3:3)
Pr. graduate standing and background in sociology or other social or behavior science.
Contemporary theory and research on urban social structure, conflict, and change.

644 Sociology of Globalization (3:3)
Sociological perspectives on globalization and its effects. Trends in theory and research.

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. 21 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

444 School of Education Building • (336) 334-5843 • www.uncg.edu/ses

Graduate Programs

- Post-Baccalaureate Certificate in Leadership in Early Care and Education, 18 hours
- Post-Baccalaureate Alternative Initial Teacher Licensure (PAIL), 21 hours
- Master of Education (MEd) in Special Education: General Curriculum, Learning Disabilities Licensure or Behavior/Emotional Disabilities Licensure concentration, 30-33 hours
- Master of Education (MEd) in Birth-Kindergarten: Interdisciplinary Studies in Education and Development (jointly with the Department of Human Development and Family Studies), 37 hours
- Doctor of Philosophy (PhD) in Special Education, 66 hours

Graduate Faculty

Professors

Bonnie Billingsley, Ed.D, Special education teacher preparation, induction and retention, leadership to support inclusive schools, (Department Chair).

Bill Bursuck, PhD, Special education/at-risk literacy, inclusive school practices, education of students with learning and behavior disabilities.

Associate Professors

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 Professions in Deafness Program).

Belinda J. Hardin, PhD, Inclusion and international early childhood education practices, EI/ECSE services for English language learners, family involvement in EI/ECSE services.

Stephanie A. Kurtts, PhD, Inclusive education, online collaborative practice, universal design for learning, mild/moderate disabilities, peer coaching, differentiated instruction.

Marcia Rock, PhD, Special education, emotional and behavior disorders, technology and teacher preparation (e.g., online coaching), effective instruction for students with mild/moderate disabilities, applied behavior analysis, positive behavior support (Director of Graduate Study - PhD).

Assistant Professors

Nicole Dobbins, PhD, Emotional/behavioral disorders, social skills training, behavior/classroom management, multicultural education, autism, curricular design and effective teaching strategies for students with disabilities.

Bree Jimenez, PhD, General curriculum access for students with moderate to severe intellectual disability, with emphasis on inquiry science and mathematics, alternate assessments based on alternate achievement standards.

Jean Kang, PhD, Supporting young children with and without disability and their families' transition to kindergarten, school readiness, Universal Design for Learning in early childhood.

Clinical Associate Professor

Sam Parker, MFA, Sign language interpreters working in diverse community settings such as medical, mental health, vocational, legal, religious, social service and theatrical environments with an emphasis on ethical codes of conduct and the demands and controls that sign language interpreters face in these settings.

Clinical Assistant Professor

Teresa Little, PhD, Functional curriculum for students with moderate to severe intellectual disabilities, accessing the general curriculum for students with moderate to severe intellectual disabilities (Director of Graduate Study).

The primary goal of the department 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.

PBC *Post-Baccalaureate Certificate in Leadership in Early Care and Education*

The online Post-Baccalaureate Certificate in Early Care and Education Leadership requires 18 semester hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. The program is designed to provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings including early intervention, Smart Start, resource and referral, and community college instruction.

Application and Admission

Applicants must submit all application materials required by The Graduate School by May 1st for Fall admission.

The certificate 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 with background knowledge in early childhood education, child development, early childhood special education, or a closely related field.

Certificate Requirements

Required Courses (15 hours)

HDF 634	Contemporary Issues in Early Childhood Policy (3)
HDF 636	Leadership and Mentoring in Educating Young Children (3)
HDF 650	Theory and Research in Early Childhood (3)
SES 601	Introduction to Inclusive Birth-Kindergarten Services (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 *Post-Baccalaureate Alternative Initial Teacher Licensure*

The Post-Baccalaureate Alternative Initial Teacher Licensure program is designed to provide the opportunity for 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 MEd program in which they may be eligible for an advanced license in special education general curriculum. 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 MEd in special education provided the student meets all admission requirements of The Graduate School and the Department of Specialized Education Services..

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a resume and Personal Statement of goals, past experience and unique skills.

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Deadlines include: fall (April 1), spring (October 1), and summer (March 1).

Students who wish to transition into the MEd program must submit a new application for the MEd to The Graduate School. It is the students' responsibility to initiate the process and review it with their advisor. It is recommended that the student take the GRE within the first 6 hours of study to guarantee a timelier processing of their application package.

Licensure Requirements

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 MEd in Special Education General Curriculum (39 hours)

Courses listed in General Curriculum plus the following 18 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 649	Practicum in Special Education (3)
SES 658	Positive Behavior Supports for High-Incidence Disabilities (3)
SES 660	Families, Schools, and Students with Exceptionalities (3)

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.

MED *Master of Education in Special Education: General Curriculum with Emphasis in Learning Disabilities or Behavior/Emotional Disabilities*

The MEd in Special Education: General Curriculum requires 30 semester hours for students licensed in special education (Option 1) and 33 semester hours for student licensed in another area of education but not special education (Option 2). Both options lead to eligibility for advanced licensure in General Curriculum. At least 27 hours in the program of study must be in 600-level courses.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a resume and Personal Statement of goals, past experience, and unique skills.

Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters.

Degree Requirements

OPTION 1: FOR STUDENTS LICENSED IN SPECIAL EDUCATION

Core (21 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 645 Advanced Seminar in Exceptional Individuals (3)
SES 647 Collaboration and Consultation in Education (3)
SES 652 Mild Disabilities: Math/Written Language Instruction (3)

Area of Focused Study (9 hours)

Students select one area of focused study. Credits are determined with approval of the advisor:

High-Incidence Disabilities: SES 656, 657, 658
Assistive Technology Emphasis: SES 662, TED 610, LIS 647, LIS 648, LIS 672
Reading Emphasis: TED 614, 615, 616, 617a, 617b, 640
Leadership Emphasis: ELC 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 (3 hours)

SES 540 Introduction to Exceptional Individuals (3)

Core (33 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 649 Practicum in Special Education (High-Incidence focus) (3)
SES 652 Mild Disabilities: Math/Written Language Instruction (3)
SES 658 Positive Behavior Supports for High-Incidence Disabilities (3)
SES 659 Behavior Management (3)
SES 660 Families, Schools, and Students with Exceptionalities (3)
ERM 604 Methods of Educational Research (3)

Additional Requirements for ALL Special Education MEd Students

Portfolio (Capstone Experience)

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. Detailed instructions for completing the portfolio are provided on the SES website (www.uncg.edu/ses/gradprog/med_special_edu.html).

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. Detailed instructions for completing the reflective essays are located on the SES website (www.uncg.edu/ses/gradprog/med_special_edu.html).

MED *Master of Education in Birth-Kindergarten: Interdisciplinary Studies in Education and Development*

The online MEd in Birth-Kindergarten: Interdisciplinary Studies in Education and Development requires 37 semester hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. 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.

Application and Admission

Applicants must submit all materials required by The Graduate School by May 1 for Fall admission.

Degree Requirements

Research Requirements (6 hours)

ERM 604 Methods of Educational Research (3)
HDF 650 Theory and Research in Early Childhood (3)

Theory and Practice Requirements (19 hours)

HDF 636 Leadership and Mentoring in Educating Young Children (3)
SES 601 Introduction to Inclusive Birth-Kindergarten Services (3)
SES 602 Inclusive Family-Centered Practices in Early Childhood (3)
SES 603 Screening/Assessment in Inclusive Early Childhood Services (3)
SES/HDF 606 Teaching Methods in Inclusive Early Childhood Services (4)
SES 633 Advanced Curriculum in Early Childhood Education (3)

Practicum (6 hours)

SES 604 Internship in Inclusive Early Childhood (6)

Electives (6 hours)

To be selected from list or with approval of advisor.

HDF 610 Child Development in Cultural Context (3)
HDF 621 Applied Theories and Principles of Parenting (3)
HDF 634 Contemporary Issues in Early Childhood Policy (3)
HDF 653 Contemporary Research in Family Studies (3)
HDF 667 Infant Development (3)
SES 608 Seminar in Early Childhood (3)
SES 605 Diversity and Inclusive Early Care and Education (3)
SES 647 Collaboration and Consultation in Education (3)
SES 657 Characteristics of Students with High-Incidence Disabilities (3)
SES 662 Assistive Technology for Inclusive Education (3)
Other courses as approved by advisor.

Professional Portfolio (Capstone Experience)

The final portfolio is the culminating experience. 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 on TaskStream 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 *Doctor of Philosophy in Special Education*

The PhD in Special Education is intended for students interested in special education, deaf education, or early intervention. The program requires a minimum of 66 semester 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 course work. Additional course requirements are determined on an individual basis and in consultation with the student's major advisor and advisory/dissertation committee.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a resume and Personal Statement of goals, past experience and unique skills. Applicants must have 3 years of related professional experience.

The deadline to apply is February 1 for Fall admission.

Degree Requirements

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)
HED 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*

508 International Service-Learning in Special Education (6) (SVL)
Pr. permission of instructor
Cross-cultural experience to learn about special education and early childhood practices through a service-learning project, program visits, and professional exchanges. Historical context and cultural practices emphasized.

540 Introduction to Exceptional Individuals (3:3)
Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child.

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. GPA of 2.75 or better and 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 Introduction to Inclusive Birth-Kindergarten Services (3:3)
Introduction to issues and policies in inclusive birth through kindergarten programs. Legislation, service delivery models, policy issues, family roles, and research outcomes discussed.

602 Inclusive Family-Centered Practices in Early Childhood (3:3)
Pr. 601
Analysis of theoretical perspectives, intervention strategies, and research outcomes for young children with disabilities in inclusive settings and their families. Family-centered practices emphasized.

603 Screening/Assessment in Inclusive Early Childhood Services (3:3)
Pr. 601, ERM 604, SES/HDF 606 or permission of instructor
Conceptual knowledge and practical application of screening and assessment techniques and procedures for infants, toddlers, preschoolers, and kindergartners. Report writing, IFSPs, IEPs, family assessments, and program evaluation included.

604 Internship in Inclusive Early Childhood (6:1:15)
Pr. HDF 636, admission to BKISED program, or permission of instructor
An in-depth exploration of the principles of early childhood care and education and learning strategies for young children with and without disabilities. Field placements in BK setting are required.

605 Diversity and Inclusive Early Care and Education (3:3)
Pr. admission to Leadership in Early Care and Education certificate, MEd 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.

606 Teaching Methods in Inclusive Early Childhood Settings (4:3:3)
Pr. admission to BKISED degree program and 601
In-depth exploration of the principles of early childhood care and education and learning strategies for young children with and without disabilities. Field placements in BK setting are required. (Same as HDF 606)

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 TED 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)
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)
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)
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)
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 Characteristics of Students with High-Incidence Disabilities (3:3)
Addresses history, characteristics, legal and legislative issues, and services and interventions relevant to meeting the learning and behavioral needs of students with high incidence disabilities.

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 behaviorism 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 PhD 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 Teacher Education and Higher Education

336 Curry Building • (336) 334-3437 • www.uncg.edu/cui

Graduate Programs

- Post-Baccalaureate Certificate in Special Endorsement in Computer Education (jointly with Department of Library and Information Studies), 18 hours
- Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages, 18 hours
- Master of Arts in Teaching, various concentrations, 39 hours
- Master of Education (MEd) in Curriculum and Instruction, various concentrations, 33-39 hours
- Master of Education (MEd) in Educational Supervision, Instructional Design concentration, 36 hours
- Master of Education (MEd) in Student Personnel Administration in Higher Education, 42 hours
- Doctor of Philosophy (PhD) in Educational Studies, Teacher Education and Development concentration, 60 hours, or Higher Education concentration, 66 hours

Graduate Faculty

Professors

Colleen Fairbanks, PhD, Adolescent literacy, and identity, teacher knowledge and development, writing instruction.

Barbara B. Levin, PhD, Teacher education, pedagogical thinking, technology education for teachers and children, case-based teaching, problem-based learning, social studies curriculum (Assistant Chair of Department).

Catherine E. Matthews, PhD, K-12 science education and environmental education.

Samuel D. Miller, PhD, Literacy development, student motivation, teacher education (Chair of Department).

Dale H. Schunk, PhD, Social cognitive learning, self-regulation, motivation.

Deborah J. Taub, PhD, Identity development of traditional age college students and professional preparation in student affairs.

Associate Professors

David F. Ayers, EdD, Organization and governance, cultural political economy, program planning.

Heidi B. Carlone, PhD, Anthropology of science education, equity in science education, science curriculum.

Jewell Cooper, PhD, Equity education, ethnic identity development, community-based learning in preservice teacher education.

Beverly Faircloth, PhD, Educational psychology, student motivation and development, sense of school belonging.

Charles P. Gause, PhD, Cultural and critical perspectives of school leadership, popular culture and schooling, youth identity, black masculinity, gender construction, media representation.

Kerri Richardson, PhD, Mathematics education, teacher education, mathematics curriculum.

Assistant Professors

Ye He, PhD, ESL, teacher education, multicultural education.

Wayne Journell, PhD, Social studies education, political education, technology integration.

Nicole Martin, PhD, Teacher education and literacy.

Edna Tan, PhD, Urban science education, girls science education, teaching science for social justice.

Amy Vetter, PhD, Literacy and identity, discourse analysis, case studies.

P. HoltWilson, PhD, Mathematics education, professional development, and learning trajectories.

PBC *Post-Baccalaureate Certificate for Special Endorsement in Computer Education*

The Post-Baccalaureate Certificate for Special Endorsement in Computer Education requires 18 semester hours and is offered jointly by the departments of Library and Information Studies and Teacher Education and Higher 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.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline and currently hold a NC teaching license.

Certificate Requirements

TED 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)
TED/LIS 672 Instructional Design (3)
SES 662 Assistive Technology for Inclusive Education (3)

PBC *Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages*

The Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages requires 18 semester hours and 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.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.

Certificate Requirements

TED 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
TED 603 Literacy for English Language Learners (3)
TED 604 Applied Linguistics to ESL Teachers (3)
TED 614 Word Study (3)
TED 618 Teaching English as a Second Language (3)
And an elective course

MAT *Master of Arts in Teaching, Various Concentrations*

The Master of Arts in Teaching - Classroom Practice Track offers five concentrations—elementary education, middles grades education, social studies education, science education, teaching English to speakers of other languages (TESOL)—that culminate with the development of an Initial Competencies Portfolio, providing eligibility for candidates to apply for "A" licensure from the North Carolina Department of Public Instruction and require 39 semester hours.

The Master of Arts in Teaching - 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 (www.uncg.edu/soe/newsite/sarc/index.html) or the department's web page at www.uncg.edu/cui.

ELEMENTARY EDUCATION

Classroom Practice Track (39 hours)

Pedagogical Expertise

TED 517 Literacy I: Reading and Writing in the Primary Elementary Grades (3)
TED 518 Mathematics in the Elementary School(3)
TED 519 Science in the Elementary School (3)
TED 520 Social Studies in the Elementary School (3)
TED 521 Literacy II: Reading and Writing in the Intermediate Elementary Grades (3)
TED 625 Mathematics in the Elementary School II (3)

Professional Development/Leadership

TED 650 The Interaction of Classroom Management and Instruction (3)
TED 680a Clinical Experience in Teaching (6)
TED 680b Clinical Experience in Teaching Seminar (3)

MIDDLE GRADES EDUCATION

Classroom Practice Track (39 hours)

Pedagogical Expertise

TED 535 Literacy in Content Areas (3)
TED 626 Middle Grades Curriculum and Instruction (3)
TED 634 Seminar in Middle Grades Education (3- with internship) or TED 622 with advisor approval
6 hours content
3 hours methods

Professional Development/Leadership
TED 650 The Interaction of Classroom Management and Instruction (3)
TED 680a Clinical Experience in Teaching (6)
TED 680b Clinical Experience in Teaching Seminar (3)

SCIENCE EDUCATION

Classroom Practice Track (39 hours minimum)

Pedagogical Expertise
TED 559 Teaching Practices and Curriculum in Science (3)
TED 623 Environmental Education in the K-12 Classroom (3)
15 hours content courses

Professional Development/Leadership
TED 638 Seminar in Secondary Education (3)
TED 680a Clinical Experience in Teaching (6)
TED 680b Clinical Experience in Teaching Seminar (3)

SOCIAL STUDIES EDUCATION

Classroom Practice Track (39 hours minimum)

Pedagogical Expertise
TED 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
TED 638 Seminar in Secondary Education (3)
TED 680a Clinical Experience in Teaching (6)
TED 680b Clinical Experience in Teaching Seminar (3)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Classroom Practice Track (39 hours)

Pedagogical Expertise
TED 516 Emergent Literacy and Literature **or** TED 535 Literacy in the Content Areas (3)
TED 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
TED 603 Literacy for English Language Learners (3)
TED 604 Applied Linguistics for ESL Teachers (3)
TED 614 Word Study (3)
TED 618 Teaching English as a Second Language (3)

Professional Development/Leadership
TED 650 Interaction of Classroom Management and Interaction (3)
TED 680a Clinical Experience in Teaching (6)
TED 680b Clinical Experience in Teaching Seminar (3)

MED *Master of Education in Curriculum and Instruction, Various Concentrations*

The MEd in Curriculum and Instruction, Teacher Leadership Track, offers nine concentrations that culminate with the development of an Advanced Competencies Portfolio, providing eligibility for candidates to apply for "M" licensure from the North Carolina Department of Public Instruction. The MEd offers five concentrations—elementary mathematics, instructional technology, middle/secondary English language arts, middle/secondary mathematics, and reading education—offer only the Teacher Leadership Track. All concentrations and tracks require 33-42 semester hours for the master's degree.

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 MEd programs.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.

Degree Requirements

Core Courses for All Concentrations (unless otherwise noted) (9 hours)
TED 545 Diverse Learners (3) or TED 646 Introduction to Equity Education (3) or approved substitute
TED 669 Educational Implications of Learning and Developmental Theory (3) or TED 622 Differentiated Instruction (3) or approved substitute
ERM 605 Educational Measurement and Evaluation (3) or ERM 604 Methods of Educational Research (3) or approved substitute

Advanced Competencies Portfolio and Other Required Culminating Experiences (Capstone Experience)

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.

ELEMENTARY EDUCATION

Teacher Leadership Track (33 hours)

Pedagogical Expertise
18 hours selected on basis of approved plan of study

Professional Development/Leadership
TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

ELEMENTARY MATHEMATICS EDUCATION

Teacher Leadership Track (33 hours)

Pedagogical Expertise

TED 658 Number Systems and Operations: K-5 Mathematical Tasks (3)
TED 659 Rational Numbers and Operations: K-5 Learning Trajectories (3)
TED 660 Data Analysis and Measurement: K-5 Classroom Interactions (3)
TED 661 Algebraic Reasoning: K-5 Discourse and Questioning (3)
TED 662 Geometry and Spatial Visualization: K-5 Assessment (3)
TED 663 Mathematical Modeling: K-5 Leadership (3)

Professional Development/Leadership

TED 670 Teacher as Mathematics Education Researcher (3) or Teacher as Researcher and Leader II (3) when TED 670 is not offered
TED 676 Teacher as Researcher and Leader I (3)

FRENCH EDUCATION

(See Languages, Literatures, and Cultures)

INSTRUCTIONAL TECHNOLOGY

Teacher Leadership Track (33 hours)

Currently on moratorium - Effective Fall 2012-2014

Pedagogical Expertise

TED 610 Integrating Technology into Subject Matter Instruction (3) or TED 628 Trends and Issues in Curriculum and Instruction (when topic is Integrating Technology into the K-12 Curriculum) (3), or TED 667 Technology in Mathematics Education (3) or approved substitute
TED/LIS 672 Instructional Design (3)
TED/LIS 674 Seminar: Issues and The Virtual Community (3) or LIS 631 Emerging Technological Trends in Information Access (3) or LIS 688 Seminar: Transliteracy (3) or LIS 688 Seminar: Educational Informatics (3) or approved substitute
LIS 632 Managing School/Library Computer Laboratories (3) or LIS 630 Computer-Related Technologies for Library Management (3) or approved substitute
LIS 635 Media Production Services for Library Programs (3) or approved substitute
SES 662 Assistive Technology for Inclusive Education (3) or approved substitute

Professional Development/Leadership

TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

MIDDLE/SECONDARY ENGLISH LANGUAGE ARTS

Teacher Leadership Track (36 hours)

Pedagogical Expertise

TED 626 Middle Grades Curriculum and Instruction (3) or TED 638 Seminar in Secondary Education (3)
TED 628 Trends and Issues in Curriculum and Instruction (3) with appropriate topics: Gender and Education, Identity Matters, Youth Literacies
TED 695 Youth Literacies: Advanced Topics in Education (3)

Content Area Specialization Courses

TED 645 Critical Issues in English Language Arts (3)
One English course selected from the following list and with consent of advisor: ENG 522, ENG 590, ENG 697, ENG 602, or approved substitute (3)
One TED course selected from the following list and with consent of advisor: TED 622, TED 604, TED 618, TED 616, or approved substitute (3)

Professional Development/Leadership

TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

MIDDLE/SECONDARY MATHEMATICS EDUCATION

Teacher Leadership Track (33 hours)

Pedagogical Expertise

Two mathematics courses selected from the following list and under advisement from the Departments of Mathematics and Statistics and Teacher Education and Higher Education: MAT 503, 513, 514, 516, 517, 518, 519, 520, 521, 531, 532, 540, or 545
TED 630 Trends in Teaching Practices and Curriculum in Secondary School Mathematics (3)
TED 664 Teaching Problem Solving (3)
TED 667 Technology in Mathematics Education (3)

Professional Development/Leadership

TED 670 Teacher as Mathematics Education Researcher (3) or Teacher as Researcher and Leader II (3) when TED 670 is not offered
TED 676 Teacher as Researcher and Leader I (3)

READING EDUCATION

Teacher Leadership Track (39 hours)

Pedagogical Expertise

TED 614 Word Study (3)
TED 615 Literacy in the Early Years (3)
TED 616 Literacy Development and Instruction Across the Grades (3)
TED 617a Diagnosis and Correction of Reading Problems (3)
TED 617b Advanced Strategies in Diagnosis and Correction (3)
TED 619 Research and Programs in Reading Education (3)
TED 640 Writing Instruction in the Elementary and Middle Grades (3)

Professional Development/Leadership

TED 628 Trends and Issues in Curriculum and Instruction (3) or approved substitute
TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

Add-on Licensure in Reading (18 hours)

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 Teacher Education and Higher Education or the Department of Specialized Education Services.

Required Courses

TED 614 Word Study (3)
TED 615 Literacy in the Early Years (3)
TED 616 Literacy Development and Instruction Across the Grades (3)
TED 617a Diagnosis and Correction of Reading Problems (3)
TED 617b Advanced Strategies in Diagnosis and Correction (3)
TED 640 Writing Instruction in the Elementary and Middle Grades (3)

SCIENCE EDUCATION

Teacher Leadership Track (33 hours)

Pedagogical Expertise

TED 561 Nature of Science, Technology, and Society (3)
TED 623 Environmental Education (3)
TED 632 Trends in Teaching Practices and Curriculum in Secondary School Science (3)
Two approved content courses in College of Arts and Sciences (6) or a second semester of TED 623, TED 561 and/or TED 632 with instructor permission or approved substitutes

Professional Development/Leadership

TED 638 Seminar in Secondary Education (3) or TED 626 Middle Grades Curriculum and Instruction (3)
TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

SPANISH EDUCATION

(See Languages, Literatures, and Cultures)

SOCIAL STUDIES EDUCATION

Teacher Leadership Track (36 hours)

Pedagogical Expertise

TED 631 Trends in Teaching Practices and Curriculum in Secondary School Social Studies (3)
9 hours content courses in HIS, PSC< GEO, ECO, ATY, PSY or SOC at 500 or 600 level
Two courses from different categories
ESL: TED 628, TED 523, or approved substitute
SES: SES 540, SES 543, SES 643, SES 648, or approved substitute
Technology: TED 628 or approved substitute

Professional Development/Leadership

TED 638 Seminar in Secondary Education (3) or TED 626 Middle Grades Curriculum and Instruction (3)
TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Teacher Leadership Track (36 hours)

Pedagogical Expertise

TED 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
TED 603 Literacy for English Language Learners (3)
TED 604 Applied Linguistics for ESL Teachers (3)
TED 614 Word Study (3) or TED 535 Literacy in the Content Area (3) or approved substitute
TED 618 Teaching English as a Second Language (3)
6 hours electives under advisement to include courses in reading, language arts, math, science, social studies, instructional technology, and special education

Professional Development/Leadership

TED 676 Teacher as Researcher and Leader I (3)
TED 677 Teacher as Researcher and Leader II (3)

Add-on Licensure in ESL (15 hours)

TED 523 Legal, Historical, and Cultural Implications of English as a Second Language (3)
TED 603 Literacy for English Language Learners (3)
TED 604 Applied Linguistics for ESL Teachers (3)
TED 614 Word Study (3)
TED 618 Teaching English as a Second Language (3)

MED Master of Education in Student Personnel Administration in Higher Education

The MEd 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 as well as an internship in college student personnel administration. Graduates may select supporting courses for an emphasis on adult learning.

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.

Degree Requirements

Foundational Studies (9 hours minimum)

HED 601 Foundations of College Student Personnel Administration (3)
HED 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)

HED 602 Theoretical Foundations of Higher Learning (3)
HED 606 Administration of Higher Education (3)
HED 627 Enrollment Management (3)
HED 662 Curriculum in Higher Education (3) or HED 600 The Community College (3)
CED 603 Contemporary College Students (3)
One course in learning interventions, selected in consultation with advisor, such as HED 663 Planning Programs in Postsecondary Education (3) **or** HED 625 Academic Advising and Retention in Higher Education (3)

Assessment and Research (3 hours)

ERM 604 Methods of Educational Research (3)

Internship (3 hours)

HED 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 (Capstone Experience)

Please consult with the Director of Graduate Study or departmental secretary for the dates of this examination.

PHD Doctor of Philosophy in Educational Studies, Teacher Education and Development or Higher Education Concentration

Application and Admission

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.

The application deadline is January 10 for Fall admission.

Degree Requirements

TEACHER EDUCATION AND DEVELOPMENT CONCENTRATION

The PhD in Educational Studies with a concentration in teacher education and development requires a minimum of 60 semester hours. All students must meet requirements 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)

An asterisk denotes the course that should be the first completed in the doctoral program.

TED 646 Introduction to Equity Education (3) or TED 765 Research in Equity Education (3)
TED 746 Seminar: Research on Teaching (3)
TED 747 Doctoral Seminar in Learning and Cognition (3)
TED 749 Disciplined Inquiry in Teacher Education (3)

Research Requirements (21 hours)

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, one doctoral-level qualitative methods course, one doctoral-level mixed methods research course and at least 6 hours of applied research courses as follows.

TED 730 Qualitative Research Design in Curriculum and Instruction (3)
TED 738 Mixed Methods Research Design in Curriculum and Instruction (3)
TED 775 Directed Doctoral Research (two times for a total of 6 semester hours)
ERM 681 Design and Analysis of Educational Experiments (3)

ERM 680, prerequisite for ERM 681, can be counted in the 21 hours. The remaining research courses must be selected with advice and approval of the doctoral committee.

Concentration Courses (15 hours)

Students will decide on courses 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, equity education, or an interdisciplinary focus.

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, shows independent investigation, and is acceptable in form and content to the student's committee and The Graduate School.

HIGHER EDUCATION CONCENTRATION

The PhD in Educational Studies with a concentration in higher education requires 63 semester hours and is intended for experienced administrators and qualified scholars. Students develop the skills, knowledge, and attitudes necessary for investigating, understanding, and shaping the dynamic relations among students, institutions of higher education, and society. Graduates pursue careers as scholar-practitioners in areas such as student affairs, community college leadership, and general higher education administration.

Core Course Requirements (18 hours)

HED 744 Higher Education: Finance and Political Economy (3)
HED 745 Higher Education: Equity, Inclusion and Learning (3)
HED 746 Theories of College and University Organization (3)
HED 747 Advanced Student Development Theory (3)
HED 748 Law of Higher Education (3)
HED 749 Seminar in Higher Education Research (3)

Concentration Course Requirements (12 hours)

In consultation with the advisor, students will select a coherent set of concentration courses focusing on a specific problems of theory, policy, or practice in higher education.

Research Methods (21 hours)

ERM 680 Intermediate Statistical Methods in Education (3)
ERM 681 Design and Analysis of Educational Experiments (3)
HED 775 Directed Doctoral Research (3) (3)
One course in qualitative or interpretive research methods
One advanced course in research methods
One elective research methods course

Academic Portfolio

Students will compile a portfolio consisting of the following:

- Four substantial literature reviews, one for four of the five content courses in the doctoral core.
- Documentation of attendance at one national professional organization in higher education, including NASPA, ACPA, ASHE, or CSCC. This documentation must also include a reflection paper on the value of professional associations and the quality of research presented at the conference attended.
- Evidence of a presentation proposal submitted to one of the conferences listed above.
- A qualifying paper addressing a significant problem of policy, practice, or theory in higher education. Completed during HED 749, this paper amounts to a literature review directly related to the student's intended dissertation research.
- A written plan, developed in consultation with program faculty, highlighting the research skills required for investigating this problem as well as a list of specific courses addressing these skills.
- An approved doctoral committee and an approved plan of study.

Preliminary Oral Examination

Upon completion of the doctoral core and the academic portfolio, students will sit for the preliminary oral examination. During the preliminary oral exam student will respond to two categories of questions: (a) follow-up, clarifying, or in-depth questions related to one or more literature review papers presented in the academic portfolio, and (b) questions requiring the student to situate the qualifying paper within the broader literature in the field of higher education. The latter type of question will require the student to elaborate the relationships between the major area of interest and student development, law, finance, organization and governance, and equity (core courses). The preliminary oral exam may be waived if, by unanimous decision, the full-time program faculty agree that the portfolio demonstrates superior quality scholarship.

Students whose performance on the portfolio and preliminary oral exam is not deemed passable by unanimous decision may revise and resubmit the portfolio as directed by the program faculty and sit for a second round of oral exams. This second round of exams must take place during the semester immediately following the original preliminary oral exam. If by the second round of exams, the portfolio, the preliminary oral exam, or both is deemed unacceptable by a majority of the full-time program faculty, the student will exit the program.

Comprehensive Examination and Oral Examination

The comprehensive examination will require students to demonstrate advanced competence with a set of inquiry skills. As evidence of this competence, students will design a dissertation research project, explain the contribution the proposed program will make to the extant literature, and defend the research

methods selected. The student will present to the faculty a written proposal and will sit for an oral defense of the research project. Upon successful completion of the comprehensive examination, students will enter into candidacy for the degree.

Dissertation (12 hours)

Each candidate will complete an original research project and sit for the final defense of the dissertation.

HED *Higher Education Courses*

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.

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 College Teaching and Pedagogy (3:3)
Philosophical and epistemological paradigms of university and community college teaching explored and investigated. Traditional and alternative forms of pedagogy evaluated for their impact on successful college student experiences.

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.

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.

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.

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.

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.

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.

738 Mixed Methods Research Design in Curriculum and Instruction
Pr. completion of at least one course in quantitative research (eg. ERM 681, 642, 643, 688, etc.) and one course in qualitative research (eg. TED 730), or permission of instructor
Overview of mixed methods research including its history, current literature, and typology. Topics include research design, data collection, data analysis, validity, and proposal writing for a mixed methods study.

744 Higher Education: Finance and Political Economy (3:3)
Pr. 601, 606, and 661
Research and scholarship on political economy of higher education, budget models, strategic planning, impact on students, and policy augmentation. Production of an in-depth literature review on a related topic.

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.

746 Theories of College and University Organization (3:3)
Pr. 601, 606, and 661
Competing theories of college and university organization from a transdisciplinary perspective with attention to the cultural singularities of academia. Production of an in-depth literature review on a related topic.

747 Advanced Student Development Theory (3:3)
Pr. 602, 606, and 661
Advanced study of the impact of college on students with emphasis on developmental needs and peer group characteristics. Requires an in-depth literature review on a related topic.

748 The Law of Higher Education (3:3)
Pr. 602, 606, and 661
Overview of law and implications for decision-making in higher education. Focus on constitutional, statutory, and case law. Prepares higher education leaders to protect individual rights of faculty, staff, students, others.

749 Seminar in Higher Education Research (3:3)
Pr. 601, 606, and 661
Overview of higher education as a field of study. Participants develop research interests, practice critical reading and writing strategies, and produce an in-depth literature review.

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 processes for graduate students and faculty interested in teaching or administrative positions in postsecondary education.

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. Emphasis on race/ethnicity, gender, and class issues related to the design of research studies that affirm equity and perpetuate social justice.

767 Qualitative Data Collection and Analysis (3:3)
Pr. 664, 665 or other course in qualitative research
In-depth experience in qualitative data collection and analysis beyond the introductory level. Completion of a qualitative research project in collaboration with other students in the class. (Same as ELC 767 and TED 767)

775 Directed Doctoral Research (3)
Pr. doctoral students in HED 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 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)

TED Teacher Education 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 MEd 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 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 MEd 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 variety 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. 445, admission to teacher education, and overall GPA of 2.75 or better; or permission of instructor. Required of student teachers in English
Organization of English in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation.

552 Teaching Practices and Curriculum in Foreign Languages (3:3:2)
Pr. 545 and admission to teacher education 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. 445, admission to teacher education, and overall GPA of 2.75 or better; 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. (Fall) (Formerly CUI 553)

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.

558 Middle Grades Mathematics Education (3:3)
Pr. middle grades education major in classroom practice track or lateral entry middle grades mathematics teachers or permission of instructor. Undergraduate Coreq. 375 or equivalent.
Development of middle grades mathematics instruction as related to adolescent learners. Emphases includes practical and theoretical attention to best practices, curriculum, assessment, and standards of practice.

559 Teaching Practices and Curriculum in Science (3:3:2)
Pr. 445 and admission to teacher education 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. (Fall) (Formerly CUI 559)

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/Technology and Society (3:3)
Study of nature of science, encompassing literature from history, philosophy, and sociology of science. Includes discussion of this literature's influence on school science instruction. 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.

603 Literacy Instruction for English Language Learners (3:3) (SVL)
Pr. admission to MEd 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 MEd 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.

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.

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) (SVL)
Pr. admission to MEd 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 MEd 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 (3:3)
Pr. 545, 669, ERM 605, or permission of the instructor
Teachers will design, conduct, and evaluate environmental education activities. Course activities partially fulfill requirements for North Carolina environmental education certification. Weekend field trip is required. May be repeated for credit when topic varies.

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 Mathematics in the Elementary School II (3:3)
Pr. admission to the MEd in curriculum and instruction, elementary education concentration; 518; or permission of instructor. Coreq. Classroom Practice Track students must be enrolled in an internship as part of their program requirement that places them in a K-5 grades classroom.
Elementary grades mathematics instruction for K-5 learners. Emphasizes practical and theoretical attention to best practices, curriculum, assessment, and standards of practice focusing on geometry, data analysis and probability, and measurement.

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.

628 Trends and Issues in Curriculum and Instruction (3:3)
Pr. admission to MEd 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 Science Education: Teaching Practices and Curriculum (3:3)
Pr. permission of instructor
Application of reform efforts in the sciences with attention given to eco and social justice perspectives. 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.

636 Educational Psychology and Differentiated Instruction (3:3)
Pr. 517, 518, 519, 520, 545, and ERM 605 Coreq. 521 and 625
Understanding and applying current theory and research addressing education psychology (child/adolescent development, learning theory and motivation) and differentiated instruction.

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)

645 Critical Perspectives on English Language Arts (3:3)
Examines theoretical, political, and practical elements of the English language arts. Engages students in critical reflection about their teaching and analysis of perspectives on the purposes of English language arts instruction.

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.

658 Number Systems and Operations: K-5 Mathematical Tasks (3:3)
Pr. teacher licensure
Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention also given to expansion of content knowledge.

659 Rational Numbers and Operations: K-5 Learning Trajectories (3:3)
Pr. 658
Focus on rational number concepts through learning trajectories at the K-5 level; attention also given to problem solving and content knowledge.

660 Data Analysis and Measurement: K-5 Classroom Interactions (3:3)
Pr. 658
Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention also given to learning methods that facilitate appropriate classroom interactions.

661 Algebraic Reasoning: K-5 Discourse and Questioning (3:3)
Pr. 658
Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom.

662 Geometry and Spatial Visualization: K-5 Assessment (3:3)
Pr. 658
Geometric concept development along with formative and summative assessment strategies of students' geometric thinking; attention also given to geometric content knowledge and diagnosis of student errors.

663 Mathematical Modeling: K-5 Leadership (3:3)
Pr. teacher licensure
Generated mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to becom mathmateics teacher-lears in school setting. Focus given to topics integrated within mathematical strands.

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)

676 Teacher as Researcher and Leader I (3:3)
Pr. ERM 605 and 24 hours of MEd course work, or permission of instructor
Leadership skills for teachers working with school, district, state and/or national initiatives and issues. Course focuses on inquiry, developing an action research proposal, and practical application of findings.

677 Teacher as Researcher and Leader II (3:3:3)
Pr. 676
Conducting and interpreting a teacher action project investigating curriculum, instruction, teaching, and learning. Course focuses on systematic inquiry, conducting research, practical application of findings, and sharing research in professional settings. May be repeated once for credit.

680a Clinical Experience in Teaching (3-6)
Pr. admission to MEd, 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 MEd, 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.

692 Independent Study (1-4)
Pr. permission of instructor
Guided readings, research, and individual project work under direction of a staff member.

695 Youth Literacies: Advanced Topics in Education (3:3)
Examining theory and practice in youth literacies. Pedagogy designed to equip secondary language arts teachers to teach 21st century literacies. Emphasis on media literacies and out-of-school literacies.

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.

728 Topics in Curriculum and Instruction
Pr. permission of instructor
Advanced study of special topics in curriculum and teaching. May be repeated up to three times for credit when topic varies.

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.

738 Mixed Methods Research Design in Curriculum and Instruction (3:3)
Pr. completion of at least one course in quantitative research (eg. ERM 681, 642, 643, 688, etc.) and one course in qualitative research (eg. TED 730), or permission of instructor
Overview of mixed methods research including its history, current literature, and typology. Topics include research design, data collection, data analysis, validity, and proposal writing for a mixed methods study.

746 Seminar: Research on Teaching (3:3)
Pr. admission to TED/HED doctoral program and grade of B (3.0) or better in TED 749
Competencies in thinking critically about research on teaching with respect to the findings of research and the methodologies for conducting research on teaching.

747 Doctoral Seminar in Learning and Cognition (3:3)
Pr. 749
Major historical/contemporary theory/research regarding learning and cognition. Relevant assumptions, concepts, principles, implications, issues, controversies, and research methodologies applied to contemporary educational issues.

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.

749 Disciplined Inquiry in Teacher Education (3:3)
Pr. admission to PhD in curriculum and teaching or permission of instructor
Learn various methods for disciplined inquiry in the field of curriculum and instruction, begin to develop research interests, practice critical reading and writing strategies. Note: This course should be taken as the first course in doctoral program.

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.

765 Research in Equity Education (3:3)
Pr. 646 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.

767 Qualitative Data Collection and Analysis (3:3)
Pr. 664, 665 or other course in qualitative research
In-depth experience in qualitative data collection and analysis beyond the introductory level. Completion of a qualitative research project in collaboration with other students in the class. (Same as ELC 767 and HED 767)

775 Directed Doctoral Research (3)
Pr. doctoral students in TED/HED 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 Teacher Education (3:3)
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)

The Teachers Academy

School of Education • School of Education Building • (336) 334-3045 • www.uncg.edu/ted

Graduate Programs

- NC TEACH Alternative Licensure Program, 12-18 hours

Faculty

Director
Barbara Levin, PhD

Coordinator
Debra Ackerman

NC TEACH *Alternative Licensure Program*

NC TEACH is an alternative licensure program designed to recruit, train, support, and retain highly qualified individuals with undergraduate degrees in fields other than education who seek to enter the teaching profession. The Teachers Academy administers the NC TEACH Alternative Licensure Program in the following areas: Middle Grades (6-9) Language Arts, Mathematics, Science, and Social Studies; Secondary (9-12) English, Latin, Mathematics, Science, and Social Studies; and K-12 Foreign Language (Spanish or French). Depending on the academic background of the student, the alternative licensure program consists of 12-18 semester hours. Students in the program enroll in a sequence of education courses and engage in field-based experiences as lateral entry teachers in local public school systems. Students may be required to take additional course work in their teaching area for licensure. For most of these teaching areas, students may apply up to 18 semester hours of NC TEACH course work toward a master's degree program provided they apply and are accepted.

Application and Admission

Applicants must submit all application materials required by The Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Alternative Licensure Requirements

Program of Study (12-18 hours)

TED 535 Literacy in the Content Area (3)
TED 545 Diverse Learners (3)
TED 669 Educational Implications of Learning and Development Theory (3)
TED 680a Clinical Experience in Teaching (6)
One 3 hour methods course in the licensure area

Content Courses

Students must have at least 24 semester hours in their teaching areas or passing scores on the PRAXIS II teaching examinations. After a review of transcripts, students may also be required to complete additional course work to meet teaching standards.

Licensure Requirements

In addition to course requirements, students who seek to obtain North Carolina Standard Professional I (entry-level) licensure must successfully complete one full year of lateral entry teaching, receive acceptable ratings on field placement and disposition assessments, complete a teaching portfolio, and pass the Praxis II examinations in their teaching areas. In addition, middle and secondary mathematics students take a second 3-hour methods course and middle grades students complete a short module related to their teaching areas.

Department of Theatre

202 Taylor Building • (336) 334-5576 • http://performingarts.uncg.edu/theatre

Graduate Programs

- Master of Fine Arts (MFA) in Drama, Acting, Design, Directing, and Theatre for Youth concentrations, 60 hours
- Master of Education (MEd) in Theatre Education, 37 hours

Graduate Faculty

Professors

Deborah L. Bell, MFA, Costume design and history, costume historical patterning/crafts, makeup, millinery, mask making, commedia dell'arte (Director of Graduate Study).

A. James Fisher, MFA, Directing, theatre history and literature, dramatic theory and criticism, American theatre. (Head of Department).

Robert C. Hansen, PhD, Theatre history and literature, musical theatre, scenography, Asian theatre.

Randall J. McMullen, MFA, Scene design, scenography, drafting, scene painting.

John Wolf, MFA, Lighting design, computer aided design, scenography, stage management, sound.

Associate Professors

Rachel Briley, MFA, Theatre for Youth, theatre critical literacy, drama-in-education, theatre-in-education, early elementary education, deaf theatre.

John Gulley, MFA, Directing and acting.

Christine Morris, MFA, Voice/speech and acting.

James M. Wren, MFA, Acting, directing, musical theatre, period acting styles.

Assistant Professors

Janet M. Allard, MFA, Playwriting, play script analysis.

Michael Flannery, MFA, Acting for the camera, drama appreciation.

Denise Gabriel, MA, Dance, movement/acting.

Christine Woodworth, PhD, Theatre history, dramatic literature, dramaturgy.

Lecturers

Jody Cauthen, MFA, Theatre management, arts management.

Christopher E. Haas, MFA, Technical direction and stage crafts.

Joshua T. Purvis, MED, Theatre education, acting.

The Department of Theatre offers two graduate degrees: the MFA in drama (with concentrations in acting, design, directing, and theatre for youth) and the MEd in theatre education. The MFA 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 MEd is a degree for K-12 theatre educators who are seeking eligibility for advanced instruction and teaching licensure in theatre. Both 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 a professional summer theatre season called THTR 232. Students may also be provided production opportunities at Triad Stage, a professional repertory theatre in Greensboro.

Office, classroom, laboratory, studio, and performance space is used in the Taylor, Aycock, Brown, Ferguson, McIver, and Curry buildings. The faculty of talented artists and scholars have excellent national reputations and are deeply committed to teaching and learning. 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 MFA and MEd 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.

MFA *Master of Fine Arts in Drama with concentrations in Acting, Design, Directing, and Theatre for Youth*

Application and Admission

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 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. Please contact individual programs for specific program requirements. 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.

Degree Requirements

ACTING CONCENTRATION

The MFA in Drama with a concentration in acting is a 60-hour degree that may be completed in four semesters (two 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, 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 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 - three sections at 2 hours each)
*THR 622 Advanced Dynamics : Voice (3 - three sections at 2 hours each)
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 (6 - two sections at 3 hours each)
**THR 699 Master Production in Theatre (3)
**Indicates Capstone Experience

Academic Studies (6 hours)

Students must select a minimum of two courses from the following:

*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)
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)
MST 515 Film Theory (3)
MST 528 Studies in Media Genres (3)
MUS 511 History of Opera (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 535 Advanced Acting for the Camera (3)
THR 596 Applied Theatre II (1-4)
THR 620 Stage Dialects (3)
THR 623 Advanced Physical Violence for the Camera (3)
THR 695 Independent Study (1-3) or THR 696 Advanced Experimentation (3)
DCE 550 Creative Process: Dance Perspective (3)
*Required courses

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 MFA in Drama with a concentration in design is a 60-hour degree. 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 (41 hours)

THR 503, 504 Period Styles in Performance Design I & II (3-6)
THR 600 Introduction to Graduate Study (3)
THR 655 Scene Design Styles (3)
THR 665 Costume Design Styles (3)
THR 675 Lighting Design Styles (3)
THR 656 Scene Design Application (3)
THR 666 Costume Design Application (3)\
THR 676 Lighting Design Application (3)
*THR 651 Scene Design Seminar (two sections at 2 hrs each) (4)
*THR 660 Costume Design Seminar (two sections at 2 hours each) (4)
*THR 671 Lighting Design Seminar (two sections at two hours each) (4)
*Note - Students must take a minimum of 8 hrs. in Seminars.
THR 614 Collaboration (3)
*THR 691 Graduate Practicum in Costume Design (2)
*THR 692 Graduate Practicum in Lighting Design (2)
*THR 693 Graduate Practicum in Scene Design (2)
*Note - Students must take a minimum of 2 of the 3 Grad. Practicum areas for a total of 6 hours.
THR 699 Master Production in Theatre (capstone experience) (3)

Academic Studies (6 hours)

Students must select a minimum of two courses from the following:

*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 (3)
THR 601 Drama Theory and Criticism (3)
THR 602 Seminar in Drama and Theatre History (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)
MST 515 Film Theory (3)
MST 520 History of Film to 1938 (3)
MST 521 History of Film since 1938 (3)
MST 528 Studies in Media Genres (3)
MUS 511 History of Opera (3)
* Required if not in undergraduate academic background.

Supportive Studies (13 hours)

Students must select a minimum of four courses and one hr. of Independent Study from the following:

THR 540 Advanced Stage Crafts (3)
THR 541 Technical Direction (3)
THR 542 Scene Painting I (3)
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 575 Theatrical Sound Design and Technology (3)
THR 670 Production Design for Film (3)
THR 695 Independent Study or THR 696 Advanced Experimentation (1-3)
*THR 651 Scene Design Seminar (2)
*THR 660 Costume Design Seminar (2)
*THR 671 Lighting Design Seminar (2)
*Note - Students may take a maximum of 4 additional hrs in Seminars.
MST 613 Advanced Media Lighting (3)
MST 614 Advanced Media Sound Production (3)

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 MFA in Drama with a concentration in directing is a 60-hour degree. 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 614 Graduate Studies in Collaboration (3)
THR 631 Studies in Acting (3)
THR 690 Graduate Practicum in Theatre (3 sections at 2 hours each - 6)
*THR 699 Master Production in Theatre (3)
*Indicates Capstone Experience.

Academic Studies (12 hours)

Students must select a minimum of four courses from the following:

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)
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)
MST 515 Film Theory (3)
MST 528 Studies in Media Genres (3)
MUS 511 History of Opera (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)

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 MFA in Drama with a concentration in theatre for youth is a 60-hour degree. The program follows the guidelines established by the American Alliance for Theatre and Education and 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 meet specific career goals. Internships are required and are individually arranged by the student and advisor. Candidates are accepted every other year.

Major Studies (41 hours)

THR 515 Drama in Education (3)
THR 516 Puppetry (3)
THR 517 Theatre in Education (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 614 Collaboration (3)
THR 615 Advanced Drama in Education(3)
THR 617 Trends in Theatre for Youth (3)
THR 690 Graduate Practicum in Theatre (2 sections at 3 hours each - 6)
*THR 699 Master Production in Theatre (3)
*Indicates Capstone Experience.

Academic Studies (12 hours)

Students must select a minimum of four courses from the following:

**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)
*THR 680 Seminar in Playwriting (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)
MST 515 Film Theory (3)
MST 528 Studies in Media Genres (3)
MUS 511 History of Opera (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

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 *Master of Education in Theatre Education*

The MEd in Theatre Education requires 37 semester hours and is 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 the opportunity for 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 two academic semesters devoted to independent-study projects within their in-service teaching position. Degree candidates complete theatre course work through the Summer Institute for Theatre Education (SITE), a special program that is offered each year in a 15-day intensive summer session. Students may earn up to 9 semester hours of graduate level credit toward the degree during each annual summer 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.

Application and Admission

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 must submit a

Statement of Purposes and Goals and a resume of theatre and theatre education experience. In lieu of GRE scores, applicants must submit acceptable scores on the PRAXIS II: Theatre Specialty Area test. Prior to admission, applicants must interview with the Director of Theatre Education.

Degree Requirements

Required Courses (18 hours)

Students must take a required core of three professional education courses (9 hours):

TED 545 Diverse Learners (3) or TED 622 Differentiated Instruction (3)
TED 616 Literacy Development and Instruction Across the Grades (3) or TED 635 Reading in the Secondary School and Content Areas (3)
TED 669 Educational Implications of Learning and Development Theory (3)

Students must take the following three required theatre courses (9 hours):

THR 600 Introduction to Graduate Study (3)
THR 615 Advanced Drama in Education (3)
THR 682 Seminar in Teaching Methods for Theatre Education (3)

Applied Theatre Courses (15 hours)

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

Production Field Experience Courses (4 hours)

Students must take two production field experience courses, completed during in-service teaching (4 hours):

THR 694 Theatre Education Cumulative Portfolio (1)
THR 696 Advanced Experimentation (3)

Cumulative Portfolio (Capstone Experience)

The culminating experience of the degree program is in the preparation and presentation of the cumulative portfolio which demonstrates the following:

1. Student documentation of the five standards for graduate teacher candidate (Teacher Leadership, Respectful Educational Environments, Context/Curriculum Expertise, Student Learning and Reflection), approved by the State Board of Education.
2. Student commitment to professional development, leadership, and collaboration.
3. An on-going process requiring students to 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 student's advisor for THR 696, and a third faculty member who has directly informed the student's development as a teacher. During the final semester of the degree program, the candidate enrolls in THR 694 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 via an on-line Taskstream module, 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 and/or Graduate Handbook.

Licensure

Students will be eligible for North Carolina Advanced Master's ("M") licensure 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 BFA in theatre education, through the University's licensure only program prior to applying to the MEd 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), (3:3), (3:3)
Specific conditions under which the great plays of the world have been produced. I: Origins to Renaissance; II: Early Modern to Realism; III: Modernism to Postmodernism.

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.

507 Feminist Theatre (3:3)
Survey of twentieth and twenty-first century British and American feminist theatre, focusing on performance texts that address salient concerns first, second, and third wave feminism.

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 Drama in Education (3:2:2)
Pr. admission to appropriate degree program or permission of instructor
Research and literature of drama strategies and techniques for children, ages 5 through 14. Practice in leading groups of children in drama in educational settings.

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 Theatre in Education (3:2:2)
Pr. admission to appropriate degree program or permission of instructor
Research and literature of theatre-in-education pedagogy and methodology. Practice in facilitating theatre in education in the community.

531 Acting V (3:1:4)
Pr. 331, 332 and admission to appropriate degree program or permission of instructor
Study and practice of the stylistic demands of the comedy of manners from the English Restoration through Noel Coward.

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.

535 Advanced Acting for the Camera (2:1:3)
Pr. 534
Advanced study of performance for the camera. Camera scene study will continue with added emphasis on clarity of intention and accuracy of repetition.

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 MEd and MFA 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.

614 Collaboration in Theatrical Production (3:3)
Pr. admission to appropriate graduate degree program or permission of instructor.
An examination of the creative working relationship between the director and designers in theatre production. Students learn to effectively articulate, experiment with, synthesize, and integrate best practices in theatrical collaboration.

615 Advanced Drama in Education (3:3)
Pr. 515 and admission to appropriate degree program or permission of instructor
Current trends in advanced philosophies in drama in education and aesthetic education. Practical experience arranged with classes in local schools.

617 Trends in Theatre for Young Audiences (3:3)
Pr. 517, 584, 615
Focus on analysis of nationally successful Theatre for Youth companies. Exploration of seasons, budgets, and outreach components of various companies.

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 (2:2:3)
Pr. admission to appropriate degree program: MFA in Drama: Concentration in Acting
Movement laboratory for the advanced actor. May be repeated for a total of six credits.

622 Advanced Dynamics: Voice (2:2:3)
Pr. admission to MFA Program in Acting
Voice and speech training to develop skills necessary for performance. Three consecutive semesters to be repeated for a total of six 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 (2:2)
Pr. admission to appropriate degree program
Topics in scene design. Topics may include drawing and rendering techniques, model building and furniture construction, generation of computer graphics. May be repeated once when topic varies.

656 Scene Design Application (2:2)
Pr. THR 655 and admission to MFA in Drama (design concentration), or permission of instructor.
Creative topics in scene design emphasizing collaborative approaches to produced work for public performance.

665 Scene Design Styles (2:2)
Pr. admission to MFA in Drama (design concentration) or permission of instructor
Advanced problems of scene design styles for theatrical productions in performance. Studies can include studio design exploration in the different genres of plays, musicals, and opera.

666 Costume Design Application (2:2)
THR 665 and admission to the MFA in Drama (design concentration), or permission of instructor
Creative topics in costume design approach emphasizing collaborative approaches to produced work for public performance.

660 Costume Design Seminar (2:2)
Pr. admission to appropriate degree program or permission of instructor
Topics in costume design. Topics may include chiaroscuro drawing of figures and fabrics and studies in multi-media and computer techniques for rendering character studies. May be repeated once when topic varies.

665 Costume Design Styles (2:2)
Pr. admission to MFA in Drama (design concentration) or permission of instructor
Advanced problems in costume design styles for theatrical productions in performance. Studies can include studio design exploration in the genres of plays, musicals, and opera.

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 (2:2)
Pr. admission to appropriate degree program
Topics in lighting design. Topics may include technology of moving fixtures, techniques of image and effect projection, and techniques of lighting for film. May be repeated once when topic varies.

675 Lighting Design Styles
Pr. admission to MFA in Drama (design concentration) or permission of instructor
Advanced problems of lighting design for theatrical productions in performance. Studies can include studio design exploration in the different genres of plays, musicals, and opera.

676 Lighting Design Application
Pr. THR 675 and admission to MFA in Drama (design concentration) or permission of instructor
Creative topics in lighting design emphasizing collaborative approaches to produced work for public performance.

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 Costume Design (2:0:2)
Pr. admission to appropriate degree program
Guided practice under rigorous artistic standards in carrying out major costume design responsibilities in the Department of Theatre's production season or other faculty approved venues.

692 Graduate Practicum in Lighting Design (2:0:2)
Pr. admission to appropriate degree program
Guided practice under rigorous artistic standards in carrying out major lighting design responsibilities in the Department of Theatre's production season or other faculty approved venues.

693 Graduate Practicum in Scene Design (2:0:2)
Pr. admission to appropriate degree program
Guided practice under rigorous artistic standards in carrying out major scene design responsibilities in the Department of Theatre's production season or other faculty approved venues.

694 Theatre Education Cumulative Portfolio (1:0:3)
Pr. completed or within three semester hours of completion of all other degree course work (36 semester hours)
Faculty supervised facilitation of preparation and presentation of a cumulative portfolio, containing artifacts demonstrating achievement of core competencies for a master teacher.

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

Graduate Programs

- Post-Baccalaureate Certificate in Women's and Gender Studies, 15 hours
- Master of Arts (MA) in Women's and Gender Studies, Gender and Community Leadership, Gender and Health, or Individualized Program concentration, 36 hours

Program Faculty

Professors

Jodi Bilinkoff, PhD, Department of History.
Elizabeth Chiseri-Strater, PhD, Department of English.
Ann Dils, PhD, Department of Dance. (Director of Women's and Gender Studies Program).
Emily Edwards, PhD, Department of Media Studies.
Mary Ellis Gibson, PhD, Department of English.
Diane L. Gill, PhD, Department of Kinesiology.
Jill Green, PhD, Department of Dance.
Karen Kilcup, PhD, Department of English.
Derek Krueger, PhD, Department of Religious Studies.
Eugene Rogers, PhD, Department of Religious Studies.
Hephzibah Roskelly, PhD, Department of English.
Cathryne Schmitz, PhD, Department of Social Work.
Jacquelyn W. White, PhD, Department of Psychology.

Associate Professors

Rachel Briley, MFA, Department of Theatre.
C.P. Gause, PhD, Department of Teacher Education and Higher Education.
Gwen Hunnicutt, PhD, Department of Sociology (Director of Graduate Study, Women's and Gender Studies Program).
Katherine Jamieson, PhD, Department of Kinesiology.
Janine Jones, PhD, Department of Philosophy.
Elizabeth Keathley, PhD, School of Music.
Nancy Myers, PhD, Department of English.
Lisa Levenstein, PhD, Department of History.
Elizabeth Natalle, PhD, Department of Communication Studies.
Tracy Nichols, PhD, Department of Public Health Education.
Mark Rifkin, PhD, Department of English.
Alexandra Schultheis, PhD, Department of English.
Carisa Showden, PhD, Department of Political Science.
Paige Hall Smith, PhD, Department of Public Health Education and Director of the Center for Women's Health and Wellness.
Leila Villaverde, PhD, Department of Educational Leadership and Cultural Foundations.
Karen Weyler, PhD, Department of English.

Assistant Professors

Danielle Bouchard, PhD, Women's and Gender Studies Program.
Elizabeth Bucar, PhD, Department of Religious Studies.
Sarah Jane Cervenak, PhD, Women's and Gender Studies Program.
Cybelle McFadden. PhD, Department of Language, Literatures, and Cultures.
Susanne Rinner, PhD, Department of Languages, Literatures, and Cultures.
Amy Vetter, PhD, Department of English.
Christine Woodworth, PhD, Department of Theatre.

PBC *Post-Baccalaureate Certificate in Women's and Gender Studies*

The Post-Baccalaureate Certificate in Women's and Gender Studies requires 15 semester hours and prepares graduates for interdisciplinary teaching; careers in nonprofit, governmental, and corporate venues; and 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 internship integrating theory and practice.

Certificate requirements must be successfully completed during five academic years 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 an internship (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 hours of course work (exclusive of the internship) outside the degree-granting department.

Application and Admission

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 and specifically how their academic/professional goals may be advanced through study in WGS. 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. Candidates may present a baccalaureate degree in any field.

Certificate Requirements

Required Core Course (3 hours)

WGS 650 Feminist Theory: Intersections of Gender, Race, and Class (3)

The following courses 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 Transnational and Postcolonial Feminist Perspectives (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)

Students can only enroll in WGS 600 under a faculty member in WGS.

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 Study)
CED 574a Contemporary Topics in Counseling: Counseling Women (3)
CST 659 Communication and Gendered Communities (3) (if not taken to meet core requirement)
ELC 609 Epistemology and Education (3)
ELC 664 Foundations of Interpretive Inquiry (3)
ELC 698 Gender, Art, Politics, and Pedagogy (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)
KIN 532 Women in Sport and Physical Activity (3)
KIN 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)
TED 555 Multicultural Education (3)

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 web site or the Schedule of Courses for a current listing.

MA *Master of Arts in Women's and Gender Studies*

The interdisciplinary MA in Women's and Gender Studies requires 36 semester hours and 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. All students will take the common core and capstone experience (15-18 hours) plus 21 or more additional hours. The concentrations in gender and health and gender and community leadership have an important component of professional skills development and prepare 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.

Application and Admission

Students are admitted to the MA 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.

Degree Requirements

Required Core Courses (9 hours)

WGS 650 Feminist Theory: Intersections of Gender, Race and Class (3)
WGS 651 Feminist Research Analysis (3)

And one of the following theory courses:

CST 659 Communication and Gendered Communities (3)
ELC 678 Feminist Theories and Education (3)
ELC 680 Transnational and Postcolonial Feminist Perspectives (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 (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 internship; students in the individually designed concentration may elect either option.

WGS 699 Thesis (6)
WGS 601 (3) and WGS 602 (3) must be taken in the same semester

INDIVIDUALIZED PROGRAM (21 HOURS)

Students 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)
WGS 601 Women's and Gender Studies Internship (3) (*if not taken as a requirement)*
WGS 602 Internship Seminar (3) (*if not taken as a requirement*)
CED 574A Contemporary Topics in Counseling: Counseling Women (3)
CST 659 Communication and Gendered Communities (3) (if not taken to meet core requirement)
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)
HDF 624 Feminist Theory and Research Methodologies (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)
KIN 532 Women in Sport and Physical Activity (3)
KIN 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)
TED 555 Multicultural Education (3)

GENDER AND COMMUNITY LEADERSHIP CONCENTRATION (21 HOURS)

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 706 or 710. Students selecting courses from the non-profit management (PSC) sequence are advised to take PSC 540 and 550.

CNR 600 Fundamentals of Conflict Resolution and Peace Studies (3)
CNR 601 Cultural Dimensions of Conflict Resolution and Peace Studies (3)
MBA 701 Quantitative Analysis for Decision Making (3)
MBA 702 Financial and Managerial Management (3)
MBA 703 Economic Environment of the Firm (3)
MBA 704 Leadership Assessment and Career Enhancement (3)
MBA 706 Marketing Management (3)
MBA 710 Ethical Leadership and Sustainable Business (3)

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 Production and Usability for Librarians (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 administration 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 Fundamentals of Conflict Resolution and Peace Studies (3) (if not taken as applied skills)
CNR 601 Cultural Dimensions of Conflict Resolution and Peace Studies (3) (if not taken as applied skills)
CST 506 Speaking Out for Community Change (3)
CST 562 Organizational Change: Diversity and Identity (3)
CST 605 Communicating for Social Change (3)
CST 630 Organization, Democracy, and Community (3)
MBA 704 Leadership Assessment and Career Enhancement (3)
MBA 710 Ethical Leadership and Sustainable Business (3)
HIS 626 The Practice of Public History (3)

Electives (6 hours)

Students select 6 hours from the following:

WGS 600 Independent Study (3)
CED 574A Contemporary Topics in Counseling: Counseling Women (3)
CNR 610 Conflict Transformation: Reconciliation and Healing (3)
CST 663 Seminar in Relational Communication (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 517 Statistical Methods in Education (3)
ERM 604 Methods of Educational Research (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)
KIN 532 Women in Sport and Physical Activity (3)
KIN 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)
TED 555 Multicultural Education (3)

GENDER AND HEALTH CONCENTRATION (21 HOURS)

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 Fundamentals of Conflict Resolution and Peace Studies (3)
CNR 601 Cultural Dimensions of Conflict Resolution and Peace Studies (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 574A 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:

WGS 600 Independent Study (3) (if not taken to meet requirement)
CED 574A Contemporary Topics in Counseling: Counseling Women (3)
CST 659 Communication and Gendered Communities (3) (if not taken to meet core requirement)
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 517 Statistical Methods in Education (3)
ERM 604 Methods of Educational Research (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)
KIN 532 Women in Sport and Physical Activity (3)
KIN 630 Sport and Society: Social Inequalities (3)
KIN 710 Sport and Feminisms (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)
TED 555 Multicultural Education (3)

WGS *Women's and Gender Studies Courses*

540 Social Entrepreneurship: Justice and a Green Environment (3:3)
Interdisciplinary course in social entrepreneurship and environmental sustainability. Explore models for designing and implementing entrepreneurial projects that respond to social, economic, environmental, and justice issues through direct action and evaluation. (Same as BUS 540, CPS 540, CST 540, ENT 540, and SWK 540)

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

600 Independent Study (3-6)
Pr. at least 9 hours with a B (3.0) average or better
A research or creative project related to women's and gender studies supervised by a WGS faculty member.

601 Women's and Gender Studies Internship (3:3)
Pr. for master's students, at least 15 semester hours of graduate level course work including 650 and 651
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.

602 Internship Seminar (3:3)
Pr. at least 15 semester hours of graduate level course work including WGS 650 and WGS 651
Coreq. WGS 601
Provides an academic context for students conducting field internships; explores connections between internships and academic literature on feminism and social change organizations.

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)
Pr. 650
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
www.uncg.edu/bgh

The mission of the Center for Biotechnology, Genomics and Health Research is to increase knowledge, build capacity, and disseminate information in the health, biomedical, and biotechnological sciences to the Triad community. The Genomedical Connection, a partnership with Duke University's Institute for Genome Sciences and Policy and the Moses Cone Health System, is a comprehensive program designed to utilize family history and patient information and, if appropriate, genetic testing, for assessing disease risk, offering personalized interventions and treatments, and maintaining good health. The project has developed operations, software, educational programs, counseling practices, and technology with significant potential for enhancing health care and fostering the growth of new health care industries in the Triad region. (www.genomic-medicine.org)

CBGHR also offers technical support for DNA work and genotyping that enables Center researchers and collaborators to investigate possible genetic predispositions for a variety of life-limiting conditions. Presently, research activities with UNCG faculty are investigating potential predispositions for schizophrenia, knee injury, type 2 diabetes, and noise-induced hearing loss. 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 are directed toward developing diagnostic tools and technologies which facilitate real-time monitoring and early detection of symptoms that indicate disease onset, especially among genetically predisposed individuals.

Center for Business and Economic Research

489 Bryan Building
(336) 334-4867
cber.uncg.edu

CBER 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. CBER's goal is to use sound and objective research to serve the Triad community, and to assist in the economic development of our region.

CBER's work includes economic-impact analyses, industry studies, regional economic profiles, feasibility studies, opinion surveys, program assessments, and updates of current economic conditions. CBER produces the Triad Business Index, a monthly report on the regional economy, available at www.triadbusinessindex.com. In addition, CBER researchers write frequent articles in newspapers and magazines and give numerous speeches in the community.

Center for Creative Writing in the Arts

2336 MHRA Building
(336) 334-4433
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 MFA 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 Natural Products and Drug Discovery

400 Science Building
(336) 334-4257
drugdesign.uncg.edu

The Center for Drug Discovery, 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

235 School of Education Building
(336) 256-0154
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 inter-group relations in organizational settings.

Center for Geographic Information Science

112A Graham Building
(336) 334-5422
cgis.uncg.edu/

The Center for Geographic Information Science provides a unique research environment for understanding spatial problems 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 the Health of Vulnerable Populations

233 McIver Building
(336) 334-3701
nursing.uncg.edu/Research/CHVP/index.php

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 New North Carolinians

413 S. Edgeworth Street
(336) 334-5411
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. Under the School of Human Environmental Sciences, 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, Immigrant Health ACCESS Project (IHAP) bridges the gap between healthcare providers

and immigrant communities by working as lay health advisors, and Thriving at Three provides parenting education and referral services to Latino families with children ages 0-3. The CNNC is a United Way agency.

Center for Women's Health and Wellness

Mail: 401 HHP Building
Room: 126 HHP Building
(336) 334-4736
www.uncg.edu/hhs/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.

Center for Youth, Family, and Community Partnerships

330 S. Greene St., Suite 200
(336) 217-9730
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, early childhood mental health and readiness, and community-based evaluation.

Family Research Center

536 Highland Ave.
(336) 334-3601
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.

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 helps to organize conferences and workshops for faculty and students involved in research on children and families.

Music Research Institute

(336) 256-2581
performingarts.uncg.edu/music-research-institute

The mission of the Music Research Institute within the School of Music, Theatre, and Dance 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 40 research projects have been initiated in six areas: biomusic, neuroimaging, music-related hearing loss, music education, music performance, and ethnomusicology-ecocriticism. 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, Theatre, and Dance across the university, and from local, regional, national, and international research communities.

North Carolina Entrepreneurship Center

1718 MHRA Building
(336) 256-8649
entrepreneur.uncg.edu

The North Carolina Entrepreneurship Center (NCEC) is a campus-wide, cross-disciplinary center that has community engagement as its primary mission, with instruction and research as secondary missions.

Our mission is to help entrepreneurs start and grow their businesses, and to serve as a catalyst for the creation of sustainable and globally competitive enterprises in the Piedmont Triad, North Carolina, and beyond.

NCEC offers a range of outreach, instructional, and research opportunities including development grants to faculty wishing to create new courses; support for student and faculty research on entrepreneurship; and entrepreneurship education for students and faculty. NCEC also offers extra-curricular entrepreneurial opportunities including student internships; course projects and incubator start-up experiences; public forums to educate the campus and community about entrepreneurship; lectures by visiting experts in various types of entrepreneurship; and workshops, symposia, and panels.

The SERVE Center at UNCG

Dixon Building, Gateway University Research Park,
5900 Summit Avenue, Brown Summit, NC
(336) 315-7400 or (800) 755-3277
www.serve.org

The SERVE Center's mission is to foster empowered, information-rich pre-kindergarten to grade 12 educational systems by finding and translating the best current knowledge, generating new knowledge, and partnering with stakeholders to identify and apply best evidence to practice. It generates theory-grounded research, provides cutting-edge technical assistance, and disseminates high-quality information relevant to educational stakeholders' needs. Its activities are national in scope but tailor-made to the needs of local and regional clients. States and districts regularly turn to SERVE for assistance in finding research to: guide decision making, use data more effectively, and conduct evaluations of programs. SERVE also provides customized evaluation and technical assistance services through contracts with states, districts, schools, and other clients. The center has provided 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.

Initiatives that have operated at the SERVE Center include the US Department of Education-funded Regional Educational Laboratories, the current operation of the National Center for Homeless Education (NCHE), providing the research, resources, and information that enable communities to address the educational needs of children experiencing homelessness, the North Carolina Homeless Education Program, and the evaluation of NC's Race to the Top Grant.

The SERVE Center's approach to its work is both rigorous and flexible, deploying a combination of both tried-and-true and innovative tools to rapidly assess needs and meet them efficiently. Its toolkit includes experimental, correlational, and other methodological designs and an ever-expanding repertoire of interventions and processes that support policymakers and practitioners in raising student achievement.

Center for Translational Biomedical Research

6500 Laureate Way, Suite 4226
Kannapolis, NC 28081
(704)250-5810
www.uncg.edu/nutrition/ncrc

Scientists at the Center for Translational Biomedical Research are conducting studies to identify and evaluate bioactive components from food, plants, and traditional Chinese medicines for the prevention and treatment of metabolic disorders such as diabetes, obesity, and cancer. This research entails chemical and metabolic profiling of bioactive components from a whole biological systems (metabolomics) approach. Other research examines cellular and molecular mechanisms of bioactive components, in order to address fundamental research questions that enhance our basic understanding of the contribution of bioactive components to human health and wellness, healthy aging, and disease prevention. The UNCG Center is housed in the UNC Nutrition Research Building at the North Carolina Research Campus (NCRC) in Kannapolis, NC, about 70 miles southwest of Greensboro.

Center for Social, Community and Health Research and Evaluation

3710 MHRA Building
(336) 334-4777
www.uncg.edu/rsh/cschre.html

The mission of the Center for Social, Community and Health Research and Evaluation is to stimulate, develop, participate in, and conduct public health practice, health prevention and promotion, global health, genetics and genomics education, evaluation and research in the context of tertiary care, community, and other settings within five areas: 1) health education and promotion service delivery; 2) consultation and technical assistance; 3) education, training and dissemination; 4) population-based assessment, monitoring and evaluative research; and 5) health disparities in persons at risk for or with genetic and other disorders.

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 2012-2013 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 2012-2013 academic year

Subject to approval and/or change by the North Carolina General Assembly

Credit Hours	Ath Fee	Fac Fee	Act Fee	E&T Fee	Health Serv Fee	Trans Fee	ASG Fee	Total Student Fee	In-State Tuition	Out-of-State Tuition	Total In-State	Total Out-of-State
Annual Rate	589.00	707.00	384.00	361.00	265.00	50.00	1.00	2,357.00	4,366.00	17,815.00	6,723.00	20,172.00
Distance SCH				17.70			0.05		214.02	873.28		
1hr Thesis	24.54	29.46	16.00	15.04		2.08	0.04	87.16	214.02	873.28	301.18	960.44
2hr Thesis	49.08	58.92	32.00	30.08		4.17	0.08	174.33	428.04	1,746.57	602.37	1,920.90
3hr Thesis	73.63	88.38	48.00	45.13		6.25	0.13	261.52	1,091.50	4,453.75	1,353.02	4,715.27
0	24.54	29.46	16.00	15.04		2.08	0.04	87.16	545.75	2,226.88	632.91	2,314.04
1	24.54	29.46	16.00	15.04		2.08	0.04	87.16	545.75	2,226.88	632.91	2,314.04
2	49.08	58.92	32.00	30.08		4.17	0.08	174.33	545.75	2,226.88	720.08	2,401.21
3	73.63	88.38	48.00	45.13		6.25	0.13	261.52	1,091.50	4,453.75	1,353.02	4,715.27
4	98.17	117.83	64.00	60.17		8.33	0.17	348.67	1,091.50	4,453.75	1,440.17	4,802.42
5	122.71	147.29	80.00	75.21		10.42	0.21	435.84	1,091.50	4,453.75	1,527.34	4,889.59
6	147.25	176.75	96.00	90.25		12.50	0.25	523.00	1,637.25	6,680.63	2,160.25	7,203.63
7	171.79	206.21	112.00	105.29		14.58	0.29	610.16	1,637.25	6,680.63	2,247.41	7,290.79
8	196.33	235.67	128.00	120.33		16.67	0.33	697.33	1,637.25	6,680.63	2,334.58	7,377.96
9	220.88	265.13	144.00	135.38	132.50	18.75	0.38	917.02	2,183.00	8,907.50	3,100.02	9,824.52
10	245.42	294.58	160.00	150.42	132.50	20.83	0.42	1,004.17	2,183.00	8,907.50	3,187.17	9,911.67
11	269.96	324.04	176.00	165.46	132.50	22.92	0.46	1,091.34	2,183.00	8,907.50	3,274.34	9,998.84
12 & Over	294.50	353.50	192.00	180.50	132.50	25.00	0.50	1,178.50	2,183.00	8,907.50	3,361.50	10,086.00

†Add $160 per credit hour for MBA, MSITM, and MS in accounting tuition rates.
††Add $120 per credit hour for MS in consumer, apparel, and retail studies tuition rates.
†††Add $60 per credit hour for MA in economics tuition rates.
††††12 hour annual rate shown for illustrative purposes only as tuition rates are not capped for MBA, MSITM, and MS in accounting.
†††††Registration for 801 Thesis Extension, 802 Dissertation Extension, and 803 Research Extension.

Miscellaneous Fees (as applicable)

Registration Fee (per semester)	$6.00
Late Pre Registration Fee (per semester)	$30.00
Late Registration Fee (per semester)	$45.00
Student Health Insurance Fee	$430.50
Graduation Fee - Master's	$60.00
Graduation Fee - MS/EdS	$75.00
Graduation Fee - Doctoral	$60.00

A health fee is optional for those registered for fewer than nine hours and mandatory for those who register for 9 or more 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 in person by cash, money order, or check and online by check, MasterCard, Discover, and American Express. A 2.75% convenience fee is assessed when using the credit card options.

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 Loans
   - Institutional Loans
   - SEOG
   - Perkins Loan
   - Federal PLUS Loan
   - Federal Graduate PLUS Loan
   - Veterans Scholarships
   - Vocational Rehabilitation
   - University Scholarships
   - Fellowships
   - Assistantships
   - Grants
   - Federal Work Study
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 or the Cashiers and Student Accounts Office.
4. Other resources that may be deferrable as credit to the student bill:
   - Americorps
   - International Sponsor
   - Prepaid College Programs
   - Teach Scholarships
   - Services for the Blind
   - All Branches of the Military
   - Employers
   - JTPA/JobLink/WIA
   - Trust Funds

Refund Policy for Student Fees and Charges

PART I: Policy for Students Completely Withdrawing from UNCG

Official Notice of Intent to Completely Withdraw from UNCG

Students who must withdraw from the University can do so by dropping all courses on-line via UNCGenie. 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.

In case of a major disaster, including a pandemic flu occurrence, UNCG will follow UNC General Administration refunding guidelines and in the absence of such guidelines, UNCG Executive Staff decisions.

Students who wish to discuss the academic consequence of a change in enrollment status at the University may contact The Graduate School.

There will be a $50.00 non-refundable processing fee charged to all students who completely withdraw from the University.

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:

<u>Complete Withdrawal Option (Without Academic Penalty)</u>

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, parking permits, 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 nonstandard 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 Graduate PLUS Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Academic Competitiveness Grant (ACG), National SMART Grant, 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 booklet.

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 Graduate PLUS Loan
- Federal PLUS Loan (parent)
- Federal Pell Grant
- Academic Competitiveness Grant
- National SMART 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

Regular Term Courses

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 student account credit balance, a check will be generated and mailed to the student's campus box or local mailing address or if the student has chosen the option, direct deposited.

Part of Term Courses

For courses that begin after the semester starting date (refer to the University Part of Term Calendar) a full refund will be issued for a course dropped by the third calendar day from the class start date (class start date being day one) if the class meets a minimum of 30 sessions. For classes meeting less than 30 sessions, the date for full refund will be calculated as completion of 10% of the sessions. For example, the drop date for full refund would be the second day of class for a class that only meets 20 sessions. If this change results in the creation of a student account credit balance, a check will be generated and mailed to the student's campus box or local mailing address or if student has chosen the option, direct deposited. This applies to a drop in hours only and not complete withdrawal.

Summer Session Courses

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 on the Summer Session web site.

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/

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 UNCG student who is registered for 12 hours or more may audit one course per semester without charge. A UNCG student who is registered for less than 12 hours 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.

Graduation Fee

The graduation fee of $60 for master's and Specialist in Education candidates, $75 for the combined MS/EdS 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 Fee

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 Wake Forest Baptist Health School of Nurse Anesthesia is $3500 per year. The clinical residency fee, payable to Wake Forest Baptist Health , is due at the beginning of each year. All tuition and fees are due on or before the day of registration.

An administrative services fee of $300 is charged by Wake Forest Baptist Health School of Nurse Anesthesia for the large number of handouts issued to the student. Additionally, a $30 activity fee and $200 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 $190 Medatrax fee.

Use of the University Libraries

Students must be registered for credit and have a valid UNCG ID to check out materials from the University Libraries. Graduate students may check out items for one semester. If the Libraries are to be used for one month or less, such as to finish courses

with grades of Incomplete 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 North Carolina residents for tuition purposes is substantially less than that for nonresidents. An explanation of the North Carolina law [General Statute 116-143.1] governing residence classification for tuition purposes is set forth in Appendix 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. The Manual is available at: http://www.uncg.edu/pvt/residency/pdf/residency_manual.pdf.

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, by 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 there is insufficient information to support an applicant's claim to be a resident for tuition purposes, the admitting office will initially classify that applicant as a nonresident.

Reclassification

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.

Reclassification Determination

A student may request a review of his or her residence classification assigned by the admitting office by submitting a completed "Residency Reclassification Application." The completed application must be submitted before the 10th day of classes of the academic term for which the student wishes to be considered for reclassification. (Application forms may be obtained 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 "Residency Reclassification Application" approximately 60-90 days in advance of the term for which they are seeking a review of their residence status. Residency applications are reviewed in the order in which they are received; failure to submit an application with proper documentation in a timely manner may delay the review process. The deadline to submit the Residency Reclassification Application is the 10th day of classes for the term in which the in-state classification is sought.

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

Non-US Citizens

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).

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 of North Carolina 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.

UNC Employees

A person who is a permanent 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."

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 17 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 located at 151 Mossman Building on campus, and forms are available in this office as well as on this site.

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. The employee must be participating in the NC Teacher's and State Employee's Retirement System or the UNC Optional Retirement Program. 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.

The employee must maintain employee status during the duration of the course. Otherwise, the employee shall be responsible for payment of applicable tuition and fees. However, this payment requirement shall not apply to an employee who is eligible under this policy at the time of enrollment in a course and is late reduced in force (SPA) or separated for budgetary reasons (EPA) prior to completion of the course. This exception does not apply to the end of a time limited position.

Tuition and fee charges will be waived for a maximum of two (2) 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 two (2) 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. Furthermore, it is the employee's responsibility to notify the Financial Aid Office if they have been approved for aid and are using the Faculty and Staff Tuition Waiver Program.

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. Employees may obtain an application through the link on this page, or in person at the Cashiers and Student Accounts Office. The application procedure is as follows:

1. Apply for and be admitted through the appropriate admissions office within it's specified deadlines.
2. Complete the Application for Faculty and Staff Tuition Waiver form.
3. 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).
4. 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. Both offices are located in the Mossman Administration Building at 1202 Spring Garden St.

The Provost and the Cashiers Office will verify the eligibility of the employee, and the form must then be submitted to the Cashiers Office for processing. Adjustments to your student account will occur at the end of the first 5 days of each term in order to account for 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, 1202 Spring Garden St., Greensboro, NC 27412.

Financial Support

UNCG Fellowships and Assistantships

Students receiving financial support from the University through a non service fellowship or a service appointment are required to maintain enrollment in a **minimum** of six semester hours in a graduate degree program for the duration of the assistantship (excluding summer). 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. Stipends are paid as scheduled by employers. 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 non service 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

UNC General Administration 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/programs/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 from residence halls with a variety of living styles, from apartments and suites to traditional housing. Graduate students living on campus are also required to select and purchase a meal plan; these plans range in price from approximately $200 per semester. The Housing and Residence Life website provides detailed housing application information (under "Apply for Housing"), full descriptions of each hall (under "Living on Campus"), and meal plan information (under "Rates and Contracts"). Future apartment-style housing to be known as the Spartan Village is currently under construction and will be available in the 2013-14 academic year.

For more information and to see which upperclass options are available for graduate students, please visit: http://hrl.uncg.edu/apply_for_housing/upperclass/upperclass.php

Off Campus Housing

The Office of Campus Activities and Programs maintains a web site of off-campus housing opportunities at www.uncg.edu/cap/commuter/housing.php.

University Dining Services

(336) 334-4101
www.dineoncampus.com/uncg

Dining Services has more than 20 dining options on campus to choose from. Food offerings include national brands such as Au Bon Pain, Chef Yan Can Cook, Chick-fil-A, Papa John's, Bojangles, and Taco Bell as well as traditional home-style favorites and authentic international cuisine. Locations are:

- The Spartan Restaurant, an all-you-care-to-eat location, Main Dining Hall upper level.
- Good 4 U, healthy menu selections within the Spartan Restaurant.
- The Atrium Food Court, home of the Spartan Market C-Store, Taco Bell, and the Spartan Grille, Main Dining Hall lower level.
- Elliott University Center Food Court, offering Salsarita's, Chef Yan Can Cook, Olo Sushi, Papa John's, Coyote Jack's, and Chick-fil-A.
- The Marketplace C-Store, located on the EUC main level.
- Spartan's Place @ EUC which houses Subway, Jamba Juice, and Wild Green's, on the lower level of EUC.
- Bryan Food Court, featuring Au Bon Pain, Bryan School.
- C-Blue, McIver Parking Deck.
- New to campus, Bojangles and the Spartan 360 C-Store, located on the corner of Kenilworth and Spring Garden streets in the lower level of Jefferson Suites.

Services for Students

UNCG Bookstore

EUC Student Commons
(336) 334-5563
uncg.bkstore.com
Hours: M-Th, 8 am-7 pm; F, 8 am-5 pm; Sat, 10 am-4 pm

The UNCG Bookstore offers the most used books as well as textbook rentals and Bookstore Bucks. Every purchase at the UNCG Bookstore helps support UNCG scholarships.

Campus Activities and Programs, Office of

221 EUC
(336)334-5800
http://www.uncg.edu/cap/

The mission of the Office of Campus Activities & Programs (CAP) promotes involvement and engagement by educating students to create a vibrant campus life at UNCG. Graduate students who want to become involved in University life outside the classroom can find opportunities in over 200 student organizations. In addition, the office coordinates a variety of programs year round – concerts, comedy shows and special events like Homecoming, WinterFest, and SpringFling – in which graduate students are welcome to participate. For graduate students who commute, there is programming just for you – look for OnTheGo programs such as our commuter student coffee carts, commuter student delis, and graduate student socials where you can relax, meet other students, and enjoy some free refreshments. CAP also identifies family-friendly programs such as our once a month Game Nights or Day at the (Piney) Lake, so graduate students can share their experience with their families. We also provide graduate students with leadership opportunities such as getting involved as a leader of a student group, attending conferences, etc.

Campus Ministries/Spiritual Activities

(336) 334-4266
www.uncg.edu/min

The United Campus Ministries (UCM) is a group of full time ministers assigned to the UNCG campus by their local denomination. Seven religious organizations are currently part of the United Campus Ministries: Baptist Campus Ministry, Catholic Campus Ministry, Friends Campus Ministries, InterVarsity Christian Fellowship (interdenominational Evangelical), Presbyterian Campus Ministry, St. Mary's House (Episcopal/Anglican Ministry), Wesley-Luther Campus Ministry (United Methodist and Lutheran). 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.

The Associated Campus Ministries (ACM) Center, located at 500 Stirling St., is a building used by several of the UNCG Campus Ministries. The facility includes a large meeting room, a kitchen, meditation and prayer room, as well as offices, lounges, and storage areas for the various ministries. It is staffed by a receptionist and the campus ministers. All UNCG students are invited to meet with one of the groups or just be alone for a private time of prayer or meditation.

In addition, there is also a Meditation Space in the Elliott University Center. It is a tranquil space available to the UNCG community for quiet meditation, prayer, and reflection. The Meditation Room is open and available during normal EUC operating hours.

There are several religious student organizations active at UNCG. Please refer to the student organization listing in this guide or https://uncg-community.symplicity.com/index.php?s=student_group&au=&ck=

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 recent alumni for their lifelong career development. Services are provided in career planning, experiential learning, and employment assistance/continuing education planning.

Staff are available to assist graduate students 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 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. Help finding part-time on- and off-campus employment and summer job information is also 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) or graduate school admission.

Cashier's and Student Accounts Office

151 Mossman Building
(336)334-5831
fsv.uncg.edu/cashiers
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

215 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 students with disabilities. 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. Students with diverse disabilities receive appropriate accommodations and support. Students must register with the office and provide necessary documentation prior to receiving services.

Enrolled Graduate Student Services

241 Mossman Building
(336) 334-5596
grs.uncg.edu

The Enrolled Student Services Department in The Graduate School provides the following services:

- Policy interpretation
- Removal of provisional admission.
- Transfer credit approval.
- Independent study approval/registration.
- Plan of study evaluation and approval.
- Thesis/dissertation submission and review
- Graduation clearances, including ordering of diplomas and overseeing commencement activities.

Financial Aid Office

723 Kenilworth Street
(336) 334-5702
fia.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 technical support through 6-TECH (256-8324 or 6-TECH@uncg.edu), workshops, consultation, and online help resources. Every registered UNCG student may activate e-mail and network accounts for using UNCG's computing resources. Through the student laptop purchase program, students may purchase University-supported laptops at reduced prices.

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

203 Foust Building
(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 exchange include (but are not limited to): Australia, Austria, Botswana, Brazil, Canada, China, Denmark, Estonia, Finland, France, Germany, India, Italy, Japan, South Korea, Mexico, New Zealand, Northern Ireland, Poland, Russia, South Africa, Spain, Sweden, Taiwan, Turkey, United Kingdom, and Uruguay.

International Student Exchange Program

As a member of ISEP (a Washington-based exchange organization), UNCG is able to place students in any one of 300 cooperating universities in 45 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 abroad. 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.

The UNCG Study Abroad Committee and the International Programs Center

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee comprised of faculty members and administrators with considerable experience in international education. The Committee works to expand study abroad options and make them available at a reasonable cost. The Committee may recommend that credit earned abroad be transferred to the student's UNCG graduate degree program, subject to transfer regulations published in The Graduate School Bulletin. Students should consult their advisor, 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 (UNCEP). The UNCEP was established by the Board of Governors of The University of North Carolina in 1997 as the official system-wide student exchange program. 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 Operations and Campus Access

Management

Walker Avenue Parking Deck
(336) 334-5681
parking.uncg.edu
Hours: M-F, 7:30 am-5 pm. Attendant available at Walker Deck at all times except holidays and breaks.

Because parking availability is limited on campus, commuters and residents are encouraged to consider alternative modes of sustainable transportation such as bicycles, buses, carpooling, and walking rather than driving alone. Parking on campus is a privilege; not a right. Any vehicle parked on UNCG property must display a valid UNCG parking permit and parking options/locations are determined by permit type. To purchase a permit, a student must first register for classes, hhave a University account with username and password, and a housing assignment (if applicable). Also, vehicle and insurance information is required.

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 in vending machines outside the Spartan Mail Center. Drop boxes are located in the Atrium. Campus mail boxes are assigned to residential students.

Statistical Consulting Center

209 Petty 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 are PhD statisticians.

Student Health Services

Gove Student Health Center
(336) 334-5340
studenthealth.uncg.edu

Medical Services

Appointments: (336) 334-5334
Pharmacy: (336) 334-3348
Hours: M-F, 8 am-8 pm; Sat, 9 am-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, immunizations, allergy injections, 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.

Health Insurance Requirement

Students referred for hospitalization, specialty care, and diagnostic services not offered through the Student Health Services are responsible for the cost of these services. Students enrolled for six or more main campus credit hours are required to show proof of health insurance. Students who do not show proof of verifiable health insurance coverage will be enrolled in and charged a premium for 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/insurance.

The Counseling & Testing Center

Gove Student Health Center
107 Gray Dr.
(336) 334-5874
www.uncg.edu/shs/ctc
Hours: M-F, 8 am-6 pm

The Counseling & Testing Center provides a wide range of counseling and psychological services to currently enrolled UNCG students at no additional charge. The services include short term individual therapy, group therapy, crisis intervention, psychiatric services, outreach presentations, consultation, and training. Our goal is to support and challenge students' development in ways that enable them to take advantage of the personal, professional, and educational opportunities at UNCG. Our professional staff includes licensed Psychologists, Counselors, Clinical Social Workers, and Psychiatrists as well as Graduate Trainees. We are committed to meeting the needs of people of diverse racial, ethnic and national backgrounds, gender, sexual/affectional orientations, mental and physical abilities, religious/spiritual beliefs, and socioeconomic backgrounds as well as other types of diversity.

The Wellness Center

Gove Student Health Center
107 Gray Dr.

(336) 334-3190

The Wellness Center offers massage therapy, acupuncture, and nutrition counseling, and provides programs and resources designed to increase the University community's knowledge of wellness issues. Staff and students can provide educational programs for groups or classes by request.

UNCG SpartanCard Center

121 Elliott University Center
(336) 334-5651
spartancard.uncg.edu
Hours: M-F, 8 am-5 pm

The UNCG SpartanCard 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 SpartanCard offers the SpartanCash feature. Students may apply money to the SpartanCash feature at the SpartanCard Center or Cash to Card machine in the Jackson Library. SpartanCash can then be used at various locations across campus. Students also have the option of adding Bookstore Bucks to their card. The charge (up to $750) is added to the student bill and the funds may be used at the UNCG Bookstore. Sign up at bookstorebucks.uncg.edu.

Lost, stolen, or damaged IDs will be replaced for a $20 fee.

University Libraries

(336) 334-5304
library.uncg.edu
Hours: Vary by semester; See website for other times.

The University Libraries, including Jackson Library and the Music Library, are collectively the leading public research library in the Piedmont Triad of North Carolina.

With a total collection of more than 2.1 million books, federal and state documents and microforms, the University Libraries subscribe to approximately 1,600 printed newspapers, periodicals, and other serials, more than 39,000 electronic journals in full-text, and more than 330,000 electronic books. Access to more than 370 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 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 both individual and collaborative learning spaces some of which may be reserved by students. More than 200 PC computers are available throughout the Library that include a variety of software. Wireless access is available throughout the building. Laptops, iPads, and other technology are available for short-term checkout.

Staff members are always available to provide information and assistance. Specialized services include online research guides and instruction in how to use library and electronic information resources. Each academic department has a Libraries' liaison who will consult individually with students.

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 Betty Carter 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 selective depository for U.S. government documents and for North Carolina documents. The University Libraries can assist with and provide access to government data in a variety of formats as well as data from the Inter-university Consortium of Political and Social Research (ICPSR). It also houses small spoken-word and popular reading collections. The Music Library is located in the School of Music Building. Its holdings exceed 98,000 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 cooperative lending agreements with the other 15 campuses of The University of North Carolina and the 13 campuses of the Triad Academic Library Association, faculty members and graduate students may borrow books directly from the libraries of those institutions.

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/Verification of student enrollment to various agencies and institutions upon the student's written request.
- Change of Address in person or online at UNCGenie.
- Change of Name requires a photo ID and legal documentation. See www.uncg.edu/reg/Services/PersonalInfoChange.html.
- Commencement. The URO coordinates the printing of diplomas and certificates, publication of the Commencement Program, and planning and coordination of the commencement ceremonies in May and December of each year.
- Consortium (Greater Greensboro) registration forms
- Transcript of Academic Record to a student upon written request and via UNCGenie. 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. 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, Theatre, and Dance and the departments of Art, Interior Architecture, and Media Studies, as well as the English Department's MFA 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.

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. 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-5 pm

The Reservations Office is responsible for coordination of meeting and lounge space in the EUC. No rental fee is charged to affiliated student organizations 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. 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. Wells Fargo, Bank of America, and Cash Points (State Employees Credit Union) ATMs are also located near the Info Desk.

University Offices

The Office of Elliott University Center, the Office of Campus Activities and Programs, the Career Services Center, Disability Services, the Office of New Student and Spartan Family Programs, the Office of Multicultural Affairs, the Office of Leadership and Service Learning, the Dean of Students Office, the UNCG Spartan Card Center, and the University Box Office and Arts Information Center are housed within the EUC.

Other Services and Spaces

- Wireless internet access
- A television lounge in Room 50
- Lockers for commuter students
- Off campus housing directory
- Local bus and transportation information

Student Organizations

Graduate Student Association

sites.google.com/a/uncg.edu/gsa/home

A Graduate Student Association at UNCG has existed in various forms since 1964. GSA's mission and goals focus on education, service, and advocacy. All graduate students at UNCG are considered members of the GSA, and through the GSA, graduate students have the opportunity to serve on committees affecting school policy and student concerns. Several times each semester, the GSA convenes a meeting of representatives from throughout the university's graduate programs. A four person executive board is elected annually. New graduate students are encouraged to become actively involved as program representatives and to seek leadership positions. The GSA encourages the development of graduate student groups in every program, grants funding for advancement through professional development awards and thesis/dissertation awards, and co-sponsors the Public Scholarship Graduate Student Network.

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, Women's Choir, University Symphony Orchestra, University Wind Ensemble, World Music Ensemble, Percussion Ensemble, Jazz Ensembles, and Pep Band. Chamber ensembles for instrumentalists are organized each semester.

UNCG Affiliated Student Organizations

uncg-community.symplicity.com

The above web page 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 Music Building. 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 for most events.

University Concert & Lecture Series

ucls.uncg.edu/

Each year, the University Concert & Lecture Series (UCLS) presents an assortment of programs including musical concerts, drama, and dance by touring performing artists.

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; Closed Mondays

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 5,800 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-accred-

itation from the American Association of Museums in 2005.

The Weatherspoon's calendar of more than 15 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. With the UNCG ID card, students, faculty, and staff receive a 10% discount on most items in the Museum's gift shop. Student membership is $25 per year and provides benefits that include discounts on Museum-sponsored ticketed events, exhibition announcements, a subscription to the quarterly newsletter ARTicles, and invitations to special members' events.

Sports and Recreation

Department of Campus Recreation

412 Student Recreation Center
campusrec.uncg.edu
Campus Recreation Office (336) 334-5924
Intramural Sports (336) 334-5924
Main Desk/Court Reservations (336) 334-4030
Outdoor Adventures (336) 334-4033
The Edge (Climbing Wall) (336) 334-4708
Team QUEST (336) 334-4855
Piney Lake Recreation (336) 334-4273
24-hour Information Line (336) 334-3060
Fax: (336) 334-4017

Living a healthy lifestyle is extremely valuable to a sLiving a healthy lifestyle is extremely valuable to a student's academic and social experiences at the university. The Department of Campus Recreation, located in the Student Recreation Center, provides students with programs and facilities to begin or maintain a healthy lifestyle. Additional Campus Recreation facilities include Rosenthal Pool, outdoor basketball and sand volleyball courts, Irwin Belk Recreation Track, and Piney Lake outdoor recreation area. Programs and facility detail are available at campusrec.uncg.edu.

Student Recreation Center

The Student Recreation Center includes a gymnasium, indoor climbing wall, weight room, cardio machines, fitness and cycle studios, track, racquetball courts, speed bag platform, a sauna in the men's and women's locker rooms, and televisions for workout entertainment. Students must have a valid UNCG ID card to access the recreation facilities and programs.

Fitness

The Fitness Program offers group exercise classes, fitness orientations, and fitness assessments, appropriate for all exercise levels. There are approximately 50 classes offered weekly in a variety of formats including; cardio, resistance, and mind/body. The Personal Training Program offers one-on-one instruction that incorporates a specialized workout designed for each individual's specific goals. For a nominal fee, individuals can sign up for a Personal Trainer at the reception desk on the fourth floor of the Student Recreation Center. Additional programs such as instructor training, special events and educational workshops are ongoing.

Intramural Sports

Intramural Sports leagues are offered for men, women, and co-rec teams in the following sports: flag football, outdoor soccer, volleyball, softball, indoor soccer, sand volleyball, dodgeball, table tennis, and basketball. Additionally, Intramural Sports hosts the Jack Cooke Golf Classic and UNCG vs. UNC A&T Extramural Flag Football and Basketball All-Star Games.

Club Sports

Club Sports are recognized student organizations serving students' individual interests in a variety of sporting activities that are competitive, recreational/social, and/or instructional. The Club Sports program has fourteen active clubs that include: Aikido, basketball, equestrian, fencing, Quidditch, rugby, soccer, swimming, tennis, triathlon, ultimate frisbee and volleyball. Students are also welcome to start their own club.

The Edge (Climbing Wall)

A 38-foot indoor climbing wall for beginner and advanced climbers is located in the north end of the Student Recreation Center. Climbing is free for students and Student Recreation Center members. The staff hosts climbing workshops, belay certifications, and climbing competitions. Climbing shoes are available for use at no additional charge.

Outdoor Adventures

The Outdoor Adventures Program, located on the first floor of the Student Recreation Center, offers outdoor trips and activities as well as an outdoor equipment rental center. Trips are student-led experiences geared toward the beginner as well as the more experienced and include canoeing, whitewater and sea kayaking, hiking, rafting, caving, and rock climbing. The rental center provides outdoor maps and basic backpacking and camping equipment for personal

outdoor trips.

Team QUEST

Team QUEST is an experiential education program that facilitates group development for the UNCG community as well as the Piedmont Triad. Programs are designed to meet each group's specific needs and desired outcomes. Groups can participate in low and high challenge course elements, portable initiatives, or classroom workshops. Activities allow a variety of ages and physical abilities to participate.

Outdoor Facilities

Outdoor Facilities include the Campus Recreation Courts and Irwin Belk Recreation Track comprised of lighted outdoor basketball and sand volleyball courts, a picnic pavilion, and a running and walking trail, located north of the Student Recreation Center. In addition, there are twelve lighted tennis courts, a golf practice area, and a recreation field for informal activities. Equipment checkout is available at the Student Recreation Center.

Employment Opportunities

The Department of Campus Recreation hires graduate assistants and approximately 200 undergraduate and graduate-level students to assist in the operation of the programs and services offered. For more information, please visit campusrec.uncg.edu/employment.

Family Weekends

Current UNCG students' immediate family (parents or guardians, spouses, and children) are welcome to use UNCG recreational facilities, free of charge, during Family Weekend hours when accompanied by the student. Family Weekend hours begin after 5 pm on Friday and continue through closing on Sunday.

Spartan Athletics

Athletics Ticket Office: (336) 334-3250
UNCGSpartans.com

The University fields eight men's and nine women's teams affiliated with NCAA Division I and the Southern Conference. Men's teams are baseball, basketball, cross-country, indoor and outdoor track, golf, soccer, and tennis. Women's teams are basketball, cross-country, indoor and outdoor track, golf, soccer, softball, tennis, and volleyball. The University also supports a pep band, a dance team, a mascot program and a cheerleading squad.

Admission is free for UNCG students with a valid UNCG Spartan Card ID to all exhibition and regular season home athletic events. Schedules are posted at UNCGSpartans.com.

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. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public school. 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 10 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; in 1996, Pembroke State University was renamed the University of North Carolina at Pembroke through legislative action; and in 2008, the North Carolina School of the Arts was renamed The University of North Carolina School of the Arts.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 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 UNC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

In 2011, Thomas W. Ross became the president of The University of North Carolina system. UNC campuses enroll more than 202,000 students and support a broad array of liberal-arts programs, two medical schools and one teaching hospital, two law schools, a veterinary school, one school of pharmacy with another planned for UNCG, 12 nursing programs, 15 schools of education, three schools of engineering, and a specialized school for performing artists. Also under the University umbrella is the UNC Center for Public Television with its 11-station statewide broadcast network, and the NC School of Science and Mathematics, the nation's first public residential high school for gifted students.

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History of The University of North Carolina at Greensboro

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the **State Normal and Industrial School**. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in business, domestic science, and teaching. In 1896 its name was changed to the **State Normal and Industrial College**. Charles Duncan McIver, who crusaded for women's education, was the first president, serving from 1892 until his death in 1906.

In 1919, the school was renamed **North Carolina College for Women**, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education.

The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, The University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a single Consolidated University. The campus at Greensboro thus became **The Woman's College of the University of North Carolina.**

The first doctoral degree was awarded in June 1963.

"W.C." became coeducational in July 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**.

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.

In 1995, Dr. Patricia A. Sullivan became the ninth chancellor and the first woman chancellor of the University.

In August 2008, Dr. Linda P. Brady succeeded the retiring Dr. Sullivan and became the tenth chancellor of UNCG.

UNCG offers more than 100 undergraduate areas of study, master's degrees in a wide variety of concentrations, and 25 doctoral programs. The campus on Spring Garden Street, its original location, has grown to 204 acres and 81 buildings. The Gateway University Research Park extends the campus to 357 acres.

The Vision and Mission Statement of The University of North Carolina at Greensboro

(Approved by The University of North Carolina Board of Governors, December 31, 2009)

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

UNCG is a:

- learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- research university where collaborative scholarship and creative activity enhance quality of life across the life span;
- source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond;
- and global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

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Kelly Rowett-James, University Registrar
Laura A. Chesak, Associate Dean, The Graduate School

Student Members
To be Appointed

Resources for Graduate Students

Issue	Resource	Location	*Phone
Academic Honesty	Dean of Students	141 Mossman	334-5514
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	Cashiers and Student Accounts	151 Mossman	334-5831
Computer Support	Superlab (IT Services)	Jackson Library	256-TECH (8324)
Continuous Enrollment	See Academic Regulations in The Graduate School Bulletin		
Counseling			
Academic	Academic Department, Advisor or Director of Graduate Study		
Career	Career Services Center	1 EUC	334-5454
Disability	Disability Services	157 EUC	334-5440
Financial	Financial Aid	723 Kenilworth	334-5702
Legal	Student Affairs	134 Mossman	334-5099
Personal (alcohol, drugs, stress, relationships, family, anxiety, emotional concerns)	Student Health Services or	Gove Student Health Center	334-5340
	Counseling/Testing Center	Gove Student Health Center	334-5874
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 Center	334-5340
Enrollment Verification	Registrar's Office	180 Mossman	334-5946
Environmental Safety	Office of Safety	Oakland Ave. & Forest St.	334-4357
Safety Escort (Dusk-to-dawn)	University Police/Student Safety Patrol	996 Spring Garden St.	334-5919
Grades	See Academic Regulations in The Graduate School Bulletin		
Housing (On-campus)	Housing and Residence Life	201 Gray Dr.	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	University Libraries	Information	334-5304
		Hours	334-5284
Media Support	Teaching and Learning Center	134 McIver	334-5068
Name Change	Registrar's Office	180 Mossman	334-5946
Police, non-emergency	University Police	996 Spring Garden St.	334-5963
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	334-5787
	Graduate School	241 Mossman	334-5596
Transcripts	Registrar's Office	180 Mossman	334-5946
Withdrawal from University/ Classes	Graduate School	241 Mossman	334-5596

*Area code 336

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

University Relations
- Information services
- Public relations
- University publications

Graduate Faculty

Members

(E) = Endorsed to Chair Doctoral Committees

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Clifford Smyth, Assistant Professor, Mathematics and Statistics, PhD, Rutgers University
Kenneth A. Snowden, Associate Professor, Economics, PhD, University of Wisconsin *(E)*

Jeffrey S. Soles, Professor, Classical Studies, PhD, University of Pennsylvania *(E)*
Sevil Sonmez, Professor and Department Head, Tourism and Hospitality Management, PhD, Pennsylvania State University
Carmen T. Sotomayor, Professor and Department Head, Languages, Literatures, and Cultures, PhD, Michigan State University *(E)*
Joseph Starnes, Professor and Department Head, Kinesiology, PhD, University of Massachusetts *(E)*
Joseph Starobin, Associate Professor, Joint School of Nanoscience and Nanotechnology, PhD, Moscow Physico-Technical Institute *(E)*
Robert H. Stavn, Professor, Biology, PhD, Yale University *(E)*
Paul A. Steimle, Associate Professor, Biology, PhD, Cleveland State University *(E)*
Gabriela Livas Stein, Assistant Professor, Psychology, PhD, University of North Carolina at Chapel Hill
Mariam A.L. Stephan, Associate Professor, Art, MFA, University of Washington
Paul B. Stewart, Professor, Music, DM, Florida State University *(E)*
Linda F. Stine, Assistant Professor, Anthropology, PhD, The University of North Carolina at Chapel Hill
Roy S. Stine, Associate Professor, Geography, PhD, University of South Carolina *(E)*
Susan W. Stinson, Professor, Dance, EdD, The University of North Carolina at Greensboro *(E)*
Charlsena F. Stone, Associate Professor, Tourism and Hospitality Management, PhD, The University of North Carolina at Chapel Hill *(E)*
Robert W. Strack, Associate Professor and Department Head, Public Health Education, PhD, University of South Carolina *(E)*
Steven Stusek, Associate Professor, Music, DM, Indiana University *(E)*
Vickie Suggs, Assistant Professor, Teacher Education and Higher Education, PhD, Georgia State University
Elizabeth J. Sullivan, Associate Professor, Dance, MFA, University of Illinois *(E)*
Selima Sultana, Associate Professor, Geography, PhD, University of Georgia *(E)*
Andrew J. Supple, Associate Professor, Human Development and Family Studies, PhD, University of Wisconsin *(E)*
Shan Suthaharan, Associate Professor, Computer Science, PhD, Monash University (Australia) *(E)*
Christopher Swann, Associate Professor, Economics, PhD, University of Virginia (E)
Edna Tan, Assistant Professor, Teacher Education and Higher Education, PhD, Teachers College Columbia University
Brett A. Tangedal, Associate Professor, Mathematics and Statistics, PhD, University of California San Diego *(E)*
Stephen R. Tate, Professor and Department Head, Computer Science, PhD, Duke University *(E)*
Deborah Taub, Professor, Teacher Education and Higher Education, PhD, University of Maryland *(E)*
Larry R. Taube, Associate Professor, Information Systems and Operations Management, PhD, The University of North Carolina at Chapel Hill *(E)*
Anthony Taylor, Assistant Professor, Music, DMA, University of Cincinnati
Ethan Will Taylor, Senior Research Professor, Chemistry and Biochemistry, PhD, University of Arizona *(E)*
Martha L. Taylor, Associate Professor, Nutrition, PhD, University of Maryland *(E)*
David Teachout, Associate Professor, Music, PhD, Kent State University *(E)*
Joseph Telfair, Professor, Public Health Education, DrPH, Johns Hopkins University *(E)*
Joseph Terza, Professor, Economics, PhD, University of Pittsburgh *(E)*
Anita S. Tesh, Associate Professor, Nursing, PhD, The University of North Carolina at Greensboro *(E)*
Barbara Thomas, Assistant Professor, Art, MFA, University of California Berkeley
Joan Titus, Assistant Professor, Music, PhD, Ohio State University
Lisa C. Tolbert, Associate Professor, History, PhD, The University of North Carolina at Chapel Hill *(E)*
John E. Tomkiel, Associate Professor, Biology, PhD, University of Washington *(E)*
Dayna R. Touron, Associate Professor, Psychology, PhD, Syracuse University *(E)*
Manuel Triano-López, Assistant Professor, Languages, Literatures, and Cultures, PhD, Indiana University
Takashi Tsukamoto, Assistant Professor, Political Science, PhD, University of Louisville
Denise A. Tucker, Associate Professor, Communication Sciences and Disorders, PhD, University of Virginia *(E)*
Jonathan Tudge, Professor, Human Development and Family Studies, PhD, Cornell University *(E)*
William L. Tullar, Professor, Business Administration, PhD, University of Rochester *(E)*
David Upton, Assistant Professor, Accounting and Finance, PhD, Indiana University
Ada L. Vallecorsa, Associate Dean, School of Education and Professor, Specialized Education Services, PhD, University of Pittsburgh *(E)*
Jan Ellen Van Dyke, Professor and Department Head, Dance, EdD, The University of North Carolina at Greensboro *(E)*
Elizabeth Van Horn, Assistant Professor, Nursing, PhD, The University of North Carolina at Chapel Hill
Jerry E. Vaughan, Professor, Mathematics and Statistics, PhD, Duke University *(E)*
Amy Vetter, Assistant Professor, Teacher Education and Higher Education, PhD, University of Texas
José A. Villalba, Associate Professor, Counseling and Educational Development, PhD, University of Florida *(E)*
Leila E. Villaverde, Associate Professor, Educational Leadership and Cultural Foundations, PhD, Pennsylvania State University *(E)*
Peter Villella, Assistant Professor, History, PhD, University of California Los Angeles
Amy N. Vines, Assistant Professor, English, PhD, Brown University
Sarah E. Wagner, Assistant Professor, Anthropology, PhD, Harvard University
Susan M. Walcott, Professor, Geography, PhD, Indiana University *(E)*
Nancy Stewart Walker, Associate Professor, Music, DM, Indiana University *(E)*

Yolanda Wall, Assistant Professor, Nursing, PhD, The University of North Carolina at Chapel Hill
Anne Wallace, Professor and Department Head, English, PhD, University of Texas *(E)*
Debra C. Wallace, Professor, Nursing, PhD, University of South Carolina *(E)*
Jerome L. Walsh, Professor, Chemistry and Biochemistry, PhD, University of Wisconsin *(E)*
Jennifer Stewart Walter, Associate Professor, Music, PhD, University of Texas *(E)*
Lee Walton, Assistant Professor, Art, MFA, California College of Arts and Crafts
Janice I. Wassel, Assistant Professor and Program Director, Gerontology, PhD, Pennsylvania State University *(E)*
Gideon Wasserberg, Assistant Professor, Biology, PhD, Ben-Gurion University of the Negev (Israel) *(E)*
Patricia Wasserboehr, Associate Professor, Art, MFA, Boston University *(E)*
Kittichai Watchravesringkan, Associate Professor, Consumer, Apparel, and Retail Studies, PhD, University of Arizona (E)
Robert A. Wells, Associate Professor, Music, DMA, University of Cincinnati *(E)*
Dianne H.B. Welsh, Professor, Business Administration, PhD, University of Nebraska Lincoln
Kelly L. Wester, Associate Professor, Counseling and Educational Development, PhD, Kent State University *(E)*
Saundra D. Westervelt, Associate Professor, Sociology, PhD, University of Virginia *(E)*
Karen A. Weyler, Associate Professor, English, PhD, The University of North Carolina at Chapel Hill *(E)*
David B. Wharton, Associate Professor, Classical Studies, PhD, The University of North Carolina at Chapel Hill *(E)*
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Laurie Wideman, Associate Professor, Kinesiology, PhD, University of Virginia *(E)*
J. Kent Williams, Professor, Music, PhD, Indiana University *(E)*
Kathleen Williams, Professor, Kinesiology, PhD, University of Wisconsin *(E)*
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Robert J. Wineburg, Professor, Social Work, PhD, University of Pittsburgh *(E)*
Daniel T. Winkler, Professor, Accounting and Finance, PhD, University of South Carolina *(E)*
Edward J. Wisniewski, Professor, Psychology, PhD, Brown University *(E)*
Cathie J. Witty, Associate Professor and Program Director Conflict and Peace Studies, PhD, University of California Berkeley
Karen K. Wixson, Dean, School of Education, PhD, Syracuse University
John Wolf, Professor, Theatre, MFA, University of Alabama Birmingham *(E)*
Christine Woodworth, Assistant Professor, Theatre, PhD, Bowling Green State University
James M. Wren, Associate Professor, Theatre, MFA, University of Florida *(E)*
Bei Wu, Associate Professor, Gerontology, PhD, University of Massachusetts Boston *(E)*
David Wyrick, Associate Professor, Public Health Education, PhD, The University of North Carolina at Greensboro *(E)*
Stephen R. Yarbrough, Professor, English, PhD, Pennsylvania State University *(E)*
Dan Yasaki, Assistant Professor, Mathematics and Statistics, PhD, Duke University
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Jennifer L. Yurchisin, Assistant Professor, Consumer, Apparel, and Retail Studies, PhD, Iowa State University
Jonathan P. Zarecki, Assistant Professor, Classical Studies, PhD, University of Florida
Ethan Zell, Assistant Professor, Psychology, PhD, Ohio University
Xia Zhao, Assistant Professor, Information Systems and Operations Management, PhD, University of Texas
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Thomas A. Arcury, Adjunct Professor, Public Health Education, PhD, University of Kentucky
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William T. Hamilton, Visiting Assistant Professor, Liberal Studies, PhD, Tulane University
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Anglea Newman, Lecturer, Nursing, PhD, University of North Carolina at Chapel Hill
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Anne Pearson, Lecturer, Social Work, RN, University of North Carolina at Greensboro
Pamela J. Reitnauer, Adjunct Professor, Genetic Counseling, MD, The University of North Carolina at Chapel Hill, PhD, University of Wisconsin Madison
Jeanie Reynolds, Lecturer, English, PhD, The University of North Carolina at Charlotte
Scott D. Rhodes, Adjunct Professor, Public Health Education, PhD, University of Alabama at Birmingham
John A. Richards, Academic Professional Associate Professor, Kinesiology, EdD, University of Tennessee
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Edward Norwood Robinson, Jr., Adjunct Professor, Public Health Education, MD, Wake Forest University
Joseph Rosenblum, Lecturer, Liberal Studies, PhD, Duke University
Walter L. Salinger, Professor Emeritus, Psychology, PhD, University of California Los Angeles
Anne-Marie Scott, Lecturer, Liberal Studies, PhD, North Carolina State University
Levone Tobin Scott, Lecturer, Music, MM, University of South Carolina
Lorraine Shackelford, Lecturer, Theatre, MFA, Virginia Commonwealth University
Nancy C. Shedlick, Adjunct Instructor, Nursing, MSN, The University of North Carolina at Greensboro
Anne Sheehan, Adjunct Professor, Educational Leadership, EdD, University of North Carolina at Chapel Hill
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Lois VonCannon, Clinical Associate Professor, Nursing, MSN, The University of North Carolina at Greensboro
Frank Vulpi, Academic Professional Instructor, Dance, MA, Ohio State University
Melinda Waegerle, Academic Professional Assistant Professor, Dance, MA, The University of North Carolina at Greensboro
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Molly A. Weber, Instructor, Kinesiology, MPT, University of Texas Health Science Center, MS, The University of North Carolina at Greensboro
Lavon Williams, Adjunct Associate Professor, Kinesiology, PhD, The University of North Carolina at Greensboro
Michael L. Wilson, Visiting Assistant Professor, Computer Science, MS, Washington University
Naurice Frank Woods, Visiting Assistant Professor, African American Studies, PhD, Union Institute and University Graduate School
John Young, Adjunct Associate Professor. Liberal Studies, PhD, University of Virginia

Academic Program Inventory and CIP Codes

The following is a reference list of currently active UNCG graduate degree programs, as approved by UNC General Administration and Board of Governors. For information about the complete UNC program inventory and CIP codes, visit the UNC General Administration Web site at: http://www.northcarolina.edu.

CIP	Description, Program	Description, Concentration
520301	Accounting, MS	Accounting
050201	African American Studies, Certificate	PB Cert: African American Studies
050201	African American Studies, Certificate (Online)	PB Cert: African American Studies
500702	Studio Arts, MFA	Studio Arts(MFA only)
520201	Business Administration Certificate	PB Cert: Business Foundations
520701	Business Administration Certificate	PB Cert: Entrepreneurship
260101	Biology, M Ed	Biology (Med Only)
260101	Biology, MS	Biology(MS Only)
269999	Environmental Health Science (PHD)	Environmental Health Science (PhD)
131102	Counseling, Ed D	Student Development in Higher Ed
131102	Counseling, Ed D	Community Counseling
131101	Counseling, MS	School Counseling (MS)
131102	Counseling, MS	Couple & Family Counseling (MS)
131102	Counseling, MS	Coll Couns/Student Dvlp (MS)
131102	Counseling, MS	Clinical Mental Health Cnslng (MS)]
131101	Counseling, MSES	School Counseling(MSES)
131102	Counseling, MSES	Couple And Family Cnsling (MSES)
131102	Counseling, MSES	Coll Couns/Student Dvlp (MSES)
131102	Counseling, MSES	Clin Ment Health Cnslng (MSES)
131101	Counseling, PHD	Counseling & Counselr Ed (PhD)
131102	Counseling, Post Master's Certificate	PM Cert:Couple & Fam Cnsling
131101	Counseling, Post Master's Certificate	PM Cert: School Counseling
131101	Counseling, Post Master's Certificate	Cert PostMstrs/AdvSchl Cnsling
131101	Counseling-Online, PM Certificate	Cert PostMstres/AdvSchl Cnsling
260202	Biochemistry, MS	Biochemistry, MS
290299	Chemistry	Medicinal Biochemistry
400501	Chemistry, MS	Chemistry(MS Only)
131399	Latin (M ED)	Latin (M Lic-MED)
131399	Latin, M Ed (Online)	Latin (M Lic-MED) (Online)
090101	Communication Studies, MA	Communication Studies (MA)
110701	Computer Science, MS	Computer Science
190901	Consumer, Apparel, Retail Studies, MS	Consumer, Ap, RetSt (MS-Nonths)
190901	Consumer, Apparel, Retail Studies, MS	Consumer, Ap, RetSt (MS-Thesis)

CIP	Description, Program	Description, Concentration
190901	Consumer, Apparel, Retail Studies, MS	Integ App/Rel Ind (MS-NonThs)
190901	Consumer, Apparel, Retail Studies, MS (Online)	Consumer, Ap, RetSt (MS-Nonths)
190901	Consumer, Apparel, Retail Studies, MS (Online)	Integ App/Rel Ind (MS-NonThs)
190901	Consumer, Apparel, Retail Studies, PhD	Consumer, Ap, RetSt(PhD)
510201	Communication Sciences & Disorders (PhD)	Comm Sci & Disorder (PHD)
510204	Speech-Language Pathology (MA)	Speech-Language Pathology (MA)
440201	Conflict & Peace Studies, MA	Conflict/Peace: Education, MA
440201	Conflict & Peace Studies, MA	Conflict/Peace: Intl Dev, MA
440201	Conflict & Peace Studies, MA	Conflict/Peace: ProfPrac, MA
440201	Conflict & Peace Studies, MA	Conflict & Peace Studies , MA
440201	Conflict & Peace Studies, MA-Online	Conflict/Peace: Education, MA
440201	Conflict & Peace Studies, MA-Online	Conflict/Peace: Intl Dev, MA
440201	Conflict & Peace Studies, MA-Online	Conflict/Peace: ProfPrac, MA
440201	Conflict & Peace Studies, MA-Online	Conflict & Peace Studies , MA
440201	Conflict & Peace Studies, Post-Bacc Certificate	PB Cert: Conflict & Peace Stds
440201	Conflict & Peace Studies-Online, PB Certificate	PB Cert: Conflict & Peace Stds
310301	Recreation and Parks Mgt, Certificate-Online	PB Cert: Animal Assisted Therapy
310301	Recreation and Parks Mgt, Certificate-Online	PB Cert: Geriatric Recreational Therapy
310301	Recreation and Parks Mgt, MS	Parks&Rec Leisure Services
310301	Recreation and Parks Mgt, MS	Parks&Rec Therapeutic Rec
310301	Recreation and Parks Mgt, MS	Parks&Rec TravelTourismComRec
500301	Dance, A Licensure	Dance (A licensure only)
131324	Dance, MA	Dance Education (MA Only)
500301	Dance, MA	Dance Theories&Practc(MA Only)
500301	Dance, MA	Dance Education(MA/MA Lic)
500301	Dance, MFA	Dance-Choreography(MFA Only)
500301	Dance, MFA	Dance-Design(MFA Only)
131324	Dance-Online, MA	Dance Education (MA Only)
520601	Applied Economics, MA	Applied Economics
520601	Applied Economics, MA	Financial Economics
520201	Economics, MA/PhD	Economics (MA/PhD)
520601	Economics, PHD	Economics (PHD)
130410	Educ Ldshp & Cultural Fnds, PM Cert	PM Cert: Urban School Lead & Admin
130401	Educ Ldshp & Cultural Fnds, PM Cert	PM Cert: School Administration
130401	Educ Ldshp & Cultural Fnds, PM Cert	PM Cert: School Administration-Special Education Focus
130401	Educational Leadership & Cultural Foundations, EDD	Ed. Leadership (EdD w/o Lic)
130401	Educational Leadership & Cultural Foundations, EDD	Ed. Leadership (w/Lic)
130401	Educational Leadership & Cultural Foundations, EDS	Ed. Leadership (EdS w/Lic)
130401	Educational Leadership & Cultural Foundations, EDS	Ed. Leadership (EdS w/Lic)
130401	Educational Leadership & Cultural Foundations, EDS	Ed. Leadership (EdS w/o Lic)
130401	Educational Leadership & Cultural Foundations, EDS	Ed. Leadership (EdS w/o Lic)
130401	Educational Leadership & Cultural Foundations, MSA	School Adm-Principl(P Lic-MSA)
130401	Educational Leadership and Cultural Foundations	Ed Leadership (EDS/EDD w/Lic)
130401	Educational Leadership and Cultural Foundations	Ed Leadership (EDS/EDD w/oLic)
130406	Educational Studies, PHD	Cultural Studies (PhD)
231302	Creative Writing, MFA	Creative Writing

CIP	Description, Program	Description, Concentration
230101	English (MA/PHD)	English (MA/PHD)
230101	English, Certificate	PB Cert: Technical Writing
230101	English, MA	English(MA Only)
230101	English, PHD	English(PHD)
130604	Education Research Methodology, MS	Ed Rsrch, Measrmnt & Eval (MS)
130604	Education Research Methodology, MS/PHD	Ed Rsrch, Measrmnt / Eval (MS/PHD)
130604	Education Research Methodology, PHD	Ed Rsrch,Measrmnt & Eval (PhD)
130604	Educational Research Methodology, Certificate	PB Cert: Educational Assessment
450701	Geography, Certificate	PB Cert: Global/Regional Studies
450701	Geography, MA	Applied Geography
450701	Geography, MA	Urban Planning & Econ Dev(MA)
450701	Geography, MA	Geosciences Ed for Teachers
450701	Geography, PhD	Geography (PHD)
190708	Human Dev & Family Studies, Certificate	PB Cert:Ldrshp Early Care & Ed
131210	Human Development & Family Studies, M Lic	B-K Intd Std Ed Dev (M-Lic)
131210	Human Development & Family Studies, MED-Online	B-K Intd Std Ed Dev(M Lic-MED)
190701	Human Development & Family Studies, MS	Human Dev. & Fam. Studies(MS)
190701	Human Development & Family Studies, MS/PhD	Human Dev & Fam Stds(MS/PHDop)
190701	Human Development & Family Studies, PhD	Human Dev. & Fam. Studies(PHD)
130301	Curriculum and Instruction, Certificate	PB Cert: TchEngSpkrsOthLngs
130301	Curriculum and Instruction, MED	Elementary Math Ed (M Ed)
130301	Curriculum and Instruction, MED	Chemistry Ed (M Lic-MEd)
130301	Curriculum and Instruction, MED	Elementary Ed (M Lic-MEd)
130301	Curriculum and Instruction, MED	Eng2ndLng(MLic)
130301	Curriculum and Instruction, MED	French Ed (M Lic-MEd)
130301	Curriculum and Instruction, MED	Math Ed (M Lic-MEd)
130301	Curriculum and Instruction, MED	MiddleGradesEd (M Lic-MEd)
130301	Curriculum and Instruction, MED	Comprhnsv SciEd(M Lic-MEd)
130301	Curriculum and Instruction, MED	SocialStudiesEd(M Lic-MEd)
130301	Curriculum and Instruction, MED	Reading Ed (M Lic-MEd)
130301	Curriculum and Instruction, MED	Spanish Ed (M Lic-MEd)
130301	Curriculum and Instruction, MED	Mid/Sec Eng/LangArt(Med)
130301	Curriculum and Instruction, MED	Instructional Tech (M Lic-MEd)
130401	Education Supervision, MED	Instructional Design (MEd)
130301	Education, ESL Add-on Licensure	English 2nd Lang (Add-on Only)
131315	Education, Reading Specialist Add-on Licensure	Reading Specialist(MLic-Addon)
130406	Educational Studies, PHD (HED)	Teacher Ed & Development (PhD)
130406	Educational Studies, PHD (HED)	Higher Education (PhD)
130406	Higher Ed. Admin.	Stdt Persnl Admin in Higher Ed
260806	Genetic Counseling, MS	Genetic Counseling (Intrdc MS)
301101	Gerontology MS/ Business Administration MBA	Dual Gerontology/Business Admn
301101	Gerontology, MS	Gerontology (Interdisc MS)
301101	Gerontology, MS	Gerontology:NonProfit Mgt
301101	Gerontology, MS	Aging and Business
301101	Gerontology, Post-Bacc Interdisc Certificate	P-B Interdisc Cert. In Geront.
540101	History, MA	American History (MA Only)
540101	History, MA	European History (MA Only)

CIP	Description, Program	Description, Concentration
540101	History, MA	Museum Studies (MA)
540101	History, MA	Historic Preservation (MA)
540101	History, PHD	History (PHD)
540101	Interior Architecture, Certificate	Historic Preservation (PBCert)
500408	Interior Architecture, MS	Interior Product Design
500408	Interior Architecture, MS	Interior Architecture
540101	Interior Architecture, MS	Museum Studies (MS)
540101	Interior Architecture, MS	Historic Preservation (MS)
110901	Information Systems & Supply Chain Management, MS	Information Technology & Mgmt
110901	Information Systems & Supply Chain Management, MS-Online	Info Tech/Mgmt (MS)-Online
521201	Information Systems, PHD	Information Systems (PhD)
110901	Information Technology, PB Certificate (Online)	PB Cert: Hlthcare Info Tech Mgmt
520203	Information Technology, PB Certificate-Online	PB Cert SupChain,Log,Transp
111003	Information Technology, PB Certificate-Online	PB Cert: Info Assur/Sec/Priv
110901	Information Technology, PB Certificate-Online	PM Cert in Info Technology
110901	Information Technology, PB Certificate-Online	PB Cert:Information Technology
409999	Nanoscience (MS)	Nanoscience (MS)
409999	Nanoscience (MS)	Nanoscience (MS)
409999	Nanoscience (PhD)	Nanoscience (PhD)
510913	Athletic Training, MSAT	Athletic Training (MSAT)
310505	Kinesiology	Exer./Sport Sci (M Ed only)
310505	Kinesiology	Sch/Community Youth Sprts Stds
310505	Kinesiology, EDD	Kinesiology (ED D)
310505	Kinesiology, MS	Sch & Commnty Youth Sprts Stds
310505	Kinesiology, MS	Pedagogical Kinesiology MS
310505	Kinesiology, MS	Community Youth Sport Dev MS
310505	Kinesiology, MS	Applied Neuromechanics
310505	Kinesiology, MS	Exercise Physiology
310505	Kinesiology, MS	Sport and Exercise Psychology
310505	Kinesiology, MS	Motor Behavior
310505	Kinesiology, MS	Sports Medicine
310505	Kinesiology, MS	Kinesiology (MS Only)
310505	Kinesiology, MSPHD	Applied Neuromechanics
310505	Kinesiology, MSPHD	Exercise Physiology
310505	Kinesiology, MSPHD	Sport and Exercise Psychology
310505	Kinesiology, MSPHD	Kinesiology MSPHD
310505	Kinesiology, PHD	Pedagogical Kinesiology PHD
310505	Kinesiology, PHD	Kinesiology PHD
310505	Kinesiology, PHD	Applied Neuromechanics
310505	Kinesiology, PHD	Exercise Physiology
310505	Kinesiology, PHD	Sport and Exercise Psychology
250101	Library and Information Studies, MLIS	Library & Info Studies (MLIS)
250101	Library and Information Studies, MLIS	Library & Info Stds(M Lic 076)
250101	Library and Information Studies, MLIS	Library & Info Stds(M Lic 077)
250101	Library and Information Studies, MLIS	Library & Info Stds(MLic076-MLIS)
250101	Library and Information Studies, MLIS	Library & Info Stds(M Lic 078)
250101	Library and Information Studies, MLIS	Instructional Tech(M Lic077-MLIS)

CIP	Description, Program	Description, Concentration
130301	Library and Information Studies, PB Certificate	PB Cert: Endorsmnt Computer Ed
160999	French, A Licensure	French Education (A Lic Only)
160901	Romance Languages and Literature	French Education (M Ed)
160905	Romance Languages and Literature	Spanish Education (M Ed)
160905	Romance Languages and Literature, PB	PB:Adv Span Lang & Hsp Ctl Std
160999	Romance Languages and Literatures, MA	Spanish Lang & Lit(MA Only)
160999	Romance Languages and Literatures, MA	French/Francophone Studies (MA)
240101	Liberal Studies, MA	Liberal Studies
240101	Liberal Studies-Online, MA	Liberal Studies
240101	Liberal Studies-Online, PB Certificate-Online	PB Cert: Global Studies (OMLS)
520201	Business Administration, MBA	Business Administration
520201	Business Administration, MBA	Finance (MBA)
520201	Business Administration, MBA	Information Technology (MBA)
520201	Business Administration, MBA	Marketing (MBA)
520201	Business Administration, MBA	Supply Chain Mgmt (MBA)
520201	Business Administration, MBA Daytime	Business Administration
520201	Business Administration, MBA Daytime	Finance (MBA)
520201	Business Administration, MBA Daytime	Information Technology (MBA)
520201	Business Administration, MBA Daytime	Marketing (MBA)
520201	Business Administration, MBA Daytime	Supply Chain Mgmt (MBA)
500904	Music, MM	Music Theory(MM Only)
500904	Music, MM	Music Composition(MM Only)
500905	Music, Post-Baccalaureate Certificate	PB Cert: Musicology (Historical)
500904	Music, Post-Baccalaureate Certificate	PB Cert: Music Theory
301701	Music, Post-Baccalaureate Certificate	PB Cert: BioMusic
500905	Music, Post-Baccalaureate Certificate	PB Cert: Ethnomusicology
500903	Music, Post-Baccalaureate Certificate	PB Cert: Music Composition
500904	Music, Post-Masters Certificate	PM Cert in Mus Theory Pedagogy
090102	Media Studies, MFA	Film and Video Production
270303	Mathematics	Computational Mathematics
270101	Mathematics, Certificate	PB Cert: Statistics
270101	Mathematics, MA	Mathematics(MA)
270101	Mathematics, MA	Applied Statistics(MA Only)
131312	Music Education, MM	Music Educ (M Lic-MM)
131312	Music Education, PhD	Music Education(PHD)
500901	Music, Post-Baccalaureate Certificate	PB Cert: Music Education
500903	Music, DMA	Music Performance/Vocal (DMA)
500903	Music, DMA	Music Perfrmnce/Condctng (DMA)
500903	Music, DMA	Music Perfrmnce/Instrmntl(DMA)
500903	Music, Post-Baccalaureate Certificate	PB Cert: Jazz Studies
500903	Performance, DMA	Accompnyng & Chambr Mus (DMA)
500903	Performance, MM	Early Keyboard Instruments
500903	Performance, MM	Piano Accompanying & Chamber Music
500903	Performance, MM	Piano Pedagogy (MM)
500903	Performance, MM	Music Performance/Vocal (MM)
500903	Performance, MM	Conducting (Choral)
500903	Performance, MM	Conducting (Instrumental)

CIP	Description, Program	Description, Concentration
500903	Performance, MM	Piano
500903	Performance, MM	Organ
500903	Performance, MM	String, Wind, Percussion
500903	Performance, MM	Vocal Pedagogy
500903	Performance, MM	Multiple Woodwinds
301901	Nutrition, Certificate	PB: Dietetics Internships
301901	Nutrition, MS	Nutrition
301901	Nutrition, PHD	Nutrition (PhD)
510701	Health Management, Combined MSN and MBA	Health Management
513808	Nursing, Certificate	Post-Bacc Cert:Nursing Admin.
513808	Nursing, Certificate	Post-Bacc Cert:Nur Case Mgt
513808	Nursing, Certificate	PM Cert: Nurse Anesthesia
513808	Nursing, Certificate	PM Cert: Ad/GerNurPr-PrimryCr
513808	Nursing, Certificate	PB Cert: Nursing Educ.
513801	Nursing, Certificate	PB Cert: Gerontological Nursing
513808	Nursing, MSN	Nursing
513808	Nursing, MSN	Nursing Outreach/Only
513808	Nursing, MSN	Adult Clinical Nurse Specialist
513808	Nursing, MSN	Nursing Administration (Moratorium through 2012-2013)
513808	Nursing, MSN	Nursing Education (Moratorium through 2012-2013)
513808	Nursing, MSN	Adult & Gerontological Nur Prac
513808	Nursing, MSN	Nurse Anesthesia
513808	Nursing, PHD	Nursing Science
513808	Nursing-Online, MSN	Nursing Administration
513808	Nursing-Online, MSN	Nursing Education
512207	Public Health Education, MPH	Community Public Health
512207	Public Health, DPH	Community Health
451001	Political Science, Certificate	PB Cert: Urban & Economic Dev
451001	Political Science, MA	Political Science(MA Only)
440401	Public Affairs (Online)	PB Cert: Nonprofit Management
440401	Public Affairs, MPA	Public Affairs(MPA)
440401	Public Affairs, MPA	Nonprofit Management(MPA)
440401	Public Affairs, MPA	Local Govt Management (MPA)
440401	Public Affairs, MPA	Community Economic Dev (MPA)
440401	Public Affairs, Post Bacc Cert: Nonprofit Management	PB Cert: Nonprofit Management
420101	Psychology	Psychology(MA/PHD-Gen Expertl)
420101	Psychology	Psychology(MA/PHD-Clinical)
420101	Psychology	Psychology(MA/PHD-Social)
420101	Psychology	Psychology(MA/PHD-Developmtl)
420101	Psychology	Psychology(MA/PHD-Cognitive)
420101	Psychology, MA	Psychology(MA-Generl Exprmntl)
420101	Psychology, MA	Psychology (MA-Clinical)
420101	Psychology, MA	Psychology(MA-Social)
420101	Psychology, MA	Psychology(MA-Developmental)
420101	Psychology, MA	Psychology(MA-Cognitive)

CIP	Description, Program	Description, Concentration
420101	Psychology, PHD	Psychology(PHD-Generl Expmntl)
420101	Psychology, PHD	Psychology(PHD-Clinical)
420101	Psychology, PHD	Psychology(PHD-Social)
420101	Psychology, PHD	Psychology(PHD-Developmental)
420101	Psychology, PHD	Psychology(PHD-Cognitive)
131001	Education, Special Education Add-on Licensure	Beh/Emot Dsabilts (Add-on Lic)
131001	Education, Special Education Add-on Licensure	Learning Dsabilts (Add-on Lic)
190708	Special Education and Human Development Family Studies, Cert	PB:Ldrshp Early Care & Educ
131001	Special Education, MED	SpEd GenCurr+LD (A&M Lic-MEd)
131001	Special Education, MED	SpEd GenCurr+BED (A&M Lic-MEd)
131001	Special Education, MED	SpEd Advanced+LD (M Lic-MEd)
131001	Special Education, MED	SpEd Advanced+BED (M Lic-MEd)
131001	Special Education, MED-Online	B-K Intd Std Ed Dev(M Lic-MEd)
131001	Special Education, PAIL	PAIL SpEd Gen Curric (A Lic)
131001	Special Education, PHD	Special Education (PhD)
451101	Sociology, MA	Sociology w/conc in Criminolgy
451101	Sociology, MA	Sociology(MA Only)
131203	Education, NC Teach Alternative Licensure	NC Teach Alternative Licensure
440701	Social Work, MSW	Social Work(MSW Only)
440701	Social Work, MSW	School Social Work(MSW/Lic)
440701	Social Work, MSW	MSW Advanced Standing
500501	Drama, MFA	Directing (MFA only)
500501	Drama, MFA	Design (MFA only)
500501	Drama, MFA	Theatre for Youth(MFA only)
500501	Drama, MFA	Acting (MFA only)
500502	Drama, Theatre Education, M ED	Theatre Education(M Lic-M Ed)
050207	Women's & Gender Stds, MA	Women's and Gender Studies
050207	Women's and Gender Studies, Certificate	PB Cert: Women's & Gender Stds

Appendices

APPENDIX A

Academic Integrity Policy

The Academic Integrity Policy was created by faculty based on the core values and ideals of practice as recommended by the Center for Academic Integrity. The UNCG Faculty Senate reviewed and approved the Academic Integrity Policy. 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 nontraditional 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 who 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.

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

APPENDIX F

Drug Policy and Operational Procedures

I. 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, including 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 and is available online through the UNC Policy Manual at http://www.northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_1300_1.htm. The Policy establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

II. APPLICABILITY

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees (non-faculty personnel whose employment is exempt from the State Personnel Act), and SPA employees (staff personnel whose employment is subject to the State Personnel Act).

III. NOTICE

Article 5 of Chapter 90 of the North Carolina General Statutes makes it a crime to possess, manufacture, sell, or deliver or possess with intent to sell or deliver a controlled substance. N.C.G.S. 90-95. As citizens, all members of the University community are expected to know and comply with these laws. The North Carolina General Statutes are readily available in the Library or online at http://www.ncga.state.nc.us/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.

IV. 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; and
- 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 available to University students and employees either through campus-based programs or through community-based organizations.

Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

V. DISCIPLINARY PROCEEDINGS AND SANCTIONS

A. 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; and
- 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; or
- Independent evidence obtained by University officials including police officers. (See also section VIA.)

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 interests of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students. *Student Code of Conduct* for The University of North Carolina at Greensboro, approved by the Chancellor.

Faculty Members. The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees.

Senior Administrative Officers. Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors.

Non-Faculty EPA Employees. Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees.

SPA Employees. Relevant regulations of the Office of State Personnel.

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

B. Penalties for Students, Faculty, Senior Administrative Officers, and Non-Faculty EPA Employees

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offenses described:

1. Manufacturing, Sale, or Delivery of Illegal Drugs

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).

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, sale or delivery, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.

For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.

2. Illegal Possession of Drugs

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.

3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he/she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, 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.

4. 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 deem "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accordance with state policy.

VI. OPERATIONAL PROCEDURES

Under the University's Policy on Illegal Drugs (hereafter referred to as "the Policy"), disciplinary proceedings against a student will be initiated when two 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; and
- 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, or
- Independent evidence obtained by University officials, including police officers.

This statement establishes certain procedures and guidelines for determining when the second requirement is met.

A. Conduct Occurring Beyond Campus Boundaries

Alleged conduct involving the illegal use of drugs occurring beyond the boundaries of the campus may be considered harmful to the University. The Administrative Hearing Officer in the Division of Student Affairs will initiate disciplinary action when these minimal conditions are present:

- Such alleged conduct occurs during a period in which the student is actively enrolled as a student at the University; and
- Such alleged conduct has resulted in charges of possession/trafficking made by a civil authority.

Other conduct occurring beyond the campus may also be actionable under the Policy on Illegal Drugs, depending on the circumstances.

B. Conduct Occurring Within Campus Boundaries

The officer will report the incident to the appropriate University office, as follows, for consideration of whether conduct action under the Policy should be taken:

- All University Police and personnel encountering instances of conduct involving illegal drugs will make reports to the Associate Dean of Students for disciplinary action.
- The report of drug-related behavior to the Associate Dean of Students may be accompanied by an explanation of mitigating factors. Such mitigating factors may include, but are not limited to, the isolated or singular character of the incident as evidenced by a student's unusual conduct in comparison with what is known to be his/her normal behavior, and the absence of prior reports of similar acts by such student.

Charges will be made and hearings will be held in accord with the Student Code of Conduct published by the Division of Student Affairs and contained in the UNCG Calendar/Student Handbook and on the University's Web site (http://studentconduct.uncg.edu/).

APPENDIX G

Residence Status for Tuition Purposes

The tuition charge for persons who qualify as North Carolina residents for tuition purposes is substantially less than that for nonresidents. An interpretation of the North Carolina law (General Statute 116–143.1) governing residence classification for tuition purposes follows. A more complete explanation of the statute and the procedures under the statute is contained in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. The Manual is the controlling administrative statement of policy on this subject. Copies of the Manual are available for inspection in the Office of the Provost, the Library, and online (http://www.uncg.edu/pvt/residency/pdf/residency_manual.pdf).

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.

A. 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.

B. 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.

C. 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.

D. Effect of Marriage

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

E. 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 residents 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 and concurrently living 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 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 or retirement. Qualifying members and dependants also remain eligible to pay the in-state rate if the active duty member receives Honorable Discharge so long as the member or dependent establishes legal residence in North Carolina within thirty (30) days and is continuously enrolled in the degree 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.

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 for which the benefit is sought.

F. 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.

G. Minors

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

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

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

H. Lost but Regained Domicile

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

I. 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.

J. 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.

K. Aliens

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.

L. North Carolina Public School Teachers

Under separate statute (G.S. 116–143.5), certain North Carolina public school teachers (or other personnel paid on the teacher salary schedule) are eligible to be charged the in-state tuition rate for courses relevant to teacher certification or professional development, irrespective of their length of legal residence. To qualify, the applicant must be a legal resident of North Carolina and employed full–time by a North Carolina public school. Application for this benefit must be made prior to the first day of classes of each academic term for which the benefit is sought.

M. Tuition Waivers

A separate North Carolina statute (G.S. 115B) provides tuition waivers for the following persons: 1) legal North Carolina residents who are at least age 65; 2) certain family members of deceased or totally and permanently disabled emergency workers of North Carolina; and 3) certain persons who are or were wards of the State of North Carolina. More complete information on this statute may be obtained from the Cashier's Office.

N. Tuition Benefit for 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 classifications as a resident for tuition purposes.

O. Academic Common Market

The Academic Common Market is an agreement between participating institutions of the Southern Regional Education Board (SREB). The agreement enables students to pursue unique graduate majors offered at public institutions in the other SREB states while paying in-state tuition. If the public institutions in your home state do not offer graduate degree programs in your field of study, it may be possible to arrange a waiver of out-of-state tuition to attend a cooperating public institution of higher education in another participating state.

Each participating SREB state has a coordinator for the Academic Common Market. The state coordinator's name and address can be obtained by visiting the SREB Web site at https://register.rti.org/acm/ or by calling the SREB in Atlanta at (404) 875-9211 or by email at acm@northcarolina.edu.

Any student interested in participating in the Academic Common Market should contact the state coordinator in his or her home state. Additional information can also be found online at the Graduate School.

P. Full Scholarship Students

Any undergraduate student who receives full scholarship to UNCG from entities recognized by the institution under G.S. 116-143.6 may be considered residents of North Carolina for all purposes by UNCG.

"Full scholarship" is defined as funding at least equivalent to the sum of: room (on-campus, double room), board (meal plan option that offers complete meal coverage), tuition (in-state, estimated in March prior to the fall semester), and fees (required class related fees).

The full scholarship rate will be determined by the Director of Financial Aid each March prior to the effective academic year. Please contact the Financial Aid Office for additional information

Classification Process at UNCG

Initial Classification

Every applicant for admission is required to make a statement as to the length of his or her legal residence in North Carolina. Every applicant is classified as a resident or nonresident for tuition purposes prior to actual matriculation by 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 there is insufficient information to support 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" before the end of the term for which they wish to be considered. (Application forms may be obtained from the Office of the Provost or from any of the admitting offices.)

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

Students or prospective students who believe that they are entitled to be classified as residents for tuition purposes should be aware that the process of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration. Students who wish to receive a timely review of their residence status should submit their completed "Residence-and-Tuition Status Application" approximately 60-90 days in advance of the term for which they are seeking a review of their residence status. Applications are reviewed in the order in which they are received; failure to submit an application in a timely manner may delay the review process.

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

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