High Point University

Undergraduate Bulletin 2010-2011



www.highpoint.edu



High Point University

833 Montlieu Avenue High Point, North Carolina 27262

High Point University is accredited by:

- The Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's and Master's degrees.
 Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of High Point University.
- University Senate of The United Methodist Church
- North Carolina State Department of Public Instruction
- National Council for the Accreditation of Teacher Education
- The Commission on Accreditation of Athletic Training Education
- The Association of Collegiate Business Schools and Programs
- The Council for Interior Design Accreditation

The University is a member of:

- The National Association of Schools and Colleges of The United Methodist Church
- The American Association of Colleges for Teacher Education
- The Association of American Colleges
- · Council for Advancement and Support of Education
- The North Carolina Association of Colleges and Universities
- The Association to Advance Collegiate Schools of Business
- National Collegiate Athletic Association, Division I
- The Council of Graduate Schools
- The Conference of Southern Graduate Schools
- The North Carolina Conference of Graduate Schools
- United States Department of State, Bureau of Diplomatic Security, Overseas Security Advisory Council

The University reserves the right to make changes in the requirements, procedures, courses, fees, and matters of policy announced in this publication without notice or obligation.

High Point University is an equal opportunity institution. Its policy is to recruit, retain, and promote the most outstanding students, faculty, and staff possible, regardless of an individual's race, creed, color, gender, religion, sexual orientation, age, national origin, or handicap. This is done in accordance with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The University complies with the Family Education Rights and Privacy Act of 1974, as amended, regarding information on file and students' access to their records. Directory information (name, address, class, and major) may be released unless the student requests in writing that his/her information be withheld.

As an implementation of its goals and objectives, the University may invite to the campus speakers whose ideas and expressions may be alien to the philosophy of the University. While the University may not agree with the ideologies expressed, it is our belief that those speakers' concepts might well be used as learning experiences.

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Correspondence Directory

Mailing Address High Point University 833 Montlieu Avenue High Point, North Carolina 27262-3598

Academic Affairs (336) 841-9229

Administration (336) 841-4587

Alumni and Parent Relations (336) 841-4531

Athletic Affairs (336) 841-9281

Concierge (336) 841-4636

Dean of the Chapel (336) 841-9241

Evening Degree Program (336) 841-9020

Graduate School (336) 841-9198

Institutional Advancement (336) 841-9214

Inclement Weather Policy

Day division classes are not canceled because of inclement weather **except** in those cases when the inclement weather occurs at the conclusion of a scheduled break period, causing students difficulty in returning to campus. In these exceptional cases, the decision to cancel class will be made at the administrative level and communicated to the media and to department chairs.

Evening Degree classes primarily involve commuting students, and decisions regarding evening programs are made independent of the day program. Announcements of closings are made to the media by 3:00 p.m. on the day in question. Evening classes include **both** Evening Degree Program (EDP) and Graduate Studies classes.

Library (336) 841-9215

Placement (336) 841-9025

Security/Parking/ Transportation (336) 841-9112

Student Accounts (336) 841-9259

Student Financial Planning (336) 841-9124

Student Health (336) 841-4683

Student Life (336) 841-9231

Undergraduate Admissions (336) 841-9216

University Registrar (336) 841-9205

University Switchboard (336) 841-9000

Letter from the President



Dear Student:

We are pleased that you are a student at High Point University. This is an outstanding institution of higher learning where every student receives an extraordinary education in an inspiring environment with caring people.

High Point University offers more than 50 majors in multiple disciplines. With a wide variety of internship opportunities, study abroad and study America venues, independent research options, and civic engagement experience, you are able to support classroom learning with real world experiences.

High Point University has made serious investments in academics, facilities, technology, and student life and is committed to making sure that you receive the best education possible.

With warmest personal regards,

Mido Queen

Nido R. Qubein President

The University





A Profile

Type Of University: At High Point University, every student receives an extraordinary education in an inspiring environment with caring people. HPU is a four-year liberal arts university with outstanding professional programs and experiential opportunities. High Point University was founded in 1924 and is affiliated with The United Methodist Church.

Location: High Point, North Carolina, famous for the manufacture of furniture and hosiery, and the world's largest furniture exhibition; part of the Golden Triad (with Greensboro and Winston-Salem) and at the industrial center of the state. The city of High Point, with a population of about 102,000, is in the Piedmont, half-way between the Atlantic Ocean to the east and the Blue Ridge Mountains to the west.

Enrollment: The university has approximately 3,700 undergraduate and graduate students from 50 countries and 44 states at campuses in High Point and Winston-Salem. It is ranked by *US News and World Report* No. 5 among comprehensive universities in the South and No. 1 in its category among up-and-coming schools. Forbes.com ranks HPU in the top 6 percent among "America's Best Colleges." High Point University is one of just five schools in North Carolina to be included in the "Great Colleges to Work For" 2009 listings, published in *The Chronicle of Higher Education*.

Faculty: 198 faculty members, with most of them holding an earned doctorate or equivalent. While the faculty are involved in a variety of professional and civic responsibilities, their primary aim is excellence in teaching.

Degree Programs: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Master of Arts, Master of Business Administration, Master of Education.

Majors: Actuarial Science, Accounting, Art Education, Athletic Training, Biochemistry, Biology, Business Administration, Business Administration with a Concentration in Entrepreneurship, Chemistry, Collaborative Theater, Computer Science, Criminal Justice, Dramatic Writing, Electronic Media, Elementary Education, English Literature, English Writing, Exercise Science, French, Games and Interactive Media Design, Graphic Design and Digital Imaging, Health/Physical Education, History, Home Furnishings, Human Relations, Individualized Major, Instrumental Studies, Interior Design, International Business, International Relations, Journalism, Mathematical Economics, Mathematics, Media and Popular Culture Studies, Middle Grades Education, Nonprofit Leadership and Management, Performance Theater, Philosophy, Physics, Piano/Organ, Political Science, Psychology, Religion, Sociology, Spanish, Special Education, Strategic Communication, Studio Art, Technical Theater, Voice.

Students may develop their own contracts for degree programs.

Special Programs: Pre-professional studies leading to medical, dental, pharmacy, or physician assistant school, engineering, forestry school, law school, theological seminary, physical/occupational therapy or other professional training.

Experiential Learning: HPU is committed to offering students an education grounded in the development of character, personal responsibility and a sense of civic duty. During the 2009-2010 academic year, HPU students completed thousands of hours of community service.

Career counseling and development provides students with a competitive edge. More than 300 undergraduate students participated in internships and related experiences in the 2009-2010 academic year, and nearly 40 graduate students held internships. Short-term study programs, increasingly popular among HPU students, include opportunities in Ireland, Spain, Italy, France, Australia, and domestic destinations such as Alaska, the Mississippi River delta, Washington, D.C.

Honor Societies: Order of the Lighted Lamp, Alpha Chi (both recognize academic achievement), Sigma Delta Pi (Spanish), Pi Delta Phi (French), Phi Sigma Iota (Foreign Language), Alpha Sigma Lambda (Adult Learners), Pi Sigma Alpha (Political Science), Kappa Delta Pi (Education), Delta Mu Delta (Business), Psi Chi (Psychology), Alpha Phi Sigma (Criminal Justice), Theta Alpha Kappa (Religion).

Social Life: Seven national social fraternities, eight national sororities, as well as several service organizations. Major social events are planned by various student groups.

Cultural Activities: Cultural Program Committee and academic departments sponsor concerts, lectures, entertainment, and performers.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Sports: NCAA Division I intercollegiate competition in (men) basketball, baseball, cross country, golf, indoor track, outdoor track, and soccer; (women) basketball, cross country, golf, soccer, indoor track, outdoor track, volleyball and lacrosse.

Student Services: Student health services, personal counseling, and academic advisors; financial planning and assistance; campus concierge.

Student Government: Active student legislature; students serve on numerous committees with faculty and administrators. Elections for major posts. Residence hall regulations subject to election. Ethics code enforced by students.



The Campus

With 43 buildings on 210 acres, the University is located in a quiet residential area a mile from downtown High Point. Interstate Highways 40 and 85 are easily accessible from the campus, and the area airport is a few miles north of the campus.

Several buildings on campus were part of the original construction in 1924 when the college opened. The University has plans for further development of its facilities to keep pace with the challenge of modern education. All residence halls are air conditioned, wireless, carpeted, and offer free laundry facilities.

Roberts Hall (1924). Roberts Hall was the first structure to be built when High Point College was founded in 1924. The building contains central administrative offices - including the Office of the President, the Business Office, the Registrar's Office, the Office of Institutional Advancement, and the Office of Alumni & Parent Relations.

Slane Student Center (1972/2007). Encompassing 90,000 square feet of space, the Slane Student Activity & Fitness Center is the center of activity for HPU students. It houses a 450-seat cafeteria, campus post office, bookstore, administrative offices, study lounges, recreation areas, meeting rooms, Student Life offices, Experiential Learning offices, basketball courts, aerobics room, cardiovascular center, fully equipped weight room, elevated running track, exercise room, and atrium with food court. Located outside of Slane are a tiered dining terrace, basketball court, swimming pool, pool house, 18-person Jacuzzi, sand volleyball court and student plaza.

Congdon Hall (1967). Provides classrooms and laboratories for biology, chemistry, physics, mathematics and computer science. It was completely renovated in 2000.

The Herman H. and Louise M. Smith Library (1984).

The four-story building currently houses over 310,000 volumes, and has electronic access to over 30,000 full text journals. The Library supports all undergraduate and graduate programs offered by the University. Media Services, also housed in Smith Library, assists faculty and students with digital productions and presentations. The library was thoroughly renovated in 2008.

Wrenn Admissions Building (1937). Built in 1937 and renovated in 1986 and 2006, the Wrenn Building houses the Office of Undergraduate Admissions.

David R. Hayworth Hall (1998) and Charles E. Hayworth Sr. Memorial Chapel (1972). The Hayworth Chapel includes a sanctuary that can be configured to seat 300 people, office of the Dean of the Chapel, meeting rooms, and Fellowship Hall. The adjoining David Hayworth Hall was completed in 1998, and provides classroom space for the departments of Religion, Philosophy and History. It also provides a student lounge and office space for faculty.

Norton Hall (2004). Built in 2004 and named for former La-Z-Boy Chairman, Patrick H. Norton, this building houses the Knabusch-Schumaker International School of Home Furnishings. Surrounding a three-story atrium are

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classrooms, computer assisted design (CAD) lab, design studios, display gallery, faculty offices, advanced technology lecture room, library, lighting lab, and textile room.

Phillips Hall (2007). Houses the Earl N. Phillips Sr. School of Business with faculty offices, state-of-the-art computer labs, ultra-comfortable hi-tech touch-screen technology classrooms, spacious auditorium and guest lecture hall to seat 168, tiered lecture rooms and private study rooms to accommodate two - six persons. Like all other classroom buildings on campus, it is wireless and fully handicapped accessible.

Charles E. and Pauline Lewis Hayworth Fine Arts

Center (2002). The total square footage of this facility is 47,231 on three floors. This state of the art building includes a 500-seat performance hall, art gallery, dressing rooms, multi-purpose room, teaching studios, radio and television studios, costume shop, art studios (printmaking, painting, drawing, and photography), dark room, computer lab, and faculty offices.

Old Student Center. Built in 1941 and completely renovated in 2005, the original Student Center now houses the Empty Space Theatre, costume design lab and the offices of Security and Transportation.

James H. and Jesse E. Millis Athletic/ Convocation Center (1992). Completed in 1992 and renovated in 2008, the Millis Athletic and Convocation Center includes a gymnasium/convocation center which seats 2300 people. Includes an eight-lane Olympic-sized swimming pool, three racquetball/handball courts, offices for faculty and coaches, classrooms, conference suite, aerobics center, and weighttraining center. Six tennis courts adjoin the arena. In 2008, Millis' arena was completely renovated with new seats, lighting system with shutters, light show capabilities, an upgraded audio system, a fourth video board, a new centerhung scoreboard, a new floor and fresh paint.

Jerry and Kitty Steele Sports Center (2007). The Steele Sports Center houses offices for faculty and coaches, includes facilities for weight training, athletic study hall, athletic training, hydrotherapy room, locker rooms for all sports and visiting teams, athletes' tutoring center, and the university's sports information offices.

Norcross Hall (1954/2006). Provides offices for the Norcross Graduate School, the Evening Degree Program, and houses the Information Technology Center, computer

laboratories, classrooms and offices for the Departments of English, Criminal Justice, Human Relations, Sociology, Nonprofit Studies and Exercise Science.

Blessing Residence Hall (2006). This facility consists of 240 fully furnished private bedrooms grouped in two-, threeand four-bedroom suites. Specifically dedicated to incoming freshmen, each suite includes two bathrooms, a full kitchen, dining room and living room. Blessing has fully furnished lounges on each floor, conference areas, laundry room with free laundry, trash chute, elevator, wireless Internet access and is fully handicapped accessible.

York Hall (2007). This facility provides 208 fully furnished private bedrooms grouped in two-, three-, or four-bedroom suites. Specifically dedicated to upperclassmen, each suite includes two bathrooms, a full kitchen, dining room and living room. York Hall has fully furnished lounges on each floor, conference areas, laundry room with free laundry, trash chute, elevator, wireless Internet access and is fully handicapped accessible. York Hall offers Honors living learning communities, along with a faculty-in-residence program.

Belk Residence Hall (1968). Suite-style residence hall for 76 women and 62 men on separate floors; each suite has entrance from an outside balcony-walkway, four rooms, and a lounge area. Belk is completely wireless, and has convenient parking and free laundry facilities. The suites and bathrooms in Belk were completely renovated in 2008.

Millis Residence Hall (1964). Residence hall for 100 women; large social room for each sorority on campus; totally wireless; comfortable study spaces; and free laundry facilities. Millis was completely renovated in 2007.

Finch Residence Hall (1987). Residence hall for 184 male students; arranged in two- room suites with a common area; common areas include pool tables, plasma televisions and comfortable study spaces; totally wireless and handicapped accessible. Completely renovated in 2006.

North & Yadkin Hall (1964). North Hall is a residence hall for 98 residents; Yadkin Hall accommodates 100 students; both halls have common areas with comfortable study spaces and plasma televisions; completely wireless; free laundry facilities. Completely renovated in 2006.

Wesley Residence Hall (1953). Residence hall for 42 women, arranged in suites; free laundry facilities. Completely renovated in 2006.



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McEwen Hall (1924). Residence hall for women, arranged in suites with connecting bath; free laundry facilities. Completely renovated in 2006.

University Village. Located within walking distance of the University, UVille provides apartment-style living for 141 qualified students. This facility includes one -, two -, and three -bedroom units with bath(s), kitchen, living room/dining area, and porch.

Wilson Hall (1998). Provides four six-student apartments on each of three floors. Handicap rooms; comfortable study areas; completely wireless; free laundry facilities.

Dick and Peg Vert Track and Soccer Stadium (2007). Outdoor recreational facilities provide a lighted soccer field, varsity track, concession stand, restrooms and comfortable seating.

Coy 0. Williard Sr. Baseball Stadium (2007). This state-of-the-art stadium features chair-back seating for 500, plus special-guest seating, a concession stand and press box. Home to HPU's Panther baseball, the George S. Erath Baseball Field is part of the stadium, and was upgraded and improved in 2007. In 1998, new dugouts were constructed, and in 2002, a new scoreboard was installed along with a new outfield fence and wind screens.

The John Crowder Memorial Field adjoining the stadium provides for intramural sports.

The Village (2008). This residence complex includes two residence halls, club house (food service), and a swimming pool with Jacuzzi. The residence halls provide 540 fully furnished private bedrooms grouped in two -, three -, or four - bedroom suites. Specifically dedicated to upperclassmen, each suite includes two bathrooms, a full kitchen, dining room and living room. There are fully furnished lounges on each floor, conference areas, laundry room with free laundry, trash chute, elevators, and wireless Internet access. There is a business center and an aerobics area in each residence hall. The buildings are fully handicapped accessible.

Plato S. Wilson School of Commerce (2009). The

60,000-square-foot building includes state-of-the-art technology, classroom space, faculty offices, a Trading Room and a Center for Entrepreneurship and Innovation. The School is designed for students preparing for careers in marketing, sales, entrepreneurship, operations management, supply chain management, human resource management and more. Nido R. Qubein School of Communication (2009). The 60,000-square-foot building houses majors in electronic media, games and interactive communication, journalism,

media and popular culture studies, and organizational communication. It includes state-of-the-art technology and is home to HPU Radio and a TV news station, as well as classrooms and faculty offices.

University Center (2009). The 277,000-square-foot University Center includes residential space for 580 students, a 24-hour study area, multiple dining venues, a cinema house, a convenience store and open seating areas – all under one roof.

North College Townhomes and North College Terrace (2010). Located on North College Drive less than 1 mile from campus, these townhomes and apartments provide another living alternative for upperclassmen.

High Point University: A Brief History

In 1924 High Point College opened as a cooperative venture between the Methodist Protestant Church and the city of High Point. The campus consisted of three partially completed buildings, there were nine faculty members, and student enrollment was 122. Today the University has 43 buildings, is attractively landscaped, the full-time faculty numbers 198, and approximately 3,700 students are enrolled in a wide variety of daytime, evening, and summer programs. Much has changed over the years. Yet the mission of High Point University may still be best expressed in the words of its founders more than six decades ago: "to help us to appreciate and to love our own, to know our needs and opportunities, and to make ourselves more efficient servants of Christ."

The Methodist Protestant Church, which is now part of The United Methodist Church, first became active in educational pursuits in North Carolina in the middle of the 19th century. Of the various institutions which it sponsored, the most ambitious was Yadkin College, which operated in Davidson County from 1856 to 1895 but failed because of its isolated rural location.

At the turn of the century, the vision of a church-related college was revived by the Reverend Joseph F. McCulloch of Greensboro, who labored for nearly a quarter-century to make it a reality. The Annual Conference finally voted to proceed in 1921. Shortly afterwards it accepted an offer from the thriving city of High Point to contribute 60 acres of land and \$100,000 to the project. Classes began in September 1924, even as

the finishing touches were still being added to the original buildings.

The atmosphere of confidence that attended the birth of the College ended abruptly with the Great Depression. For many years thereafter, the struggle to survive was a severe one. Faculty salaries were eventually in arrears by as much as fifteen years, while students occasionally paid tuition in chickens, pigs, and vegetables. In 1934 the College underwent bankruptcy and reorganization in an effort to reduce its indebtedness. Yet slowly this situation began to improve. By the end of the decade, library and gymnasium facilities had been added, and (with W.P.A. assistance) an athletic stadium was constructed. Financial stability ultimately returned with the liquidation of the debt in 1945.

The postwar decades brought renewed prosperity and rapid growth. Under the influences of the G.I. Bill and the "baby boom" of the 1940s and 1950s, enrollment more than tripled, with a corresponding increase in staff. The College's programs received full regional accreditation in 1951. Additional facilities were added in response to this growth in size and professionalism: four residence halls between 1953 and 1968, two classroom buildings, a second gymnasium, an auditorium, a chapel, and a campus center. Crowning the physical expansion was Smith Library, completed in the spring of 1984, with a capacity three times the size of the former facility. The original men's residence hall was replaced in 1987 with a 221-resident facility. The Millis Athletic/ Convocation Center was opened in late 1992 and provides facilities for convocations, physical education, athletic, and health activities. On October 9, 1991, by the action of the Board of Trustees, the name of High Point College was changed to High Point University.

High Point University announced in October 2010 that it was increasing its investment in the transformation of the university from \$300 million to \$1.262 billion. Major areas of focus include academic programs, student life, scholarships and construction of new facilities. The campus transformation is made possible through gifts, bonds and operating revenues.

Since 2005 High Point University has completed constructing 15 new buildings and two stadiums, in addition to renovating 27 other structures on campus. The campus has grown from 90 acres to 210 acres.

Mission of the University

High Point University is a private, liberal arts university affiliated with The United Methodist Church and dedicated to the Judeo-Christian principles of inclusiveness and diversity. The mission of High Point University is to provide vital and distinguished undergraduate and graduate programs that enhance students' powers of inquiry, breadth of knowledge, command of written and spoken language, and insight into ethical behavior. This mission is deeply rooted in the liberal arts and is reflected in seven overlapping commitments: To foster close communication, both inside and outside the classroom, between motivated students and faculty who are committed to teaching and scholarly activity;

- To blend imaginatively critical thinking, intellectual inquiry, and aesthetic appreciation with a practical need for innovation, skill, and knowledge within professional disciplines;
- To promote the balanced development of students' cognitive, social, and physical capacities;
- To offer an education, grounded in the development of character, personal responsibility, and a sense of civic duty, that prepares students for leadership, citizenship, and service in a diverse global community;
- To provide the opportunity for exploration of faith and humane values within a Judeo-Christian context;
- To contribute to the educational and cultural life of the broader community by offering cultural activities of regional and national interest, and by devoting the resources of the University, the professional skills of the faculty, and the talents of students to local charities, businesses, and other civic groups;
- To maintain a physical environment, including classrooms, libraries, laboratories, and open spaces, that supports the academic success of students and the professional development of faculty.

In pursuing each of these commitments, High Point University is guided by the principles of intellectual freedom, academic excellence, and ethical rigor, and by the desire to create and enhance an environment conducive to the liberal arts education and professional development of students.

Admissions





Admission to the University

Students are admitted to the University through three separate offices. Undergraduate students enrolled in the traditional day program are admitted through the Office of Undergraduate Admissions. Undergraduate students enrolled in the Evening Degree Program are admitted through the Office of the Evening Degree Program. Graduate students are admitted through the Office of Graduate Studies.

High Point University does not discriminate on the basis of gender, race, color, national origin, ethnic origin, or physical condition in the administration of policies and programs involving admission, educational services, financial aid, or other activities generally provided to undergraduate and graduate students at High Point University.

Undergraduate Admission

Decisions involving undergraduate admission to High Point University include consideration both of what applicants have done and what they can do. In support of this philosophy, the Office of Undergraduate Admissions, the Office of the Evening Degree Program, and the Committee on Undergraduate Admissions make every possible effort to accurately predict academic success at the University.

Although responsibilities for undergraduate admission are assigned to the Office of Undergraduate Admissions and to the Office of the Evening Degree Program, the Committee on Undergraduate Admissions is routinely responsible for policies involving undergraduate admission for both the day and evening programs.

Admission Decisions

Except for the Office of Undergraduate Admissions, High Point University operates under a rolling admission plan. Soon after all requisite materials are received, a decision is made regarding admission, and the applicant is advised of that decision.

If the University denies a student admission to any undergraduate program at High Point University, then the student is denied admission to all undergraduate programs at High Point University. A student may not reapply for at least 6 months.

Freshman admission to the traditional program

The Office of Undergraduate Admissions operates under a deadline admission plan. Applicants will be notified of a decision according to the timetable listed below.

Early Decision	Application Date: Nov. 1 Notification Date: Nov. 23	
Early Action	Application Date: Nov. 8 Notification Date: Dec. 10	
Regular Decision	Application Date: Mar 15 Notification Date: Rolling	

Students seeking freshman admission as traditional students must submit the following documentation: an application for admission to High Point University; \$50 application fee; official high school transcript(s); scores on either the SAT or ACT tests; and Counselor Report Form. In addition, a campus visit is strongly recommended.

To request information for the traditional undergraduate program, contact the Office of Undergraduate Admissions at 800-345-6993. Students may also apply on line (www. highpoint.edu/undergraduate). For information on the SAT or ACT testing programs, consult your high school guidance office or contact the Office of Undergraduate Admissions at High Point University.

The following high school courses are required for freshman admission to High Point University in the day program

English	4 Units
Mathematics*	3 Units
Second Language**	2 Units
Social Studies	3 Units
Science***	3 Units

* Required Courses: Algebra I, Algebra II, Geometry.

** May be waived. English will be considered as a foreign language for students who speak English as a second language.

***Two or more of the following: Astronomy, Biology, Chemistry, Environmental Science, Physics, Physical Science.



Transfer Admission to the traditional program

For purposes of admissions and records, students who earned college-level academic credit while still enrolled in high school or during the summer thereafter shall be considered freshmen, regardless of the number of credit hours earned for such work. Such students should follow the application procedures for freshmen outlined above, except that transcripts of all college-level work attempted must be forwarded to the Office of Undergraduate Admissions.

Except as indicated above, students who will have earned twenty-four or more semester hours of college-level work, or the equivalent thereof, prior to enrollment shall be considered transfer students for purposes of admissions. Students seeking admission by transfer should submit (1) the application for undergraduate admission and \$50 application fee; (2) the official transcript of the high school from which they were graduated; (3) separate and official transcripts from each college or university attended; (4) SAT or ACT scores; and (5) the Dean's Release Form.

The official transcript(s) of previous college-level work must be sent directly to the University from the institution(s) previously attended. The student must be eligible to return to the institution in which they were last enrolled. The applicant cannot be admitted until such records are on file in the Office of Undergraduate Admissions.

Admission as International Students

International students who seek admission as freshmen or as transfer students should follow the instructions provided above. In addition, they must demonstrate proficiency in English.

Proficiency in English

International students who are non-native speakers of English are required to have their official TOEFL or IELTS scores submitted by the testing organization in order to be considered for admission to the University. The TOEFL exam may be taken at an official testing center or on-line. In addition to the TOEFL scores and the SAT, the University may require an additional exam and interview in order to determine English proficiency. All non-native speakers of English are strongly encouraged to complete a summer immersion program in English in the United States before their first semester at High Point University.

Immigration Documentation

High Point University will issue the form I-20, which, together with a visa, is a requisite to entry into the United States, (1) only after the student is officially accepted, (2) only after certification of financial support is received by the University, and (3) only after a \$500 enrollment deposit has been received. Once the I-20 is in hand, the international student should secure a student visa from the U.S. Embassy or Consulate in the country of permanent residence. Under no circumstance should a student enter the United States with the intent to register at High Point University unless both a current I-20 and a current student visa are in hand.

Once an international student has enrolled at a college or university in the United States, eligibility must be re-established each time the student departs from and returns to the United States and each time the student transfers from one institution to another. Failure to do so ordinarily will result in cancellation of the visa, in which case the student must depart the United States.

Health Insurance

During their enrollment at High Point University, international students should purchase health insurance from a company which has headquarters in the United States and whose programs and services are routinely accepted throughout the United States.

Credit upon entry to High Point University:

In some cases international students may be awarded university credit for coursework taken in secondary school in their country. Such schools are university preparatory and ordinarily include a 13th year (not counting kindergarten). Some examples include British A-level exams, the French Baccalaureat and the German Abitur. The student must send an official English translation of the transcript and course descriptions.

Credit is awarded by High Point University on a case-bycase basis, and the student must petition the University for credit evaluation. For information about the credit evaluation procedure, contact the Office of Undergraduate Admissions. In order to guarantee credit evaluation before the semester begins, all documents should be submitted at least three months prior to your enrollment.

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Continued Enrollment Policy

Any non-native speaker of English who has not demonstrated sufficient English skills to indicate success in his/her studies during the first semester shall be notified by the Office of the Vice President for Academic Affairs that he/she will be required to improve his/her English skills over the summer in order to be re-admitted to the University the following fall. This requirement will be based on assessment by instructors in ESL and other courses, and on the student's grades in all classes.

The student will receive assistance in finding a suitable summer program in the United States. This program must be an accredited intensive ESL program, and the student will be required to enroll for a minimum of 10 weeks.

Should the student's English skills show a marked improvement over the course of the spring semester, the recommendation for an intensive ESL summer program may be waived. Upon successful completion of an intensive ESL program during the summer, the student must submit a certificate of completion to the Office of the Vice President for Academic Affairs. The certificate must be received no later than the first day of class. Readmission for the fall term will not occur until the certificate is received.

Special Admission

Students who are non-degree-seeking may take courses at High Point University, with approval. Such students will be classified as non-degree-seeking students by the Office of Undergraduate Admissions or by the Office of the Evening Degree Program and may remain so until they have completed 27 semester hours.

By writing to the Registrar and applying to the Office of Undergraduate Admissions, a non-degree student may request a change to regular degree seeking status provided the student has met all requirements for admission and has completed at least 12 semester hours with a cumulative grade point average of 2.45 or higher.

Admission to the evening degree program

High Point University established the Evening Degree Program in 1978. Undergraduate degree programs are offered in High Point and at High Point's Budd Family campus in Winston-Salem, North Carolina. The program is structured to meet the special needs and time constraints of working professionals. Evening classes are structured to meet in 8 week terms, 3 nights weekly. Students may complete their degree requirements in four years with year round enrollment.



Students admitted to the Evening Degree Program as degree-seeking students must be at least 23 years old and either be high school graduates or hold a General Education Development (GED) Certificate. While scores on the Scholastic Assessment Test (SAT) should be provided, if available, life experiences may be considered an alternative way of determining readiness for college.

Students seeking admission to the Evening Degree Program must request official transcripts from high school or any previously attended colleges and/or technical schools. In addition, the student must submit the Evening Degree Program admission application. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Official transcripts must be mailed directly to the Evening Degree Program and students must submit offical transcripts for each institution attended. It is not necessary to provide high school transcripts if the student has attended previous colleges, universities, and/or technical schools. Students who have previously attended college must be eligible to return to the college last attended. An exception may be made for students who have been out of school for more than one academic year.



Degree programs offered through the Evening Degree Program are: Accounting** Business Administration** Elementary Education* History * Special Education * * High Point campus only

**Winston-Salem campus only

For admission information, contact: High Point University Evening Degree Program 833 Montlieu Avenue High Point, North Carolina 27262 Telephone: 336-841-9020 www.highpoint.edu/edp

In Winston-Salem: High Point University Evening Degree Program Budd Family Campus 6000 Museum Drive Winston-Salem, North Carolina 27105 Telephone: 336-767-7107 www.highpoint.edu/edp

Application for ReAdmission

Undergraduate students who have terminated their registration during the course of a semester or who, once enrolled at the University, have not returned for one or more terms, exclusive of the summer sessions, must apply for readmission through the Office of Undergraduate Admissions (traditional students) or through the Office of the Evening Degree Program. In cases involving prior ineligibility, the application for readmission must be accompanied by a letter of appeal which shall be referred to the Committee on Undergraduate Admissions for action. See page 35 of the University Bulletin for additional information.

Credit By Transfer

Credit earned while enrolled in high school

A student entering High Point University directly from secondary school will be allowed exemption and credit upon presentation of satisfactory scores on Advanced Placement (AP) examinations, examinations of the College-Level Equivalency Program (CLEP), or for college-level work completed at an accredited college while enrolled in secondary school. See page 39 for information on the International Baccalaureate Programme.

Credit by evaluation

High Point University will allow elective credit for a maximum of thirty (30) semester hours of USAF/DANTES work compatible with the curricula of High Point University and passed with a satisfactory score.



High Point University may allow credit for documented post-secondary experiences resulting in demonstrable college-level learning. Such experience should be gained prior to initial enrollment at High Point University.

Credit for prior college work

Credit will be given for academic work completed in any other accredited college or university, provided that such work is compatible with the curricula of High Point University. There is no credit limit for courses transferred from an accredited senior college or university; however, students must complete their final 31 hours at High Point University. A maximum of 66 semester hours, or 99 quarter hours, may be transferred from a two-year or community college with Direct Transfer Agreements.

Credit for courses compatible with the curricula of High Point University which were taken at a two-year or community college which is not accredited may be awarded following completion of 30 semester hours at High Point University with a cumulative grade point average of 2.0 or higher and with the approval of the Vice President for Academic Affairs and the University Registrar.

With departmental approval, up to 62 semester hours of transfer credit may be awarded for programs and courses taken at proprietary colleges, provided the courses are compatible with the curricula of High Point University.

A maximum of 12 semester hours of credit may be awarded for non-traditional instructional programs which are compatible with degree programs at High Point University. Such decisions shall be made by the Vice President for Academic Affairs, the Registrar, and the Assistant Registrar of the Evening Degree Program, using recommendations established by the American Council on Education, where applicable.

Students who have earned the degree Associate in Applied Science (A.A.S.) in selected technical programs from an accredited technical or community college may be granted up to 62 semester hours of transfer credit. In such cases, courses that are equivalent to courses listed in the High Point University Bulletin will be entered on the student's academic record and may be used to meet core requirements. All other such credit will be entered as General Electives. A list of approved technical programs may be obtained from the Office of the Registrar, the Office of Undergraduate Admissions, or the Office of the Evening Degree Program. Technical programs that are not currently on the approved list may be added by departmental recommendation if the program falls within a specific department, or by the Provost, the Registrar, and the Dean for Evening Degree Programs if the program is interdisciplinary in nature.

Direct Transfer

High Point University has established Direct Transfer Agreements with many associate degree granting institutions. A list of Direct Transfer Agreements is maintained by the Office of the Registrar.

Direct Transfer means that High Point University accepts up to 66 semester hours or 99 quarter hours of credit for students presenting the degree Associate of Arts (A.A.) or Associate of Science (A.S.) from institutions with direct transfer agreements without course-by-course evaluation. Transfer credit from other accredited institutions is evaluated on a course-by-course basis in terms of compatibility with the High Point University curricula.

High Point Record

Courses transferred to High Point University are shown on the High Point University transcript, together with hours earned; but neither grades nor quality points are assigned, with the result that academic work completed at other institutions does not alter the cumulative grade point average established at High Point University. A student may transfer a maximum of two courses, limited to courses outside the major, in which the grade D has been earned.

Admission to the Graduate Program

Admission to graduate programs is managed through the Norcross Graduate School. Only students with an earned bachelor's degree and graduate admission status are permitted to enroll in graduate level courses. For information about graduate admission, contact:

Norcross Graduate School High Point University 833 Montlieu Avenue High Point, North Carolina 27262-3598 Telephone: 336-841-9198 or 800-345-6993 E-mail: grad-apps@highpoint.edu Website: www.highpoint.edu/graduate

Educational Fees





Tuition and Fees

The University uses the comprehensive fee structure for billing of tuition, student fees, room and board. This is a convenient way for families to estimate their investment accurately. In addition, the comprehensive fee covers use of the fitness center, laundry facilities, kiosks, campus concierge, concerts, nationally known speakers, athletics, technology, tutoring, and parking. It does not include books or specific course fees.

Student Charges for 2010-2011

Comprehensive Fee for students living on campus*	\$35,400
Comprehensive Fee for commuting students	\$26,000

*The comprehensive fee for students living on campus is based on double occupancy bedrooms. There will be an additional fee for students choosing a single room occupancy. The additional charge ranges between \$1500 and \$4400 annually depending on the specific residence hall and room type.

The comprehensive fee listed is for the student taking the normal full-time load of 12 through 18 credit hours per semester. An additional charge of \$400 per credit hour will be charged for each hour beyond the 18 hours for the semester. Charges are determined at the close of the add period.

In addition to the charges stated, the student may have accident, hospitalization and surgical insurance as provided on page 21.

Part-time Student Charges

Students attending on a part-time or commuter basis will pay \$700 per semester credit hour if they are taking up to and including 11 semester credit hours. There will also be a \$130 technology fee per semester. Students who enroll in 12 or more semester hours will pay the same tuition and general fee as a full-time degree-seeking student. Part-time students who do not pay student fees will not be permitted to participate in any student activities outside the classroom including, but not limited to, intramural activities, student government, Greek life, the Student Health Center and Slane Student Fitness Center.

Matriculation and Housing Deposit

The matriculation and housing deposit is credited directly to the account of the student and does not represent an additional charge.

Personal Costs

In addition to the fixed charges at the University, each student will have personal expenses. Books are not included in the tuition fees. While the cost of new books for a year may exceed \$600, used books are frequently available at a much reduced cost. Other supplies and personal items are available in the University bookstore.

In computing the total cost of college, transportation should be considered. The Student Life Office assists students in pooling rides to distant states.

Course Fees

No fees for individual courses will be charged except for practice teaching courses; certain music, art, and biology courses; and bowling, golf, swimming and various other physical education courses that may be offered. Fees for all courses will be announced at the beginning of the semester.

Late Registration Fees

All students, excluding incoming freshman and transfer students, are expected to complete their registration by the registration deadline date as indicated by the university calendar. Students who register after the registration deadline will be charged a \$250 late registration fee.

Applied Music

The charge per semester for private lessons in voice, organ, or piano is \$85 for one half-hour lesson a week.

Class lessons in voice are \$40 per semester for one credit hour.

Persons other than regular University students as well as University students who take private music lessons on a noncredit basis will pay \$100 per semester for one half-hour lesson per week.

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Auditing Fees

Occasionally, a student may be allowed to audit a course for which no credit is given. If this is permitted, the charge will be one-half of whatever the charge would be on a credit basis.

Method of Payment

The amount due each semester will be indicated on the billing notice. Billing statements for the fall semester are mailed in May and due in June. Billing statements for the spring semester are mailed in November and due in December. This statement will include anticipated charges and will reflect any financial aid grants and automatic credits. Payments sent by mail should be mailed at least 10 days in advance of the due date to assure receipt by the due date.

An additional statement of account will be mailed at midterm for each semester. At all other times, a student's account will be available through online internet access of the student's MyStuff account. Students may authorize their parents or guardian access to the online statement. Online statements allow families to monitor account details at any time, eliminating the delay of sending the information through the mail.

Under no circumstances will a student receive official transcripts until he has made full settlement of his account, nor may any student be readmitted until all previous charges are paid in full. Any legal or collection agency fees incurred in the collection of monies owed to High Point University will be considered a debt to the University. No student may be graduated or receive a transcript of his University credits until his account with the University is paid in full.

Banking and Check Cashing

To have ready access to funds, students are encouraged to open a checking account in one of the local banks.

The Cashier's Office will cash checks for students who choose not to open accounts with local banks. A \$25 returned check fee will be charged for each check that is returned from the bank for nonpayment. The bookstore will also honor out-of-town checks for our students. The bookstore does not allow purchases to be charged on the



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student's account. The University also has an automated fullservice money access center (ATM) available on campus.

Refunds

When a student registers, it is for the full term or semester. Therefore, if the student drops out during the period, for whatever reason, the comprehensive fee will be prorated weekly over the first seven weeks of the semester. After the seventh week, 100% of the comprehensive fee will be charged and no refund will be issued.

Depending upon student status at the time of withdrawal and if Federal Title IV funds are involved in the Financial Aid Award, other refund policies may be applicable; i.e., pro-rata or federal methodology, whichever is greater. Contact the Office of Student Accounts for complete details.

Any refund is contingent on a student's officially withdrawing from school. To officially withdraw from school, a student must report to the Provost.

Students wishing to withdraw should also consult with the Office of Student Financial Planning to determine if stipulations associated with the financial aid package will lead to changes in the financial statement.

A student registering as a full-time student (12 hours minimum) will not be refunded monies after the first week if he drops to less than 12 semester hours. A student who withdraws from a course or courses after the first week will not be forgiven for any financial obligation associated with that course. A course or courses added later must be paid for based on total hours enrolled after the first week, regardless of withdrawals. As an example, a student may enroll in 18 hours and then drop three after the first week. A one-hour course subsequently added results in 19 credit hours and an additional charge for one overload credit hour.

No refund will be made for student insurance or miscellaneous charges such as parking tickets, library fines, or student life violations.

Monthly Payment Plan

The operation of High Point University is contingent upon payment of charges according to the established schedule. However, persons desiring to pay charges by interest free installments may wish to consider the High Point University Monthly Payment Plan, managed by College Foundation of North Carolina. This Plan allows families to pay annual expenses in 10 equal installments beginning June 1. This plan is presented to parents as a convenience in meeting their educational expenses and can be of value in budgeting these expenses from monthly income. Materials for this plan can be found on the Student Accounts web page www.highpoint.edu/studentaccounts.

Families with payment plan accounts terminated for deliquent payments will not be able to use the plan as method of payment in future semesters.



Accident, Hospitalization and Surgical Insurance

High Point University offers to all of its full-time students a low premium accident, hospitalization and surgical insurance plan. This coverage is mandatory for all full-time students unless they are covered under a comparable medical insurance plan. The mandatory coverage must be specifically waived through procedures prescribed by the Office of Student Accounts. Details of the student insurance plan will be mailed with the fall billing statement.

Financial Planning





General Information

High Point University offers financial aid from the federal student financial aid programs, North Carolina state programs, and High Point University programs. The FAFSA must be completed to be considered for any need-based financial aid.

The financial aid program is administered without regard to age, handicap, race, color, sex, religion, or national origin.

All new and returning students requesting aid are required to submit the FAFSA. **Priority will be given to applications** received by March 1.

The Student Financial Planning Bulletin explains the federal programs, the application process, and the eligibility requirements. The Student Financial Planning Bulletin may be obtained from the Office of Student Financial Planning or online under Documents You Can Download.

Types of Financial Assistance

Federal Student Financial Aid Programs

High Point University participates in the federal student financial aid programs. The federal student financial aid programs include the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, Federal Work-Study, the Federal Perkins Loan, and all Federal Direct Ioan programs.

North Carolina State Financial Aid Program

The North Carolina Legislative Tuition Grant (NCLTG) is available to legal North Carolina residents. The 2009-2010 NCLTG provided a grant in the amount of \$1850 for the academic year. The application and the eligibility requirements may be obtained from the Office of Student Financial Planning. The NCLTG is not based on financial need, and the student does not have to complete the FAFSA to be considered for the NCLTG. Amounts are contingent on the NC General Assembly.

The North Carolina State Contractual Scholarship Fund for Needy North Carolinians (SCSF) is available to legal North Carolina residents demonstrating a financial need. The application process is the same as for the federal student financial aid programs as explained in *The Student Financial Planning Bulletin*, which may be obtained from the Office of Student Financial Planning. The North Carolina State Student Incentive Grant (NCSIG) is available to legal North Carolina residents demonstrating an exceptional financial need. The student must submit the FAFSA no later than March 15 to be considered for the NCSIG.



High Point University Need-Based Grant Program

High Point University offers a need-based grant. The application process is the same as for the federal student financial aid programs as explained in *The Student Financial Planning Bulletin* which may be obtained from the Office of Student Financial Planning. The priority deadline to apply for the High Point University Need-based Grant is March 1.

The FAFSA qualifies a student for consideration under any of the financial aid programs administered by the University. The majority of financial aid offered will be "packages" made up of At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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aid from one or more of four basic sources—scholarships (both merit and need-based), grants-in-aid, student employment, and loans. In addition, many students receive aid from outside sources. Application can be made at www. fafsa.ed.gov.

Academic Scholarships

High scholastic achievement is the primary criterion for academic scholarships. In order to be eligible for consideration, a student must have obtained an overall average of B or above in all academic work undertaken. Recipients must maintain a B average for scholarships to be renewed. Financial need is a consideration for many scholarships. **Any scholarship is terminated if a student interrupts full-time enrollment other than summer**

sessions. All scholarships require the student to be enrolled full-time.

Presidential Scholarships are awarded on a competitive basis through an interview process held each February on Presidential Scholarship Interview Day. These scholarships include Presidential/Honors, Presidential, and Fellows. Contact the Office of Admissions for full information and applications.

Scholarships for International Study

Students who intend to apply for international scholarships for graduate study (e.g., Fulbright, Rhodes, Rotary) should secure information descriptive of these scholarships during their first semester of enrollment, and they should



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participate in workshops conducted by the International Studies Committee for students who wish to apply for such scholarships. Although expectations differ according to the scholarship, successful candidates for these scholarships have certain credentials which must be established throughout their University careers.

Other Scholarship Funds are provided through the generosity of individuals, business firms, and civic organizations.

Leadership and Service Awards

The William Swanson and Helen Faris Wray Endowment was established in 1996 through gifts from their son, Dr. Morris G. Wray. The income from the endowment will underwrite four awards annually: the University Award for Achievement, Citizenship, Leadership, and Service. Recipients of the awards are selected annually by a committee appointed by the Vice President for Student Life. The awards are presented on Honors Day by the University President.

Awarding Policy

The University awards University Fellowships and Presidential Fellowships or Scholarships as a result of Presidential Scholarship Competition. Later, named scholarships, funded by the endowment, may be substituted for merit-based scholarships funded by the University, and the University may request that the recipient meet with the donor. The student will be recognized as a recipient of all such awards, but the total monetary value may not exceed the value of the highest award, except where the student's demonstrated financial need, as determined by the Free Application for Federal Student Aid (FAFSA) and by the University's awarding policy, exceeds the value of the higher award.

Most scholarships funded by the endowment or by University funds are awarded with the anticipation that the student will live on campus; therefore, scholarships may be adjusted if the student lives off-campus instead. Except where scholarships are specifically established for commuting students, the total financial aid package cannot exceed the money that the student owes the University, except where the student is eligible to borrow at a level which exceeds the amount the student owes the University, or where the student is awarded a scholarship not administered by the University.

Other financial planning policies, which are described in the High Point University Student Financial Planning Bulletin available from the Office of Student Financial Planning at High Point, may apply.

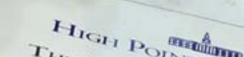


Student Life

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HIGH POINT UNIVERSITY

THE UNIVERSITY HONOR CODE Provide the students of High Point University, believe that houses and integrity are essential to student development, whether houses to therefore, we assert that:

Every student is bonor-bound to refrain from conduct discredut to the student and/or to the University; student and who Every student is honor-bound to refrain from cheating:

Every student is honor-bound to refrain from ionor-bou

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Student Life at High Point University

An institution of higher education, like an individual, has a character derivative of its history. Although High Point University now enrolls graduate and undergraduate students in day and evening programs on two separate campuses, the policies and practices of the institution reflect its origins as a residential college related to The United Methodist Church and its predecessors. These traditions determine, in part, the University's character; and its character is reflected in its programs, services, and regulations.

The statements which follow are descriptive of student life at High Point University. For more detailed information, see the *Guide to Campus Life*.

Codes of Conduct

High Point University is an academic community which seeks to be open, just, disciplined, caring, and celebrative. In support of this goal and with the assistance of the Student Government Association, the University Honor Code and Uniform Conduct Code have been established.

University Honor Code

University students have the right and responsibility to live and learn in an environment free from fraudulence and dishonesty. Therefore, the Student Government Association has developed the High Point University Honor Code which has been officially adopted in a student referendum and endorsed by the faculty and by the Board of Trustees. The Honor Code affirms that:

- Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University;
- · Every student is honor-bound to refrain from cheating;
- Every student is honor-bound to refrain from collusion;
- · Every student is honor-bound to refrain from plagiarism;
- Every student is honor-bound to confront a violation of the University Honor Code;
- Every student is encouraged to report a violation of the University Honor Code.

Uniform Conduct Code

Although the University is not a parent, it does expect mature, responsible, adult behaviors both on campus and off. While the University regards each student as a responsible adult, it reserves the right to administer established sanctions, including, but not limited to, dismissal or expulsion from the University, for what the University perceives to be incompatibility with established goals or standards. Furthermore, the University reserves the right to require the withdrawal of any student for behavioral or emotional reasons. In all cases, the University will be guided by principles of charity, fairness, and reason; and the student will enjoy the right of appeal.

In the event that a student is excluded from University facilities and in cases of dismissal or expulsion, any fees due or paid will not be cancelled or refunded, in whole or in part, and neither the University nor any of its officers shall be under any liability for a student's exclusion.

Students are expected to obey municipal, state, and federal laws. Violations of such laws may be referred to appropriate law enforcement agencies, but the University may also impose disciplinary sanctions as described in the *Guide to Campus Life*.

Student Support Services

Academic Advising

Each student is assigned to an academic advisor. Day students are advised by a member of the faculty who is assigned or reassigned on the basis of the major once the major has been declared. Day students who need to change their advisors should contact the Office of Academic Development.

Evening students who are enrolled in the undergraduate program are advised by professional staff in the Office of the Evening Degree Program. Evening students who are enrolled in the graduate program are advised by a member of the graduate faculty who teaches in the academic area in which the student is enrolled.

Academic Services Center

The Academic Services Center, located in Smith Library, is open Sunday through Friday. The ASC is an internationally

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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certified learning center by the College Reading and Learning Association. The programs and services of the ASC include free tutoring by CRLA-certified peer tutors in addition to supplemental instruction, disability support services, academic development and enhancement programs and workshops, and the Learning Excellence program.



Professional staff arranges one-on-one and small group tutoring for enrolled undergraduate students. Tutoring is offered in most subject areas on an individual or group basis according to a walk-in schedule or by individual appointment. All tutors are certified at one of three certification levels based upon training and experience. In addition, support for all aspects of writing and research are also provided.

Supplemental Instruction (SI) is a unique learning support program where the SI leader is one who has successfully completed the course, attends each class, and holds exclusive out-of-class review sessions for students enrolled in the class. The SI tutoring approach is a cooperative, active effort between instructor, students, and the SI leader.

The Academic Services Center also coordinates disability support services. It coordinates accommodations and course substitutions for students with a documented diagnosed disability. To receive accommodations, the student must declare their disability and provide current documentation/ psychological assessment to the disability coordinator in a timely manner. The disability support staff also provide testing accommodations, assistive technology, mentoring, time management, and organizational skills development, in addition to other academic support services.

Learning Excellence is a fee-based program and provides students with mandatory tutoring and study hall, coaching, peer mentoring, plus selected intense study and test taking strategy workshops. The primary goal of Learning Excellence is to assist students in maximizing their learning strengths and potential as well as to achieve success in the academic environment

Counseling Services

Mental wellness for students includes the ability to form and maintain healthy relationships, to balance work and play, to adapt to change, and to cope with stress. The Office of Counseling Services, located on the third floor of the Slane Student Center, assists students who, because of emotional, behavioral, and/or psychological factors, experience difficulties related to mental wellness.

Services provided to individuals and groups include counseling and psychotherapy, referrals, crisis response, consultation, and training. These services are intended to help students explore their feelings and thoughts, clarify their values and beliefs, develop healthy attitudes, examine available and realistic options, and make satisfying decisions.

With regard to standards of practice, the Office of Counseling adheres to the Code of Ethics of the National Board for Certified Counselors (NBCC).

Cultural Programs

Each year, the University sponsors a Cultural Enrichment Series which is planned by a Cultural Affairs Committee composed of faculty, staff, and students. In addition to performances by University organizations such as The Tower Players and the University Singers, the series includes art exhibits, performances by visiting actors and musicians, and lectures by national or international personalities. Academic credit may be received for participation in designated programs (see IDS 1151. Cultural Foundations).



Tobacco-Free Environment

At High Point University our number one priority is the health and safety of our students, faculty and staff.

High Point University is now a tobacco-free campus. This policy prohibits tobacco use across campus including inside and outside of buildings, patios and walkways, parking lots, university owned properties, inside vehicles, and any and all other areas of campus. No one is allowed to sell or discard tobacco-related products on campus.

Please refer to the *Guide to Campus Life* for complete details pertaining to this policy.

Student Health Services by Cornerstone Health Care

High Point University is proud to partner with Cornerstone Health Care to offer extraordinary health care to our undergraduate day students.

Cornerstone Health Care was formed in 1995 and is one of the leading health care providers in our region with more than 100 providers, 35 separate practices and a wide range of ancillary services.

Student Health Services by Cornerstone Health Care is located in the bottom level of Wilson Hall on West College Drive. The staff may be reached at 336.841.4683 or studenthealth@highpoint.edu.

During the school year, the hours of operation are Monday - Friday, 8:30 am - 5:00 pm. For after hours care undergraduate day students may contact High Point Family Practice at 336.802.2040. High Point Family Practice is located at 905 Phillips Avenue in High Point. For emergencies students are asked to go to the local emergency room at High Point Regional Health System.

Student Health Services by Cornerstone Health Care offers the following services:

- Medical examination and treatment of illnesses and injuries
- Monitoring and management or referral of some chronic conditions such as diabetes and asthma

- 24 hour nurse phone triage service
- Cardio-pulmonary resuscitation training for select HPU groups
- Health and wellness examinations, including women's health
- Access to High Point Family Practice
- Simple medical procedures such as suturing and cryotherapy
- Routine immunizations (billable to student account)
- Flu shots (billable to student account)
- Laboratory testing and pathology (billable to student account or insurance)
- Prescriptions dispensed at Clinic (to be billed to student account or insturance)

Students who are eligible for Student Health Services through payment of the general fee may utilize the services at no additional charge. However, if laboratory, other testing or certain medications are required for treatment of an illness or injury, the student may incur a charge for those services.

If a student has medical insurance with a prescription plan, a prescription can be written for a local pharmacy. If a student does not have access to a prescription card plan, medications can be ordered and the student's account will be billed. Medicines can be delivered to Student Health Services.

International students must purchase and have in effect health insurance from a company that has offices in the United States.

The Libraries

There are three libraries at High Point University; the **Budd Campus Library, Smith Library** and the **University Center Learning Commons**. In addition the campus also has two special book collections; the **Bassett Furniture Library in Norton Hall** and the **Qubein School of Communication Collection**.

Budd Campus library – Located at the High Point University Winston Salem campus, the Budd Campus Library is open 5 days a week, houses a small collection, and provides students with technology and a great place to study and work on papers. A librarian is available to the students when classes are in session.



Smith Library - Open 7 days a week with a 24 hour a day schedule, Smith Library is a fifty thousand square foot facility that houses the university's book and media collections. As the center of information resources and research on campus, the library is responsible for developing and housing a collection that is used by the High Point University community. Access is provided to a traditional collection and to materials accessed online in support of undergraduate and graduate majors at the University. The materials at Smith are available to all the students at the university and can be requested via the web catalog. Requested materials can be delivered to campus locations.

The collection contains 310,000 volumes that also include 58,000 electronic books. Special collections include the *Furniture Library Collection*, the *Evan's Early American Collection*, an extensive Furniture Market collection, a *North Carolina Historical* collection and the Powell Room houses an autographed book collection and the *Ayn Rand Reading Collection*. Popular fiction and new books are housed on the main floor of the building and the book collection is housed on the third and fourth floor. The library provides access to 30,000 periodical titles through electronic databases, paper and electronic subscriptions. Laptops and other media equipment can be checked out at the Circulation or Media Desk.

The **four floors of the library** contain 180 places to study. Wireless internet access is available in all of these study area, making any chair a study space. The *Lower Level Group Study* is an area where students can work in groups and speak in normal voices. The lower level of the library includes an instruction lab and Media Services has a small technology lab. The main floor of the library houses two large computer labs. The *Third Floor Quiet Study* is a place where students can find a quiet study area. The fourth floor is the home to Academic Development and the library's history collection is housed on this floor. In all there are approximately 100 computer workstations in the building for students to use.

The **Reference Department** provides research help in-person, by phone and via email. Reference Services also provides instructional classes. These "how to" research classes are offered to students throughout their college career.

If a patron of the University needs materials that the library does not hold we will get that item. Our popular "Books on Demand" service acquires student or faculty requested materials which are then added to the collection. This service gets the material in the hands of the researcher quickly and enhances the collection.

Media Services at Smith Library provides multi-media services to individuals, classes and groups at the University. Media Services houses a large media collection that contains instructional media used by professors to augment classroom instruction plus a popular movie collection.

University Center Learning Commons is a 6,000 square foot facility that was open in the Fall of 2009 to provide library services and a research facility to students on the north side of campus and to the students that live in the University Center. Staffed 7 days a week with a 24 hour a day schedule, the Learning Commons houses 8 public computers, a business center so that students can copy fax and complete school work and a book collection of current popular fiction.

Bassett Furniture Library in Norton Hall is a high quality collection of resources in the area of furniture styles and industry. This small highly focused collection is referenced by furniture and design students as they do course work in their field.

Qubein School of Communication Collection is housed in the Qubein School of Communication. This autographed collection is made up of writers in the field of sales, self-help and other literature in the field of communication. Each of these volumes can be viewed and read while at the Qubein School of Communication Library.

Librarians are on the Web – Students can have access to librarians at High Point University 24 hours a day – 7 days a week via online chat. You can also visit the library on Facebook at Ask HPULibrary and see list of new books, DVDs and library related events. All online resources are accessible on the web for students, faculty and staff and off-campus access is available using a patron's High Point University email username and password, providing a seamless access to our online resources from campus or from home. You can gain access to our information resources, our online book catalog, a listing of our online and paper copies of journals and other general information about the library at the library's website – http://library.highpoint.edu.

Religious Life

The ministry of the University Chapel encourages the development of faith and values among students, faculty and staff. When classes are in session, Hayworth Chapel is open weekdays for personal devotion, and ecumenical worship services are held

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weekly. The Dean of the Chapel, in conjunction with the Office of Student Life, is in charge of religious activities on campus.

The weekly worship services are student centered: the Board of Stewards, a student organization, assists the Dean of the Chapel in planning the weekly services; the Chapel Choir, a scholarship choir, performs regularly; and fraternities, sororities and other campus organizations serve as worship leaders on a rotating basis. Academic credit may be received for participation in designated programs (see REL 1019, 1020 and 1021 Christian Worship).

Residence Halls

All students who are not seniors and who do not live at home are required to live on campus. Seniors who request permission to live off campus must have their address approved and live outside a one mile radius of campus.

Residence halls at High Point University are air conditioned, wireless, and carpeted.

Cable Television. Basic cable is provided in each student room without additional charge. Students may contract with the cable provider for extended services.

Information Technologies. Although students must provide their own computers, each student room provides free access to the University library catalog and to the Internet. Such services are also accessible in the library and in the University's computer laboratories.

Staff. Professional staff, known as resident directors and assistant resident directors (students who are trained as peer helpers) are responsible for the administration of each residence hall. The resident directors, resident assistants, and residents collaborate to create an environment where living and learning coincide and where both are fun. In support of this goal, each resident assistant organizes hall activities (cultural, community service, educational, social) each semester.

Laundry. Students in residence halls receive access to free laundry facilities.

Security

Although no institution can guarantee absolute security and safety, High Point University strives to be as safe as any institution of higher education. Safety and security are enhanced by a 50 plus person professional security force, a student patrol, a campus escort service, off-duty High Point police officers and a well-lit campus. Other physical safeguards include a growing system of blue security phone towers and call boxes, 48 presently; an expanding closed



circuit television system with over 200 cameras, and a robust card access system that control residence hall doors 24-hours a day, plus a signature, perimeter fencing system with autogates and welcome centers.

Security Officers. Well vetted and trained, over 50 uniformed security officers are in place to maintain the safety and security of persons and property. Officers investigate and report criminal activity and student misconduct.

Student Patrol. The student patrol consists of students on work-study or workship who patrol the campus regularly during selected hours in order to provide auxiliary support for the University's professional security force. For ready identification, members of the patrol wear special uniforms and are equipped with two-way radios. Among other duties, they assist students who request escorts and summon security by two-way radio if they identify suspicious persons or activities and they write parking tickets.

Off-Duty Police Officers. In order to increase the safety and security of persons and property, High Point University partners with the High Point Police Department. Police officers patrol the campus during strategically identified hours.

Crimestoppers. The Security Department maintains a Crimestoppers site for anonymously reporting suspicious activity on campus. You may report suspicious activity or simply a suggestion or comment on our Crimestoppers website by going to: http://www.highpoint.edu/ campuslife/publicsafety/crimestoppers

For crimes or suspicious activity in progress, please call the 24/7 security communications center (or SECOM) at 336-841-9111.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Emergent notifications are accomplished by various mechanisms. The University presently utilizes broadcast emails, text alerts, a siren/PA system, website alerts and phone greeting recordings.

Student Activities

High Point University encourages student involvement because almost every national study of student success has concluded that such involvement contributes to personal development, student persistence, and graduation. The Director of WOW! At High Point University is responsible for creating an engaging environment for students through the Student Activities Office, Campus Concierge, and the HPU Recreation Experience (HPU Rec). However, WOW! and holistic learning opportunities extend beyond organized events and extraordinary facilities. From kiosks offering complimentary refreshments, to daily live music in the café, students are surrounded by the values of generosity, service, fellowship, respect, and more. The following descriptions highlight some of the resources and opportunities students have to participate in a variety of campus activities, including more than 50 campus organizations.

The Campus Concierge. The Campus Concierge is proud to model the value of "Service" at High Point University. The goal of the Campus Concierge is to improve the daily lives of our students by providing a single source of knowledge for all campus and community information. From ticket distribution for on campus cultural events and student activities to academic tutor scheduling, the Campus Concierge is dedicated to providing extraordinary services to our students. Other unique services include: scheduling library research appointments, library Book Drop-Off, complimentary GPS use, complimentary Kindle(electronic book reader) use, restaurant recommendations and reservations, dry cleaning service, complimentary HPU transportation arrangements, complimentary wake-up call service.

The Campus Concierge also provides a daily e-mail to update students on important information and highlight events from the campus calendar. Students may follow the Concierge in several ways: web:www.highpoint.edu/concierge Facebook: "HPU Campus Concierge" Twitter: @hpuconcierge

Campus Concierge desks are located in the Slane Student Center, The University Center, The Nido R. Qubein School of Communication, and the Village Grille. The Concierge staff may be reached at 336-841-INFO or concierge@highpoint.edu.

Social Activities. The Office of Student Activities and the Campus

Activities Team (CAT) implements a full calendar of events designed for student interaction and fellowship. Programs include Bingo nights, murder mystery dinners, open mic nights, and movie showings in the state-of-the-art Extraordinaire Cinema located in the University Center. Student Activities also hosts showcase events including Derby Day, PantherPalooza, fall and winter formals, and 2 major concerts each year. Students may follow C.A.T. in several ways: web: www.highpoint.edu/campuslife Facebook: "C.A.T."

Twitter: @hpuconcierge and @hpucinema.

The Slane Student Center Recreation Experience (HPU

REC). The Slane Student Center features a state-of-the-art fitness facility which offers High Point University Students a full line of fitness amenities and recreational services. HPU REC is tailored to a comprehensive approach to wellness, fellowship and life-long fitness. All services provided by the recreation department are complimentary. The fitness center includes a wide range of industry-leading strength and cardio equipment. Each cardio machine features a high definition television and ipod jack allowing students to enjoy the music and entertainment of their choice.

The Multi-functional recreation court has the capability to hold two full-court basketball or volleyball games simultaneously. Surrounding the court is the suspended, cushioned running track. A fully operational group exercise room allows for both private and group exercise classes. Group Exercise Certified Instructors offer an array of classes ranging from Yoga, Spinning and Zumba to the latest cutting edge fitness workouts and trends. Personal Trainers are available upon request to students interested in an individualized workout program. Each Spring and Fall semester HPU REC offers a 5-week Boot Camp taught by a local fitness professional.

The Maynard outdoor heated pool and 16-person Jacuzzi offer a chance for a relaxing break. Leisure activities include Bocce Ball, Corn Hole, Ladder Golf, Bicycles, Trikkes and a Tandem bike. An Outdoor basketball court is also available for student enjoyment.

Intramural Sports (IM) provide students the opportunity to enjoy fellowship and fitness. Many students create life-long friendships when they participate in intramurals. HPU Rec features competitive and non-competitive programming for female, male and co-ed teams. Each semester IM Sports provides students with both team and individual competition. Some of the sports offered include: flag football, soccer, in-door and beach volleyball, tennis, basketball, ultimate frisbee, wiffleball, kickball and racquetball. Students may follow HPU REC in several ways: Web: www.highpoint.edu/hpurec Facebook: "HPU Recreation" Twitter: @hpurec



Intercollegiate Athletics. High Point University is a member of Division I of the National Collegiate Athletic Association (NCAA) and the Big South Conference. Intercollegiate athletics teams for men include basketball, baseball, cross country, golf, indoor track, outdoor track, and soccer; women's teams include basketball, cross country, golf, soccer, indoor track, outdoor track, volleyball, and lacrosse.

Spirit Teams. Spirit teams within the intercollegiate athletics program include cheerleading, dance team, and pep band.

Club Sports. Club sports within the intercollegiate athletics program include men's and women's lacrosse, women's field hockey, men's and women's tennis, men's and women's swimming, men's and women's volleyball, men's and women's golf, men's and women's basketball, men's and women's soccer, ultimate frisbee, and equestrian.

Communication. Students publish the Campus Chronicle, the University newspaper. They participate in HPU Radio, a 24-7, 365 day/year internet radio station totally programmed and staffed by HPU students; they participate on HPU-TV, producing news and other programs for Triad viewers on and off campus; and students also work at the High Point University Strategic Communication Agency, providing advertising and public relations services to campus groups.

Community Service. In a typical year, High Point University students contribute thousands of hours of community service. Community service is coordinated by a student-run Volunteer Center in conjunction with the Office of Experiential Learning. Through the Volunteer Center, High Point University students participate in international and domestic alternative break and North Carolina Campus Compact programs, including NC-ACTS! and the MLK Day of Service. Although almost every campus organization is involved in community service activities, organizations are active on campus: Alpha Delta Theta, a Christian service sorority; Alpha Phi Omega, the nation's largest Greek-letter organization; and Circle K, the college equivalent of the Kiwanis Club.

Fine Arts. Organizations for students interested in the fine arts include the Art Club, the Chapel Choir, The Tower Players (drama), and the University Singers. Academic credit may be earned for participation in campus theatrical productions and campus choirs.

Greek Organizations. Seven national social fraternities: Delta Sigma Phi, Kappa Alpha Psi, Kappa Sigma, Lambda Chi Alpha, Pi Kappa Alpha, Pi Kappa Phi, and Theta Chi; and eight national sororities: Alpha Gamma Delta, Alpha Kappa Alpha, Kappa Delta, Delta Sigma Theta, Phi Mu, Sigma Sigma Sigma, Zeta Phi Beta, and Zeta Tau Alpha are active on campus.

Professional Organizations. Professional student organizations include the Administrative Management Society; the American Chemical Society (student affiliate); American Humanics, an organization of students considering careers in human services; American Marketing Association; the Art Club; the Biology Majors Club; Business Interest Group (BIG); Exercise Science Club; the Home Furnishings Club; Interior Design Club; the North Carolina Association of Educators (student affiliate); the North Carolina World Trade Association (student affiliate); the Odyssey Club, the organization for students enrolled in the Honors Program; Physical Education Club; the Psychology Club; Sports Medicine Club; Teachers of Tomorrow and the UNIX Users Group.

Religious Organizations. Religious organizations include Alpha Delta Theta, a Christian service sorority; the Board of Stewards; Campus Crusade; Association of Jewish Students; Delta lota Alpha, a Christian service fraternity; College Life; and the Fellowship of Christian Athletes.

Special Interest Groups. A number of special interest groups are active on campus, including: Black Cultural Awareness; the Dance Team; the Cheerleaders; College Democrats; College Republicans; the Outdoor Activities Club; and the Society for Historical and Political Awareness.

Student Government Association. The Student Government Association is composed of an Executive Committee which is the Community Affairs Board, composed of organization presidents and captains of athletic teams, coordinates campus-wide activities and serves as a focus group for the purpose of assessing the quality of campus life; the Student Senate, composed of designated representatives of campus organizations, makes legislative decisions and allocates the budget; the Judicial Board serves as a judicial committee and provides justices for the University's court system.

The president, the executive vice president, the secretary, and the treasurer are elected by day students; the attorney general, the judicial vice president, and the executive vice president are nominated by the elected members of the Executive Council and confirmed by the Student Senate. The executive vice president chairs the Community Affairs Board and the Student Orientation Committee.

Academic Program



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Academic Policies

Academic Standing

Students must maintain a consistently acceptable grade point average in order to make satisfactory progress toward graduation. The expectations of the University have been established to assist the student and the advisor in effectively monitoring this progress.

Definition

Graduation standard: A student must have a 2.0 cumulative grade point average (GPA) to graduate from High Point University.

Academic good standing: A student will be considered in academic good standing if the cumulative GPA is 2.0 or higher.

Academic probation: Academic probation indicates that the student's academic performance puts him at risk of becoming academically ineligible and unable to return to the institution. Academic probation is determined by a graduated cumulative GPA standard based on student classification as described in the chart below. If a student is not currently on probation, he will have two consecutive semesters (summer term excluded) to return to academic good standing (cumulative GPA of 2.0 or higher). Students failing to achieve this standard will be automatically academically ineligible the following semester.

Academically Ineligible: Academic ineligibility is determined by a graduated cumulative GPA standard based on student classification as described in the chart below.

Senior Eligibility: Students who have earned 96 or more semester credit hours are classified as seniors and must have a minimum cumulative 2.0 GPA to be in academic good standing. Students failing to meet this standard are academically ineligible and must appeal in writing to the Provost for readmission. The Provost may (or may not) grant readmission for one semester only or may refer the appeal to the Admissions Committee for action.

EDP Rule: Any student who is enrolled in EDP will be subject to the same rules as non- EDP students. For the purpose of calculation, a semester of enrollment will be considered to have elapsed with each additional 12 credit hours attempted.

	Academic Good Standing	Probation	Ineligible
Freshmen	GPA 2.0	GPA 1.70	GPA less
(less than 28 hours)	or higher	1.99	than 1.70
Sophomores	GPA 2.0	GPA 1.80	GPA less
(29 – 59 hours)	or higher	- 1.99	than 1.80
Juniors	GPA 2.0	GPA 1.90	GPA less
(60 – 95 hours)	or higher	1.99	than 1.90
Seniors	GPA 2.0	n/a	GPA less
(96 or more hours)	or higher		than 2.0

Readmission

Students who are academically ineligible and who have not been readmitted by the Provost may appeal to the Admissions Committee for readmission. The appeal process consists of (1) a letter stating the reason(s) for the appeal and (2) a personal appearance before the Admissions Committee. The appeal process applies to all students who are academically ineligible to return. An appeal to the Admissions Committee does not guarantee readmission. The Committee will consider each request on its merits. Students readmitted by Committee action are admitted for one semester only.

Ineligible students, who are readmitted by the Admissions Committee or by the Provost, must achieve a GPA of 2.0 or higher for the fall or spring semester in which they are readmitted. Students who fail to achieve a GPA of 2.0 or higher in that semester will not be eligible to appeal or reenroll in the University for the next fall or spring semester. All students are eligible to enroll in summer school at High Point University.

Students who have never been on academic probation and who become academically ineligible may appeal in writing to the Provost for readmission for one semester. Students failing to achieve a 2.0 GPA during that semester must appeal to the Admissions Committee.

Readmission Following Short-Term Absence

For traditional undergraduate students who withdraw prior to graduation either during a semester or at the end of a semester and are in good academic standing at the time of

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the withdrawal, readmission may be sought by contacting the Office of Admissions and requesting an abbreviated readmission form. This process may only be used by students who have not attended any other institution since their last enrollment at High Point University and who have not been away from the University for more than one full semester. Readmission is not guaranteed. Once the application for admission is received, the Office of Student Life, Office of Financial Planning, Office of the Registrar, and Office of Student Accounts are notified of your request for readmission. Pending the approval of your application by these other offices, your request will then be considered by the Director of Admissions.

Students who have been on Study Abroad Hiatus do not need to reapply for admission to the University. Contact the Office of Experiential Learning for further details. For policies regarding the Evening Degree Program, see page 15.

When a student leaves the university for medical reasons associated with physical or emotional issues, the student must provide documentation from a physician or care provider indicating that the student is clear to return to the university.

Forgiveness Policy

Students who have previously attended High Point University and are ineligible to return to the University and have either (1) been in non-attendance for four or more years or (2) earned an Associate Degree from an accredited institution may elect the Forgiveness Policy upon readmission by signing a statement accepting the following provisions:

- a) All coursework taken at High Point University will be shown on the academic record.
- b) Grades of C and above will earn hours, but no quality points.
- c) Grades of C- and below will earn neither hours nor quality points.
- d) All coursework taken at High Point University will be counted in the determination of academic honors.

Appeals

faculty approved policies and made by faculty or administrative staff. Any appeal must be based on evidence that a factual or procedural error was made or that some significant piece of information was overlooked. All appeals must follow the outlined procedures in order to receive fair consideration.

1. Classes of Appeal

- a. Appeal of administrative action: A student may appeal to the Executive Committee of the Faculty a decision of the Provost or the Dean of Students after all other prescribed appeal procedures have been exhausted. The Executive Committee is composed of the President of the University, a minimum of three administrative staff officers, and four faculty members. The decisions of the Executive Committee will be considered final and become effective upon ratification by the President.
- b. Grading decision: Students who wish to appeal a grade awarded by a faculty member should discuss the matter first with the faculty member. If a satisfactory conclusion of the question is not reached, a student may appeal the matter to the department chair. If satisfactory resolution is still not reached, a student may appeal the decision to the Dean of the College or School. Further appeal to the Provost or Executive Committee may be made using the procedures described above for administrative action.
- 2. Time Limitations. Appeals of grades or administrative action by a student must be made within ten working days of the time that the action is made known to the student by the appropriate officer. If the University is not in session at the time the decision is made, the time limitation will begin at the start of the next regular session (fall or spring).
- **3. Format of Appeals.** All appeals must be made in writing to the appropriate officer. A basis for the appeal must be clearly stated, and evidence in support of the appeal must be included in the appeal. Appeals directed to the Executive Committee should be addressed to the President of the University, who serves as chair of the Executive Committee.

Advising

Each incoming freshman is assigned to a faculty member who will serve as an academic advisor. The faculty advisor offers advice and counsel in planning a course of study and in general orientation to High Point University.

Students have the right to question a decision based on



Attendance

Regular attendance in all classes, laboratories, and other appointments is expected of all students. Explanations for absences may be required by the instructor, who should also hold the student responsible for all work missed. The specific standards for attendance and the penalties for lack of attendance are the prerogatives of each instructor, with the following qualifications:

- 1. Attendance policy shall not include or involve any reduction of the final grade in the course solely for non-attendance.
- 2. Before a student is dropped for non-attendance, the instructor shall give notification as a warning to a student that he/she is in danger of violating the attendance requirements. Such notification shall be timely (at least one absence before the limit is reached) such that a student may have adequate opportunity to meet the attendance requirements, make an appeal to the instructor, or withdraw from the class.
- 3. A copy of the notification of warning to a student shall be given to the student's advisor.
- 4. The following grades apply to a student dropped from a course by an instructor for reasons of non-attendance:
 - WA a student dropped from a course before the withdrawal date set by the University
 - WA a student who is passing the course and is dropped from the course after the withdrawal date set by the University
 - FA a student who is failing the course and is dropped from the course after the withdrawal date set by the University
- Written notice of an instructor's attendance policy must be provided to each student in every class. Such policy must be on file with the Provost.

Calendar

High Point University currently operates on the two-semester calendar system. A regular day student normally completes thirty-two to thirty-six credit hours in the two semesters. The day summer school sessions allow a student to complete up to sixteen credit hours in addition to those earned during the regular academic year.

High Point University operates an Evening Degree Program with two eight-week sessions within each fall and spring semester. A student can earn sixteen hours credit each semester. Twelve additional hours can be earned in two evening summer school sessions.



Classification of students

A student admitted upon certification of graduation with 16 units from an accredited high school and the specified number of required units will be classified as a freshman.

To be classified as a sophomore, a student must have completed 28 hours toward the degree before the opening of the sophomore year. To be classified as a junior, the student must have completed 60 semester hours of credit before



the opening of the year. Students who have completed 96 semester hours will be classified as seniors.

Academic records are kept in the Registrar's Office. Copies of these records are available to the student when properly requested and legally available.



Credit by examination

Under certain conditions, the University allows academic credit to be awarded by examination. The intent of this policy is to serve the needs of the student who has already mastered the subject matter of a course, usually through work experience or study at a postsecondary level.

Credit by Examination is offered through (1) examinations written and administered by University faculty and (2) national test programs.

A maximum of twenty-five percent (25%) of the 128 hours required for graduation may be earned by such examinations. A maximum of six (6) semester hours will be credited to the permanent transcript for each semester of full-time enrollment at High Point University.

Credit awarded through University-administered examinations (challenging a course) is subject to the following provisions:

- Prior to taking the examination, the student must complete a Credit by Examination Application. This application is submitted to the chair of the department offering the course. Each department will determine whether or not specific courses are appropriate for university-administered challenge. After authorizing a challenge, the chair will forward the completed form to the Registrar's Office, and the non-refundable challenge examination fee of \$150 will be added to the student's account.
- 2. The examination will be given on a date mutually agreed upon by the student and the faculty member administering the examination. The challenge examination must be completed by mid-term of any given semester (for day students) or session (for evening degree students), whether students are currently enrolled in the course or not. Students not currently enrolled in the course are strongly encouraged to take the examination during the drop-add period so that they can add the course if the challenge is unsuccessful. For a student already enrolled in the course, a successful challenge during the drop-add period will give the student course credit at no additional cost above the \$150 administrative fee. If the examination is taken after the drop-add period, a student enrolled in the course will be responsible for the \$150 administrative fee as well as tuition fees applicable to the course.
- 3. The student must achieve a C or better on the challenge examination in order to receive course credit. After a successful examination, the transcript will indicate that credit has been earned, but the specific letter grade will not be recorded.
- A course may be challenged through taking a universityadministered examination only once. Universityadministered examinations will be offered only to enrolled

students in good standing. Students are encouraged to seek credit for courses by taking CLEP general or subject area examinations rather than requesting university-administered examinations.

- In any course involving laboratory experience, credit by examination will be earned by separate examinations on the lecture and laboratory portions of the course.
- No course prerequisite to the course in which credit is earned by examination may be subsequently completed for credit by examination.
- 7. Faculty who administer challenge examinations must be approved by the chair of the department housing the course that is being challenged. The designated instructor or instructors will be responsible for composing, administering, and evaluating the challenge examination and submitting the results to the Registrar's Office.

Credit for National Test Programs

High Point University awards credit for satisfactory results of national test programs, including the following: CLEP general and subject area examinations, DANTES examinations and Advanced Placement subject examinations. Credit for United States Armed Forces Institute courses and Armed Forces Services courses are evaluated on a course by course basis.

Courses for which a student earns credit through national test programs are considered transfer credit and do not count as hours taken at High Point University.

In order for a student to receive full credit for science laboratory courses under CLEP subject area and AP, he or she must enroll in and pass laboratory experience for one hour credit for each course applicable.

Bilingual and/or native speakers of a language other than English are not allowed to receive credit in that language through a CLEP exam.

High Point University recognizes the International Baccalaureate Programme (IB) for purposes of admission and, where appropriate, advanced placement or credit.

In the event a student sits for multiple advanced credit examinations (AP, CLEP, IB, SAT II), duplicate credit will not be awarded.

AP/IB score equivalencies for the 2010-2011 academic year can be viewed at www.highpoint.edu/registrar/. The AP/IB course content and scores are reviewed annually for updates.

Credit for prior learning (CPL)

High Point University allows credit for documented postsecondary experiences in which extensive, collegelevel learning can be demonstrated. It is expected that this experience should begin prior to enrollment at High Point University.

Students wishing to apply for CPL credit should obtain a copy of the CPL Application Guidelines from the EDP office or from the Director of the CPL Program and, following the directions in the Guidelines, complete a portfolio containing detailed descriptions of the experience(s), the learning attained, and verifiable documentation of the experience(s).

The following procedures apply:

- 1. There will be a \$200 processing fee.
- 2. CPL shall be for elective credit only, and semester hours earned through CPL are considered as transfer hours.
- 3. CPL will be awarded for a maximum of twelve (12) semester hours credit.
- 4. CPL portfolios may be submitted at the beginning of any EDP regular eight-week term.
- CPL portfolios will be accepted only from students who are presently enrolled and have declared a major.6.
 CPL portfolios should be submitted before the student accumulates ninety-nine (99) credit hours.
- Only one CPL portfolio will be accepted from each student; therefore, it is imperative that a best effort be made for this one-time submission.
- Each portfolio will be evaluated by a committee of up to three full-time faculty members and the Director of CPL, appointed by the Provost. Based on the committee evaluations, the Director of CPL will recommend an appropriate award to the Provost.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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 Additional guidelines and procedures, as well as directions and suggestions, are detailed in the CPL Procedures Manual.

Degrees

High Point University awards six degrees: Bachelor of Arts, Bachelor of Science, Master of Business Administration, Master of Education, and Master of Arts.

The Bachelor of Arts degree is awarded for major areas of concentration in which the primary modes of investigation are the linguistic, aesthetic, ethical, and rational analysis of cultural formulations.

The Bachelor of Science degree is awarded for major areas of concentration in which primary modes of investigation are the observation, quantification and systemization of empirical data through the use of scientific methods.

The Master of Business Administration degree, the Master of Education degree, and the Master of Arts degree are awarded for concentrated study and research in the discipline.



Grading

The following system of grading is used:

A (superior) is the highest grade given; it is reserved for those students whose work is of a markedly superior quality.

B (excellent) is the grade given for work which, while not notably superior, is clearly above average.

C (average) is the grade given for satisfactory work done by the average student.

D (inferior) is the grade for work which, while not altogether satisfactory, is good enough to entitle the student to receive credit for the course.

P (pass) is the grade given to indicate that no differentiation between the grades of A, B, C, and D is made.

CR (credit) is the grade given to indicate satisfactory completion of a course in which letter grades are not granted.

NC (no credit) is the grade to indicate unsatisfactory work in a course in which letter grades are not granted. Hours attempted are not charged.

F (failure) is the grade given for failure and indicates that no credit can be received for the course except by repetition.

FA is the grade given to a student who is failing the course and who, due to excessive absences, is involuntarily dropped from the course AFTER the withdrawal date set by the University.

FH (failure/honor code) is the grade given for an honor code violation. If repeated, the failing grade is not replaced.

WA is the grade given to a student who, due to excessive absences, is involuntarily dropped from a course BEFORE the withdrawal date set by the University; ALSO the grade given to a student who is passing the course and who, due to excessive absences, is involuntarily dropped from a course AFTER the withdrawal date set by the University.

I (incomplete) is the grade given because the instructor feels the student, due to illness or some other justifiable reason, should be permitted to complete the course in extended time (one year). The grade will be treated as an F in determination of grade point average until the course has been completed satisfactorily.

W (withdrawn) No hours attempted are charged in determining GPA since the student voluntarily withdrew before the withdrawal date set by the University.



Grade Point Average

For the purpose of determining averages, honors, etc., the following points are assigned to the grade letters: A course graded A shall count four quality points for each semester hour; A- shall count 3.7; B+ shall count 3.3; B shall count 3.0; B- shall count 2.7; C+ shall count 2.3; C shall count 2.0; C- shall count 1.7; D+ shall count 1.3; D shall count 1.0; D- shall count 0.7; and F shall count 0. All hours attempted are considered in determining averages, with the exception of those courses graded W, Cr, and P. Quality points are assigned only to course grades attained at High Point University.

Course Repeat Policy

• Unless otherwise noted in course descriptions, a student will be allowed to repeat a course only once without incurring the penalty of additional hours attempted in the calculation of the cumulative GPA.

- In the instance of a course repeated for the purpose of grade replacement, the original grade for the course and the repeat grade will both be shown on the student's transcript.
- The course will be counted only once for hours attempted and for credit with the higher of the two grades used in the calculation of the GPA.
- Any course repeated more than once will incur additional hours attempted in the GPA calculations.
- Should a student receive the grade of F because of an Honor Code violation, the provisions above do not apply, and any subsequent course repeat will incur additional hours attempted in the calculation of the grade point average.
- If a student wishes to replace a grade, the course must be repeated at High Point University.

Grade Schedule

Grades are available for all students on the High Point University web site.





Grades for all freshmen and unsatisfactory grades (C-, D, & F grades only) for all upperclass students are forwarded to the academic advisors at mid-term. Those students who have unsatisfactory grades at mid-term should contact their advisor to discuss ways to improve their academic performance.

Norcross Graduate School

High Point University offers master's degree programs. Programs are available in the fields of study listed below.

- Business Administration (M.B.A.)
- Nonprofit Management (M.A.)
- Elementary Education (M.Ed.)
- Educational Leadership (M.Ed.)
- History (M.A.)

Classes meet during evening hours. A full load is three classes. Each class meets one evening per week for an entire semester. Requirements for a degree may be completed within two calendar years. All undergraduate majors may be considered for admission in most programs. Undergraduate students who are interested in graduate admission should apply early in their senior year. Application and information are available from the Norcross Graduate School: call 841-9198 or visit the website at www. highpoint.edu/graduate.

Graduation

A total of 128 semester hours is required for graduation. A minimum of 60 of the 128 semester hours required for graduation must be taken outside the major department.

All candidates for graduation must satisfy one of the following requirements:

- A student is eligible to graduate from High Point University providing that the last 32 semester hours of enrolled coursework have been earned at High Point University.
- 2. A student is eligible to graduate from High Point University providing that at least 96 of the 128 semester hours required for graduation and 26 of the last 32 semester hours have been earned at High Point University.

Exception: The Provost may grant, with the approval of the

major department, exception to option 2 listed above. The maximum exception allowed will be eight credit hours. No exception may be granted which will reduce the number of semester credit hours below the 128 semester hours required for graduation.

No student will be allowed to graduate unless he has an overall average of at least C, and he must have an average of C in the major and may not have more than two grades of D in courses in the major. A ratio of two quality points for each semester hour attempted is required.

One-third of the semester hours (in addition to any required practica or internship) required to satisfy major requirements must be taken at High Point University.

Application for Graduation

Each student expecting to graduate from High Point University must submit an application for graduation to the Registrar by October 1 of the senior year. The purpose of this application is to assure that all requirements will be completed prior to the expected graduation date. Students who delay completion of this application risk being unable to graduate on time due to unsatisfied requirements.

Catalog of Record

All students will satisfy requirements for graduation as found in the High Point University Bulletin. Normally, such requirements will be those in force in the catalog of the latest date of entrance or of the date of graduation. The date of entrance option can be maintained as long as studies are not interrupted for a period greater than one calendar year. The University Bulletin (the "catalog") becomes effective at the beginning of the fall semester.

Commencement

Formal graduation exercises are held each year at the close of the spring semester. Students who complete the graduation requirements at the close of the summer or fall semester will be awarded degrees at the annual Commencement program scheduled the following May.

Degree Requirements

It is the responsibility of the student to monitor progress toward and to assure completion of all graduation requirements.

Candidates for the Bachelor of Arts (B.A.) and Bachelor of

Science (B.S.) degrees must complete the following:

- 1. The General Education Requirements;
- 2. The Major Area of Study;
- A total of 128 semester hours exclusive of developmental courses;
- An overall average of at least C, and an average of C in the major and not more than two grades of D in required major courses;

Department Requirements

- 1. The department chair can substitute or waive courses in the major and minor but not in the General Education Requirements.
- A student can have more than two D grades in the major department if not more than two D grades are used to satisfy major requirements.
- A student can take Credit/No Credit courses in the major if those courses are not used to satisfy the major requirements.
- 4. A student can have more than 64 semester hours in the major if that student has at least 60 hours outside the major.

General Education (Core) Requirements

The General Education requirements of High Point University reflect the university's historical commitment to the liberal arts. Students have the flexibility of choosing from a variety of courses to complete general education requirements.

Transfer students and High Point University students returning after an absence must also fulfill the general education requirements

University Core

Written Communication Skills
ENG1103 or ENG1101 and ENG11024
Language Skills
One Foreign Language course at the 1020-level or
higher [French, German, Spanish, Chinese,
Japanese, Arabic, Italian, or Portuguese]4
Quantitative Reasoning
One course in Mathematics, MTH1110 or higher4

Ethical Reasoning	
One course in Philosophy or Religion in ethics	
[PHL2008/2010/2043; PHL/REL2016/2019;	
REL2015/3010/3017]	4
First Year Seminar –	
One course - FYS1000	4
President's Seminar/Health and Wellness Colloquia	
One course – EXP1101	1



PEC Activity
One physical education activity course1

Area I Electives: Humanities and Art

Performing or Visual Arts	
One course from : ART1050/2050/2080/2090/	
2120/2220/2888/3050/3150/3850;MUS1000/	
1600/3600/3610/3620/3630/3640;THE1000/	
1400/2400	4
Literature	
One course from: ENG2200/2225/2239/2249/	
2284/2710/3281/3530	4
History	
One course at the 1000- or 2000 level	
[except HST2901]	4
Religion	
One course from: REL1001/1002/1003/1004/	
1005/1006/1007/1008/1009/2001/ 2003/	
2004/2006/2020/2021/2022/2023/2036/	
2037/3007/3028/3033/3034/3035	4

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Area II Electives: Natural and Social Sciences



Maturity Requirements

At least 2 courses at 2000-level and 1 course at 3000-level in any discipline not used to satisfy requirements in your major

B) At least 1 course taken to satisfy a major or General Education elective requirement must be a GBS course.

Multiple Degrees

- 1. A student can earn only one degree with a minimum of 128 semester hours.
- 2. To earn two separate bachelor's degrees, a student must earn at least 159 semester hours and meet all major requirements in both. The requirement for 159 semester hours will not apply to a student seeking a single bachelor's degree with more than one major.
- If the degrees are not earned concurrently, the student will meet the requirements of the second degree major in the catalog of re-entry.
- 4. No additional work is needed for the General Education core.
- 5. Application through the Admissions Office is required for entry into a second degree program.
- 6. A minimum of 32 hours beyond the hours earned for the first degree must be completed.
- All course work must be completed at High Point University.
- 8. Departments reserve the right to determine if course work for the second degree completed previously meets current requirements.
- Students completing a second degree are eligible to participate in commencement ceremonies.

Registration

Students are admitted to High Point University by the Director of Admissions and may then proceed to register for course work.

A definite time is given for the period of registration of freshmen and upperclassmen. The days are designated on the University Calendar. No student may register for full credit later than seven days after the beginning of classes in any semester except by permission of the Registrar.

The responsibility for arranging schedules to satisfy degree requirements rests with the student.



Degree students must take a minimum of 12 hours to be classified as full-time students. Taking less than 12 hours requires an appeal to the Admissions Sub-Committee. Occasionally, potentially outstanding students are admitted on a provisional basis with clarification of their status by the Admissions Office at some later date. Students classified as Special Students are taking course work on a non-degree basis.

A minimum grade point average of 2.0 is required for registration for courses that are work experience courses or practica.

Classes with insufficient registration may be cancelled by the Provost.

Each new student must send to the University health center a physician's certificate stating that he or she has had a physical examination. The student should be in good health and fit for participation in the University programs.

The State of North Carolina requires that all students registered in the day program be immunized according to the public health statutes. Students not meeting this requirement will not be permitted to continue their enrollment.

Course Work After Completion of Degree

- 1. At the time of re-entry, the student must notify the Registrar of intent to work toward another major.
- 2. The requirements of the major in the catalog of re-entry must be met.
- 3. All course work must be completed at High Point University.
- Departments reserve the right to determine if course work completed previously meets current requirements for the second major.
- 5. After a degree has been earned, the transcript totals at the time of graduation are frozen, not to be altered by repeating courses or taking additional courses. The notation of additional majors completed will occur at the end of the transcript.
- 6. Participation in commencement ceremonies is reserved for those earning degrees.

auditors with permission of the instructor. Auditing a course includes the privilege of being present in the classroom but involves no credit. Auditors may participate in classroom discussions. Quizzes, tests, examinations, projects and papers are not required. The student registers for the audit course, his name appears on the class roll, and the notation "AUDIT" is made on the official transcript upon successful completion of the audit. Successful completion is determined by the course instructor. The charge for audit will be one-half of the charge for the course on a credit basis.

EDP Courses

Full-time students in the regular day program may enroll in EDP (evening courses) on the High Point University campus according to the following stipulations:

- 1. The student is junior- or senior-level and presents extenuating circumstances.
- 2. Space is available and the class has seven (7) or more EDP students enrolled.
- The course selected is not offered during the regular day program in the same semester.
- 4. The student's advisor, the Registrar, and Provost approve.

Consortium Cross-Registration

High Point University, along with Bennett, Greensboro, Guilford, and Elon Colleges, Guilford Technical Community College, North Carolina A&T State University, and the University of North Carolina at Greensboro have entered into agreement whereby students may enroll in courses offered in any of the other institutions during the regular academic year. This enrollment is subject to space available on the host campus and does not require the student to pay tuition fees to the host campus. The student pays tuition fees at the home campus where he/she is a registered full-time student. During the summer session, students pay tuition and fees to the host campus.

Credit hours and grades earned are counted in the grade point average during the regular or summer sessions. Contact the Registrar for current schedules and further information.

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

Audit

Students who do not wish credit for a course may enroll as

The Registrar of High Point University will grant credit to



students completing ROTC courses taken at NC A&T State University as part of the Consortium arrangement. High Point University students will receive elective credit and quality points for completed freshmen through senior courses taken during fall and spring semesters. Additionally, credit will be given to students completing Leader's Training Course (LTC), National Advance Leader's Course (NALC), and Cadet Troop Leadership Training (CTLT) during the summer months.

Students interested in financial aid in the form of scholarships and stipends from Army ROTC should contact the enrollment officer for Army ROTC at North Carolina A&T State University at 334-7588. Similar information available from the Air Force ROTC Unit Admissions Officer at 334-7707.

Correspondence Courses

Correspondence courses from accredited institutions approved in advance by the department chair and the Provost may be accepted in lieu of regular coursework. Students may be asked to validate such work with an examination administered by the appropriate High Point University department.

Drop-Add

No student will be allowed to add courses later than seven days after classes begin. Students may voluntarily withdraw from classes within the limits set by the selective withdrawal policy as set forth on page 48.

Incomplete Grades

The instructor can set any time limit up to one academic year for removing a grade of Incomplete. The Registrar's Office will change the I to F after one academic year. Once the F grade is assigned, the grade cannot be changed.

Overloads

Any student may normally enroll in a maximum of 18 credit hours during a semester or 8 credit hours during a summer term.

Any student with a 3.0 cumulative GPA may enroll in a maximum of 19 credit hours during a semester or 9 semester hours during a summer term with recommendation of the academic advisor and approval by the Provost.

Any student with a 3.5 cumulative GPA may enroll in a maximum of 20 credit hours during a semester or 12 semester hours during a summer term with recommendation of the academic advisor and approval by the Provost.

During the final semester prior to graduation, a student may enroll in a maximum of 20 credit hours, on recommendation of the academic advisor and approval by the Provost.

A student, with the support of the academic advisor and major department chair, may petition the Provost for an exception to the above standards. Charges for overloads will be determined by the Office of Student Accounts based on enrollment at the end of the first week (drop-add period) of the semester.

Special Topics Courses

Special Topics courses are not offered on a regular basis. Therefore the course descriptions for Special Topics courses are not listed in the Bulletin. Some of these courses will meet departmental major or minor requirements and/or general education requirements, while others will not. See the Registrar for information about Special Topics course descriptions and for information concerning whether or not a specific Special Topics course fulfills major, minor, or general education requirements.

Summer School

High Point University offers two summer terms, including workshops. The maximum course load for a summer term is eight semester hours per term. There are a number of special programs which are included as part of High Point University's summer offerings. A summer school bulletin is available in the spring of each year.

The University reserves the right to exclude from summer study any student it deems inappropriate for admission. If a student speaks English as a second language, the student must demonstrate English proficiency in order to register for summer study. English proficiency may be demonstrated by the TOEFL score of 500 or above, a transcript from a regionally accredited college or university which indicates English proficiency, or a satisfactory assessment in English with each instructor. A summer school application form must be completed in the Registrar's Office. Admission to summer school does not imply admission for the regular academic year. Students wishing to continue enrollment in the fall semester must complete the normal application process as described elsewhere in this Bulletin.

Transfer Credit and Study at Other Institutions

Concurrent Enrollment

High Point University does not permit concurrent enrollment at another institution unless such enrollment is part of a consortium or affiliation agreement with the other institution. Summer study at other institutions is permitted according to the guidelines below.

Summer Study at Other Institutions

To receive credit for work done at another institution, the student must be in good academic standing and the Registrar must approve in advance the institution selected and the courses to be taken. Applications for permission to take summer school work at another institution must be presented to the Registrar's Office by the end of the spring semester. Upon completion of this work, the student is responsible for having transcripts sent to the Registrar.

Dual enrollment is not permitted.

No credit from another institution will be granted for a summer school course unless a grade of C or above has been earned. Although credit hours earned in summer school elsewhere count toward graduation, these credits are not used in the calculation of the GPA, except courses at member institutions of the Greater Greensboro Consortium.

Transfer Credit

Most courses at High Point University are offered for four hours credit. Three credit hour courses taken at another college or university can be accepted by the HPU Registrar. However, a three-credit class from another institution will be awarded only three credits at High Point University even if the course is an allowed substitution for a four-credit course. The Registrar's office determines the transferability of a course after consultation with the appropriate department chair/dean.

Transfer Credit—Returning Students

A student who is readmitted after leaving High Point University because of academic ineligibility may transfer credit to High Point University from another academic institution only with the approval of the Admissions Committee.



Transcript

Requests for transcripts must be made in writing by the student to the Registrar. Transcripts will not be released for students with outstanding account balances. Upon graduation, students will have six weeks to challenge any transcript entry. After that date, no appeal will be accepted.

Course work taken after completion of the degree program will not result in additional majors, minors or concentrations being earned (nor entered on the transcript) unless the student is readmitted into a degree program.

Ungraded Course Option

Credit/No Credit

Some courses at High Point University are mandatory Credit/ No Credit courses. The limitations listed under the ungraded course option do not apply to mandatory Credit/No Credit courses. Students in their sophomore through senior years may opt to take a limited number of graded courses on an ungraded or Credit/No Credit basis. The ungraded option will not affect the GPA. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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The ungraded option is subject to these guidelines:

- No ungraded course may be used to meet any general education, major, or minor requirement, or university honors.
- No more than 20 credit hours may be elected. No more than one ungraded course may be taken in any one semester.
- 3. The student must not be on academic probation.
- The Credit/No Credit status may not be changed to a letter grade after the add period.
- 5. Credit for the course is equivalent to the letter grade of D- or better.

Pass/Fail

Some courses at High Point University are mandatory P/F courses. The grade of Pass will count toward graduation but will carry no grade points. (A grade of Pass for the course is equivalent to the letter grade of D- or better.) The grade of Fail will affect the GPA.

Voluntary Withdrawal

1. Process of Withdrawal

A student desiring to withdraw from a class must present a withdrawal petition to his advisor for approval. The student will be responsible for immediately taking the approved withdrawal petition to the Registrar's Office.

2. Selective Withdrawal

a. A student may withdraw from a course before the end of the ninth week of classes during the spring and fall terms, or the second week of classes during the summer terms, and receive a grade of W.

b. A student may not withdraw selectively from any class(es) after the beginning of the tenth week of the spring or fall term or after the beginning of the third week of the summer term.

c. A student may not withdraw from a class after an instructor has officially requested that the student be removed because of inadequate class attendance, regardless of when during the term action is taken.
d. Exceptions to these provisions may be made with the approval of the instructor, advisor, department chair, Dean and Provost.

3. Withdrawal from the University

A student may voluntarily withdraw from the University from all classes in which he/she is currently enrolled and receive a final grade of W with the exception of those classes in which the grade of FA has already been earned. Students desiring to withdraw in this manner should start this process with a conference with the Provost. This is an extremely serious decision and a student contemplating this action should consult with the academic advisor,





as well as the Dean of Students, before making a final decision.

The procedural requirements for withdrawal in good standing will be explained and coordinated by the Provost. The process is essentially the reverse of enrollment. All accounts must be clear and academic records reviewed before withdrawal is complete. The University Withdrawal Form must be completed by the last class day of the semester.

Honors

Dean's List

Twice yearly the Provost compiles a list of students whose academic standing indicates a high level of achievement. The list is published and an appropriate note is made on the permanent record of each student on the list. A semester grade point average of 3.5 establishes eligibility. A student must attempt 12 semester hours of course work each semester other than on a Pass/Fail or Credit/No Credit basis.

Degrees with Honors

Students who have completed a minimum of sixty (60) hours of enrolled course work at High Point University and who have achieved the minimum required GPA will be eligible for honors. The diploma of a student with a minimum 3.45 GPA shall read Cum Laude; with a minimum 3.65 GPA shall read Magna Cum Laude; and with a minimum 3.85 GPA shall read Summa Cum Laude.

Departmental Honors

The purpose of the High Point University Honors Program is to offer students of proven ability and independence the opportunity of extending their major fields during the last two years of their undergraduate course. Honors categories are: Honors, High Honors, Highest Honors.

- a. A student may elect this option at the beginning of the junior year and, in some cases, at the beginning of the senior year.
- b. To qualify for Departmental Honors, a student must have a 3.5 cumulative grade point average both in the major and overall at the time of entry into the program and must maintain this minimum average.

- c. Honors work will differ from department to department, but all should include independent work on the part of the student, such as seminars, tutorials, or private research, and all must be under the supervision of departmental advisors.
- d. Candidates for honors must pass a written comprehensive and an oral examination. Visitors from other colleges in the area should be invited to participate in the oral tests. Students should be required to write a thesis on some topic in their major field.



All University Honors

The High Point University Honor s Program offers a series of enriching, challenging and intellectually stimulating learning opportunities – both curricular and co-curricular – for academically superior students. While honors courses are open to all High Point University students, those not in the Honors Program must obtain permission of the course instructors.

1. Guidelines for Admissions

a. Incoming freshman will be offered membership in the Honors Program if they possess a high school GPA of



3.45 or higher and a Verbal/Math SAT score of 1200 or higher.

- Any current student may apply for the program after the start of the second semester of his/her first year. Applications are available in the Honors Program office.
- c. In addition to a completed written application applicants must present a copy of their college transcript indicating that they possess a minimum cumulative GPA of 3.45.
- d. Students must apply to the program by the beginning of their junior year.
- e. Incoming transfer students who possess a cumulative GPA of 3.45 or greater may apply for admission to the program.
- f. Up to 12 semester hours of honors courses from another institution may be counted toward the fulfillment of the Honors Program course requirements.
- g. Recommendation for program admission will be based on the review of all application materials by the Honors Program committee.

2. Continuation in the Honors Program

- a. Maintain a minimum cumulative GPA of 3.45.
- b. If a student's cumulative GPA drops below 3.45, he/ she will be placed on membership probation for one semester. If his/her GPA remains below 3.45, he/ she will no longer by eligible to remain in the Honors Program. The student may, however, apply for reinstatement as soon as he/she brings his/her GPA back up to 3.45.
- c. The student may receive 4 hours of honors credit for Study Abroad experiences with the permission of the program director. Guidelines for earning honors status for those Study Abroad hours are available from the director of the Honors Program and arrangements for credit must be made prior to studying abroad.
- d. The student may earn honors credit from non-honors courses at the 3000- or 4000- level. The modifications for those courses should be expressed in an "honors contract," a form signed by student, teacher, and director of the Honors Program. Contract forms are available from the director of the Honors Program.
- e. Eight semester hours may be contracted in 3000- or 4000- level non-honors courses.

3. Graduation Requirements for All University Honors

To be designated a graduate with All University Honors, the student must:

- a. Achieve a minimum cumulative GPA of 3.45.
- Complete a minimum of 32 semester hours of honors courses. Four semester hours must be the seminar Honors 4000. All honors courses must be taken on a graded basis (i.e., no Pass/Fail).
- c. No more than 16 semester hours of honors courses at the 1000- or 2000- level will be counted toward graduation with All University Honors.

Honor Societies

High Point University students who excel in academic work and in other areas of campus life may have that excellence recognized through invitation to membership in these established campus organizations:

Alpha Chi National Honor Society invites to membership those juniors and seniors who have excelled in academic performance.

The Order of the Lighted Lamp recognizes leadership abilities and excellent character as well as academic achievement. Elected by student members.

Phi Sigma lota recognizes students who have made significant contributions toward furthering international awareness and who have demonstrated excellence in foreign language study. Pi Delta Phi recognizes excellence in French. Sigma Delta Pi recognizes excellence in Spanish.

Psi Chi, the national honor society in psychology, recognizes students of outstanding character who have demonstrated excellence in scholarship and advancing the science of psychology.

Pi Sigma Alpha, the national honor society in political science, recognizes juniors and seniors who have demonstrated excellence in the field of political science and in advancing the science of politics.

Junior Marshals

At the beginning of the junior year, the twenty students with the highest cumulative grade point averages are designated as Junior Marshals for the academic year.

1. All full-time continuing students having junior status (i.e., having earned between 60 and 95 credit hours and having

attended High Point University for a minimum of three semesters) are eligible for consideration as Junior Marshals.

- 2. The effective date at which the credit hour total will be determined is the end of the spring term each year. For EDP students, this will be at the end of Session IV.
- The top two students will be designated as Chief Marshals. They will be considered equals, regardless of their relative ranks in the grade point list.
- The Junior Marshals will be announced at the beginning of the spring term and presented at Spring Honors Convocation each year.
- 5. No person may be selected to be a Junior Marshal more than once.

Special Programs

Engineering Programs: High Point University/ Vanderbilt University & High Point University/ Virginia Tech

(Advisor: Dr. Rob Harger)

High Point University offers 3-2 cooperative programs in engineering with Vanderbilt University and Virginia Tech. Students enrolled at High Point University and interested in preparation for a career in engineering, may upon a successful completion of an approved three-year program in pre-engineering curriculum, transfer to Vanderbilt University or Virginia Tech to complete requirements for the Bachelor of Science in Engineering from Vanderbilt University or Virginia Tech and the Bachelor of Arts or Science degree from High Point University.

Upon admission to High Point University, the interested student will make his or her intention to participate in the 3-2 program known to the pre-engineering advisor as soon as possible to permit cooperative planning for the individual student's particular interests.

Students will apply to Vanderbilt University or Virginia Tech after the completion of the second of three years at High Point University. With the recommendation of High Point University and the successful completion of the three year course of study at High Point University with an approved GPA, the student will be assured of admission to the Vanderbilt University School of Engineering or the Virginia Tech School of Engineering. Completion of the course work at Vanderbilt University or Virginia Tech will normally require two years.

High Point University will provide academic advising assistance to students in the pre-engineering curriculum with all matters related to their transfer to Vanderbilt University or Virginia Tech.



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Individualized Major Programs

The Individualized Major Program allows selected students to plan an individualized educational program that stands apart from the established majors currently available. Undergraduate students may propose a program and offer appropriate and proper documentation to the Committee on Individualized Majors, which will determine acceptance on the submitted program's merits. If accepted, the student will be assigned an advisor and assisted in working out a contracted individualized major. Any major program for which a proper pattern of studies exists at High Point University will be considered.

The individualized major must: (a) fulfill the General Education Requirements; (b) be a coherent and integrated program of study; (c) be limited to those studies that can be supported by the educational resources of the programs of High Point University, including SCIP, independent studies, study abroad programs, and work within the Greater Greensboro Consortium; and (d) be academic and experiential work fulfilled predominantly under the guidance of the Committee on Individualized Majors.

Students wishing to pursue this major option should consult the Director of Individualized Majors, Dr. James W. Stitt.

Pre-Professional Programs

High Point University has been very successful in placing graduates in professional programs. Students are allowed a great deal of flexibility in choosing major fields and specific courses within basic admissions requirements, and so careful advising is essential. Students wishing to attend law school should consult with Dr. Paul B. Ringel, pre-law advisor. Students who plan to enter dental, medical, veterinary, or allied health schools should consult closely and early with the health-related pre-professional advisors, Dr. Kelli K. Sapp, Dr. Harold M. Goldston, and Dr. B. Gray Bowman. Students wishing to apply to Physical Therapy or Occupational Therapy Schools should consult with Dr. Tony Kemerly and Dr. Kimberly Reich.

Dentistry, pre-professional

(Advisor: Dr. Kelli K. Sapp)

Application to dental schools can be made after satisfactory completion of a minimum of three years of undergraduate study (90-96 semester hours). Some dental schools will accept applications after two years of pre-professional study, although the preference is for 3-4 years of pre-dental study. The majority of students accepted for dental study have already earned a bachelor's degree.





Any area of concentration may be chosen as a major, provided the requisite foundation in natural sciences and mathematics has been obtained.

Required Courses (for admission to	
	Semester Hours
	Semester Hours
English Composition	
and Literature	
CHM 1010-1020. General Chemistry	8
CHM 2510-2520. Organic Chemistry	8
BCH 3220. Biochemistry	4
BIO 1399. Introduction to Biological	
Principles and Literature	4
BIO 2120. General Zoology	4
PHY 1510-1520. General Physics or	
PHY 2010-2020. Fundamentals of Physics	

It is essential that each student planning to seek admission to a school of dentistry be aware of the specific admission requirements for that particular dental school. Requirements vary. Full information is available in the annual publication of the American Association of Dental Schools, Admission Requirements of American Dental Schools.

Medicine, pre-professional

(Advisors: Dr. Kelli K. Sapp; Dr. Harold M. Goldston)

Application to medical schools can be made after satisfactory completion of a minimum of three years of undergraduate study (90-96 semester hours). However, the majority of students accepted for medical study have already earned a bachelor's degree.

Any area of concentration may be chosen as a major, provided the requisite foundation in natural sciences and mathematics has been obtained.

Required Courses	
(for admission to	
schools of medicine)	Semester Hours
CHM 1010-1020. General Chemistry	8
CHM 2510-2520. Organic Chemistry	8
BCH 3220. Biochemistry	4
BIO 1399. Introduction to Biological	
Principles and Literature	4
BIO 2120. General Zoology	4
PHY 1510-1520. General Physics or	
PHY 2010-2020. Fundamentals of Physics	8

ENG 1103.	College Writing and Public	
	Life	4
MTH 1210.	Pre-Calculus	4
ENG (a liter	ature course)	4

It is essential that each student planning to seek admission to a school of medicine be aware of the specific admission requirements for that particular medical school. Requirements vary. Full information is available in the annual publication of the Association of American Medical Colleges, Medical School Admission Requirements.

Ministry, pre-professional

(Advisor: Dr. Christopher A. Franks)

Students discerning a call to ministry may pursue any major of their choice, provided the courses taken offer a strong background in the liberal arts. Seminaries look for students who show developing gifts and skills for ministry, with significant exposure to English language and literature, history, philosophy, psychology, religion, social science, and foreign language. Students considering some form of ministry will also want to choose curricular and extra-curricular involvements that will help to clarify their vocational commitments. Visit the Pre-Ministry Advising website at http://religion.highpoint.edu/?q=node/12.

Physical Therapy/Occupational Therapy, pre-professional

(Advisors: Dr. Tony Kemerly; Dr. Kimberly Reich) Students wishing to apply to Physical Therapy or Occupational Therapy schools will need to consult the specific prerequisites of the schools to which applications are made. While the amount may vary, Physical Therapy or Occupational Therapy schools require hands-on experience within the field as part of the application requirements. Most Physical Therapy programs are Doctoral level programs, while most Occupational Therapy programs are at the Masters level. Applicants should expect to take the Graduate Record Exam (GRE) for admission to either type of program.

Prerequisites for these programs typically include:

	Semester Hours
Human Physiology	
Human Anatomy	
Biology	4
General Chemistry	
General Physics	
Psychology	
Statistics	4



Kinesiology/Biomechanics	. 4
Exercise Physiology	. 4

Physician Assistant, pre-professional

(Advisor: Dr. Kelli K. Sapp)

Students wishing to apply to Physician Assistant Schools will need to consult the specific prerequisites of the schools to which applications are made. All PA schools will require that applicants have first hand experience in patient care. This requirement may be satisfied by obtaining CNA (Certified Nursing Assistant) or EMT (Emergency Medical Technician) credentials and working as a Nursing Assistant or Emergency Technician. The amount of experience required varies from 150 to 2000 hours. Most PA programs are Masters level programs. Applicants should expect to take the Graduate Record Examination and to hold the Bachelor degree in order to apply to Masters programs. Application may be made to a minority of schools after completion of 60 to 90 semester hours of course work. All prerequisites must have been completed and each school must be carefully consulted.

Prerequisite courses commonly required include:

Semester Hours
BIO 1399. Introduction to Biological
Principles and Literature4
BIO 2060. Human Physiology4
BIO 2070. Human Anatomy4
BIO 3040. Microbiology4
CHM 1010-1020. General Chemistry
CHM 2510. Organic Chemistry or
BCH 3220. Biochemistry*4
PSY 2000. Introduction to Psychology4
PSY 2300. Lifespan Development4
PSY 2250. Abnormal Psychology*4
STS 2020. Introduction to Statistics4

*Recommended or required by some programs.

Any area of concentration may be chosen as a major, provided the courses required by the PA School are taken.

Pre-Engineering

(Advisor: Dr. Robert T. Harger)

The pre-engineering curriculum at High Point University offers the courses that are generally prerequisite for transfer to a school of engineering. During the one or two years of study at High Point University, the student should complete the following courses:

Semester Hours

CHM 1010-1020. General Chemistry	8
English Composition and Literature	4
MTH 1410, 1420, 2410. Calculus I, II, III	12
MTH 3410. Differential Equations	4
PHY 2010-2020. Fundamentals of Physics	8
Humanities and Social Sciences*	16
Physical Education activity courses	2-4
ECO 2030-2050. Principles of Economics	

Students intending to major in chemical engineering should elect CHM 2510-2520 in their second year.

*Comparative religion, comparative literature, music, philosophy (especially philosophy of science), political science, sociology.

Pre-Law

(Advisor: Dr. Paul B. Ringel)

The pre-law program is designed to help students effectively navigate through the complicated process of applying to law school. Students interested in law school should meet with the pre-law advisor early in their academic career for assistance with developing an academic program that satisfies both the student's interests and the intellectual rigor that law schools expect to see in the transcripts of their applicants. Law schools accept applicants from a wide variety of majors, but they closely examine transcripts for evidence that the applicant has taken challenging classes across multiple disciplines. Extracurricular activities such as pre-law club and internships or work experience in law-related fields can also help to strengthen applications. Students should take the LSAT between June and December of their senior year; October is generally considered the optimal time to take the test. Students should meet with the pre-law advisor during their junior year to design a plan for preparing for this test.

Pharmacy, pre-professional

(Advisor: Dr. B. Gray Bowman)

Application to pharmacy school can be made after a satisfactory completion of a minimum of two years of undergraduate study. Because of the variation in requirements for different schools, it is essential for students to consult closely and early with the Pharmacy Advisor, Dr. B. Gray Bowman.

Veterinary, pre-professional

(Advisor: Dr. Kelli K. Sapp)

Application to veterinary school can be made after satisfactory completion of a minimum of two years of undergraduate study (45-50 semester hours depending upon the program). Most veterinary schools specify their own minimum academic standards when it comes to cumulative and required course GPA. The majority of students accepted for veterinary study have already earned a bachelor's degree.

Required Courses	
(for admission to schools	
of veterinary medicine)	Semester Hours
Composition & Writing, Public	
Speaking, Communications	8
MTH 1410. Calculus I	4
STS 2020. Statustics	4
Physics with lab	8
CHM 1010-1020. General Chemistry	8
CHM 2510-2520. Organic Chemistry	8
BIO 1399. Introduction to Biological	
Principles and Literature	4
BIO 3040. Microbiology	4
BIO 3050. Genetics	4
BCH 3220. Biochemistry	4
Humanities/Scoial Sciences	8
Business/Finance	6

*A course in Animal Nutrition is strongly recommended by most veterinary schools. Most schools, including High Point University, do not offer an animal science course. Students can take this course via distance learning by an accredited college or university.

It is essential that each student planning to seek admission to a school of veterinary medicine be aware of the specific admission requirements for that particular school. Requirements vary. In addition to the required courses, students must take either the GRE or VCAT and have a variety of supervised experiences (in some cases the school may specify a number of hours) in the veterinary medical profession (i.e. working with small and large animals in a veterinary practice, zoological medicine) and other animal experiences (i.e. research, volunteer at animal shelter, working at an aquarium, equestrian activities).

Experiential Learning

Experiential Learning provides students with a rich array of real-world experiences enhancing academic, life skills, and career development. High Point University offers a comprehensive Experiential Learning program, including service learning, study abroad, study America, domestic and international internships, externships, career counseling, and student-faculty collaborations on research or creative works. These programs are designed to stimulate students to think critically, reflectively, and creatively, while also cultivating their abilities as leaders, innovators, and responsible citizens.



At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

56 Academic Program

The Office of Experiential Learning, located on the third floor of the Slane Center, administers the President's Seminar on Life Skills and programs in Career and Internship Services, Civic Engagement, Study Abroad, Study America, and Undergraduate Research and Creative Works.

President's Seminar on Life Skills (EXP 1101)

The President's Seminar on Life Skills is designed to supplement students' traditional academic and professional training by providing new students with opportunities to explore such topics as leadership, time management, communication, fiscal responsibility, and subjects of fundamental relevance to people's lives.

EXP 1101. President's Seminar: Learning Through

Experience. This course is designed to provide students with an introduction to basic life skills that will assist them in their personal, academic, and professional development. Students will attend a series of seminars offered by the President of High Point University and guest lecturers. Also included is a series of workshops and presentations that focus on wellness and healthful living. One hour credit: Pass/Fail. Restricted to new day students.



Civic Engagement

The Civic Engagement program provides students with opportunities to participate in activities that contribute to the public good and, it instills in students an awareness of the mutually beneficial relationship that exists between social institutions and centers of higher learning. As an academic tool, a liberal arts education has the strongest impact when students are asked to look beyond the classroom and apply their developing analytical skills and ethical reasoning to significant problems in the world around them. A pragmatic service learning experience prepares students for a dynamic economy and diverse communities, while building civic capacity at home and abroad. The Civic Engagement staff oversees students enrolled in long-term service-learning commitments, such as 2000 level ethics courses, the NC-ACTS! (North Carolina - Activating Citizenship Through Service) AmeriCorps program, and the Civic Engagement Scholars program.

For more information about Civic Engagement, contact the Office of Experiential Learning at http://explearn.highpoint.edu.

Study Abroad/Study America

As globalization continues to blur geographic and cultural boundaries, a new world has begun to emerge. The faculty at High Point University believe that global awareness and understanding are essential parts of higher education for today's student. Therefore, the University encourages students to engage in some form of cultural broadening program beyond the campus of the University.

A cultural broadening program may be undertaken by students to satisfy the following broad objectives:

- 1. To gain first-hand exposure to and experience living in another culture;
- 2. To become more aware of international issues and concerns;
- 3. To become more self-reliant and independent;
- To gain a deeper understanding of and appreciation for their own culture and heritage.

To assist with this cultural broadening experience, the University has established ties or affiliations with several institutions in order to provide a variety of programs for study abroad. Each program is available to appropriately prepared students, and the programs are open to students from all academic disciplines.

Participants in these study abroad programs are representatives of High Point University while abroad and are expected to act in a way that reflects positively on



the University. Applicants for study abroad programs must undergo a rigorous screening process. Selection criteria include academic achievement, evidence of ability to work and function independently in unfamiliar surroundings, and evidence of mature and responsible behavior.

Students wishing to study abroad through an HPU program or an unaffiliated program must announce their intention to the Office of Experiential Learning and complete the required documentation.

Credits earned at the host institution are received as transfer credits. Grades earned in courses abroad are not averaged into the High Point University grade point average.

For more information about any Study Abroad or Study America program, contact the Office of Experiential Learning.

Full-Semester and Summer Study Abroad

High Point University is affiliated with institutions in the following countries for full-semester and/or summer study abroad:

Australia, Austria, Czech Republic, Ecuador, England, Fiji, France, Germany, India, Italy, Japan, Mexico, Russia, Scotland, South Africa, Spain, Wales and others.

For a complete list of programs available, visit http://explearn.highpoint.edu.

Students who wish to participate in a full-semester or summer study abroad program must meet the minimum academic requirements, including minimum GPA and number of credits earned. Students also must be in good disciplinary standing with the University. Students with outstanding grades of Incomplete and students who withdraw the semester before the term abroad are not permitted to study abroad through High Point University.

Short-Term Study Programs

High Point University offers short-term study programs that allow students and faculty to travel together to exciting destinations that are closely connected with specific High Point University courses. The programs last two to four weeks and are open to all qualified students with at least sophomore status. Short-term programs provide convenient study opportunities for students in the Evening Degree Program, student athletes and other students who don't want to spend a full semester or summer abroad. These programs change regularly in order to provide a variety of relevant study experiences for our students and faculty. Short-term study experiences may travel internationally or domestically during: May Term, Summer I, Summer II, fall break, or spring break.

Recent programs have included Irish Life and Culture; Sports Facilities Management in Australia; Renaissance Art in Italy; U.S. Government in Washington, D.C.; and Mark Twain's Mississippi River.



Foreign Language Study Abroad Programs

Students who wish to study foreign language while studying abroad may participate in either full-semester, summer or short-term options. Programs are available in Chinese, French, German, Italian, Japanese, and Spanish. Summer programs are available in French, Italian, and Spanish.

Career and Internship Services

The Office of Career and Internship Services, located on the third floor of the Slane Center, assists students with a comprehensive range of services designed to help students explore, prepare for and implement their career goals.

Services include career counseling, assessment administration, interpretation assistance with major/ minor selection, externships, international and domestic internships, guided career research and career decision-



making. Services are also provided to assist students with the graduate/professional school selection and application process as well as the development and implementation of a comprehensive internship and job search strategy. The Office of Career and Internship Services provides



workshops on the following topics among others: Writing a Dynamic Résumé, Self-Branding and Professional Image, Searching for a Top Notch Internship, The Art of Cultivating a Network of Contacts, Mastering the Interview Process. The workshops are related to career planning and development, a comprehensive career action plan, résumé development assistance, a resource center, and annual career and information fairs to allow students to explore and connect with potential internship hosts and employers. Students are encouraged to visit the Office of Career and Internships Services as early as the first semester of their freshman year. Only through effective and long-term planning can a student properly prepare for an internship or full-time position. More information can be found at http://explearn. highpoint.edu.

Externships

High Point University offers students the opportunity to make progress towards their career goals during their first two years in college. An externship is an excellent opportunity for freshmen and sophomores, especially undecided majors, to explore or become familiar with potential career fields. Much of the students' experience is through observation and shadowing. Students are given a small amount of responsibility; however, high levels of supervision and assistance are available.

Students may apply to complete a 1- or 2-credit externship experience with a classroom component and 20 on-site contact hours required for each credit. The classroom component of the externship, taught by the Director of Career & Internship Services, incorporates career decision-making strategies to help students narrow their choices to a particular discipline or within a discipline, depending on the needs of each student. Students interested in completing a summer externship from a location outside the Triad area may access the classroom component online. Course cannot be repeated.

EXP 1401, 1402. Externship.

This course provides students with the opportunity to explore various career opportunities and decision-making strategies, which will assist them in their personal, academic, and professional development as well as career-related goal-setting. Particular emphasis is placed on developing awareness of self in a professional environment. One or two hour credits: Pass/Fail. Restricted to day students with 14-57 credits at start of term.

Policies Relevant to Externships:

- Applicants for externship experiences must be full-time, degree-seeking High Point University students in good disciplinary standing.
- By the start of the externship term, applicants must have at least 14 credits completed at HPU and no more than 57 credits completed overall.
- Applicants must have a minimum overall grade point average of 2.0 and a 2.0 average or better in the major area (if a major has been declared).

- Applicants must gain permission from the instructor.
- During the term of externship, a time log must be kept of each site experience, signed by the site supervisor, and submitted each week to the Office of Experiential Learning.
- To qualify as an externship site, hosts must meet the criteria established by the Office of Experiential Learning. See Career & Internships website for a list of site host criteria.
- On-site visits for externships will occur only if a problem or concern arises that cannot be resolved by telephone, email, video-conferencing, or another means of longdistance communication.

Internships

Since juniors and seniors have progressed through more of their academic program than freshmen and sophomores, they likely have more knowledge, skills, and abilities to contribute to a workplace setting. As a result they may earn more credits for internships with higher levels of responsibility. Any student anticipating entry into the program should plan carefully, anticipating a clear block of time for one semester, preferably during the junior year or first semester of the senior year.

Students may choose to complete internships in increments of 3-, 4-, 6-, 8-, 10-, or 12-credits with 40 on-site contact hours required for each credit. The internship course is numbered at the 4000 level within the department of study. The approved application becomes the course syllabus. Students can complete more than one for-credit internship course. However, the course cannot be repeated at the same site unless the location and duties differ enough to provide a unique internship experience.

Policies Relevant to Internships:

- Applicants for internship experiences must be full-time, degree-seeking High Point University students in good disciplinary standing.
- By the start of the internship term, applicants must have completed at least 58 credits.
- The student must have a minimum overall grade point average of 2.0 and a 2.0 average or better in the major area. Some departments may have additional criteria (e.g., cumulative GPA, GPA in the major, credits earned, specific courses completed).
- Credit may be received in any major subject area of the University.
- Up to 6 credit hours may be applied toward elective hours in the major with the department's permission.

- During the term of internship, a weekly time log must be kept, signed by the site supervisor, and submitted every week to the Office of Experiential Learning. Students and site supervisors must perform a paper-based, mid-term evaluation which assesses the student's progress thus far with noted areas that need to be improved.
- Summer internships may be graded IP until the internship is completed and graded. A maximum of 6 weeks beyond the term of enrollment will be permitted for grade submission.
- To qualify as an internship site, hosts must meet the criteria established by the Office of Experiential Learning. See Career & Internships website for a list of site host criteria.
- Internships may not be used for part-time work or fewer hours than stated in the application/contract. Any application/contract modifications must have prior approval of the faculty supervisor, department chair, and the Director of Career & Internship Services.
- The work area should have an academic and future occupational interest and be one in which the student has no prior experience. Therefore, internships on the High Point University campus cannot be completed for academic credit.
- On-site visits for internships will occur only if a problem or concern arises that cannot be resolved by telephone, email, video-conferencing, or another means of longdistance communication. The faculty supervisor or designee will visit the site only if deemed necessary by the Director of Career & Internship Services and/or the Department Chair. International visits require extreme circumstances and may be conducted by a designated representative of the University, subject to approval of the Provost.

Independent Study

In Independent Study the student must delineate the topic, the direction(s), the depth to be explored, the various ramifications and limits, and the method and amount of reporting. These factors must be agreed upon by the student, the supervising faculty member, the chair of the department granting credit, the chair of the major department, and the dean(s) of the college or school, prior to study approval. Planned studies also must be approved by the appropriate institutional review board. Enrollment in Independent Study shall last for only one semester, and any extension of time may be granted upon the consensus of the supervising faculty member, the two chairs, and the dean(s). The grade (Pass/Fail or letter grade) to be received for an Independent At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

60 Academic Program

Study shall be decided prior to the formal beginning of the work. The grade is awarded by the supervising faculty member.

Guidelines

- A faculty member may direct a maximum of three independent studies (including Individualized Major Program students) in addition to normal teaching load. Any exceptions must be approved by the Provost. Any reduction or exception of a faculty member's normal teaching load must be approved by the Provost prior to these assignments.
- Ordinarily, a student may enroll in only one three-hour independent study each semester.
- 3. A student may enroll in an independent study only if he has an overall grade point average of 2.0 or better.
- 4. First-term freshmen may not enroll in independent studies.
- 5. The course will not be entered on the student's record until the Office of Student Accounts has received tuition payment.



Special Study Programs

Directed Study

Directed Study is defined as the study of a prescribed course content in which the student, usually due to schedule conflict, is unable to attend the scheduled class session.

- 1. A student interested in a Directed Study should initially consult with his/her academic advisor.
- Introductory courses and courses offered every semester are not available as a Directed Study except by special permission of the appropriate College/School Dean and Provost.
- Students may register for Directed Study (limited by the availability and willingness of the faculty to supervise such study) during any regular registration period in the academic calendar (a semester, an EDP session, summer terms).
- 4. Students may register for a maximum of four (4) courses by Directed Study, with only one (1) Directed Study being undertaken in any registration period. Any exceptions must be by special permission of the Provost.
- The faculty member who normally teaches the course will be the director-tutor. The original syllabus of the course will be followed.
- 6. The minimum student contact with the instructor will be five (5) hours per semester hour credit.
- A Directed Study must be approved by the chair of the department in which the student is doing the study, the chair of the student's major department, the directortutor, the appropriate College/School Dean and Provost.
- The course will not be entered on the student's record until the Office of Student Accounts has received tuition payment.

The Freshman Success Program



High Point University is interested in and committed to the academic success and progress of entering freshman students. To assist freshman students in enhancing their academic and life skills as well as their transition to academic life, the University conducts The Freshman Success Program.

The Freshman Success Program consists of taking the ADV 1101 Foundations for Academic Success course and participating in other supportive services, such as advisor conferences, using tutors, library support services, and instructor conferences. The program is administered by the Associate Dean for Academic Development.

Entering freshmen will be required to complete The Freshman Success Program according to the following groups:

- 1. Entering freshmen accepted on provisional status are admitted to the University on academic probation and must enter through the Summer Experience Program. They will be required to successfully complete the Summer Experience Program prior to their enrollment in the fall semester. In order for you to be eligible for fall admission, you must pass all of your courses in Summer Experience. In addition, any course in which you receive a grade of C- or less will require you to repeat that course in the fall semester. Students earning a 2.50 GPA or less in *SE2010* will be required to enroll in the Learning Excellence Program for the fall semester and meet those program requirements (tutors, study hall, conferences, etc.). To exit the program and be removed from academic probation status the student must earn a GPA of 2.0 or better on 12 or more credits during the fall semester.
- Based upon evaluative academic criteria, admitted entering freshmen will be required to complete The Freshman Success Program during the fall semester by enrolling in ADV1101 – Foundations for Academic Success course.
- First semester freshmen who earn less than a 2.0 GPA on 12 or more credits during their first semester of enrollment and have not successfully completed ADV1101 will be required to complete The Freshman Success Program during their second semester of enrollment.
- 4. Transfer students with fewer than 15 hours transferred will be required to complete The Freshman Success Program their first semester of enrollment unless excused by the Dean of Arts and Sciences or the Associate Dean for Academic Development.

who successfully complete the Summer Experience Program will be admitted to the fall semester on academic probation. These students will enroll in a reduced course load in the fall semester of 13-14 credits, maintain required library hours, use tutors in the Academic Services Center, and participate in other required program activities, conferences, and meetings. To exit the program in good academic standing



at the conclusion of the fall semester, the student must earn a GPA of 2.0 or better on 12 or more credits. Students with less than a 2.00 GPA will remain on provisional status an academic probation and will be required to enroll in the Learning Excellence Program for spring semester and be required to repeat courses as appropriate. The provisional admission program is coordinated by the Associate Dean for Academic Development who instructs the ADV 1101 course and serves as their academic advisor their first year.

Provisional Status. Students accepted on provisional status and

Course Descriptions





COURSES OF STUDY 2010-2011

COLLEGE OF ARTS AND SCIENCES

Actuarial Science Athletic Training Biochemistry Biology Chemistry Computer Science **Criminal Justice** Enalish Literature Writing Exercise Science French and Francophone Studies History Human Relations Individualized Major International Relations Mathematical Economics Mathematics Music • Instrumental Studies • Piano or Organ Voice Nonprofit Leadership and Management Philosophy Physics Political Science Psychology Religion Sociology Spanish Theatre Performance • Technical Dramatic Writing

Collaborative Theatre

SCHOOL OF ART AND DESIGN

Graphic Design and Digital Imaging Home Furnishings Interior Design Studio Art

EARL N. PHILLIPS SCHOOL OF BUSINESS

Accounting Business Administration Business Administration with a Concentration in Entrepreneurship International Business

NIDO R. QUBEIN SCHOOL OF COMMUNICATION

Electronic Media Games and Interactive Media Design Journalism Media and Popular Culture Studies Strategic Communication

SCHOOL OF EDUCATION

Elementary Middle Grades Secondary (9-12 Licensure) Biology Comprehensive Science English History Mathematics

- Special Education
- General Curriculum (K-12)

Special Subjects (K-12 Licensure)

- Art Education
- Health/Physical Education
- Spanish

PRE-PROFESSIONAL PROGRAMS

Dentistry Engineering Law Medicine Ministry Pharmacy Physical/Occupational Therapy Physician Assistant Veterinary

GRADUATE SCHOOL

Master of Business Administration (M.B.A.) Master of Education (M.Ed.)

- Elementary Education
- 5th Year M.Ed. in Elementary Education
- Educational Leadership
- Special Education: Intellectual Disabilities
- Master of Arts (M.A.)
 - Nonprofit Management
 - History





Major

A major is a sequence of courses (a minimum of 30 semester hours) in an academic area or two or more related areas. The description of each major specifies the courses required in the major.

Minor

A minor is a short sequence of courses, normally requiring a minimum of 18 semester hours, but departments may require more than the minimum. Courses taken to satisfy the minor will be taken for a grade; a 2.0 GPA is required; not more than one D grade is permitted; one half of the courses must be taken at High Point University or one of the study abroad campuses with which High Point University has a formal affiliation agreement. Please refer to the appropriate academic department section for details.

Numbering System

1000-1999 Freshman Courses 2000-2999 Sophomore Courses 3000-3999 Junior and Senior Courses 4000-4999 Senior Courses 5000-5999 Graduate Courses

No student will be permitted to take a course listed above his level unless he has the prerequisites and the permission of the chair of the department and the Provost.

A hyphenated course sequence indicates that the first course is prerequisite to the second course.

Academic Development

ADV 1101. Foundation for Academic Success. An academic and life skills course designed to help create greater success and to provide an opportunity to learn and to adopt methods to promote success in college course work, careers, relationships, and life in general. Students will learn many proven techniques, methods, skills, strategies, practices, and ideas for creating greater academic, personal, social, and career success. Students will learn how to read college textbooks with special emphasis on improving reading comprehension and ability and application to other reading, Students will also learn to improve comprehension and note taking skills and apply other learning techniques relating to learning styles, processing information, managing time effectively, setting goals, increasing concentration, reducing stress and procrastination, improving listening skills, preparing for test, and performing well on tests with a variety of question formats.

Accounting (See Business)



At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

SCHOOL OF ART AND DESIGN

Art Department

Mr. Scott Raynor, *Chair*; Mr. Allan Beaver, Dr. Cherl Harrison, Ms. Karen Maness, Mr. Bruce Shores, Ms. Andrea Wheless.

The Art Department at High Point University encompasses three areas of study. Students can choose to major in Art Education, Graphic Design & Digital Imaging or Studio Art.

Art Education:

Students wanting to pursue Art Education may obtain licensure by fulfilling the requirements set forth by both the Art Department and the School of Education.

Graphic Design & Digital Imaging:

The student who takes the Graphic Design & Digital Imaging major will take an array of courses that are primarily digitally based. These courses will focus on artistic development, emphasizing the conceptual understanding needed to produce thoughtful, engaging, and professional work. Students within this major will also challenge notions concerning the making, exhibiting and viewing of art and graphic design. The ultimate goal of the program is pushing the student into achieving a new theoretical and aesthetic understanding of art and graphic design that leads toward a unique creative vision.

Studio Art:

The studio art degree emphasizes an observation based approach with an exposure to a broad range of art media. The foundation level courses are based on the fundamentals of drawing and design leading to more advanced courses that examine aesthetics, history, criticism and studio practice. Students are also encouraged to develop their abilities to clearly articulate visual concepts and ideas and critically examine their own art and the art of others. Advanced studio courses are offered in the disciplines of ceramics, photography, painting, sculpture and digital art.

Requirements for a B.A. in Studio Art (48 Credits)

ART 1050 Fundamentals of Design ART 1060 Drawing ART 2050 Digital Art and Design ART 2120 Art History I ART 2220 Art History II ART 3060 Life Drawing ART 3090 Introduction to Sculpture ART 3160 Introduction to Painting Four electives selected from ART 2030, 2080, 2090, 2888, 3050, 3150, 3190, 3850, 4060, 4080, and 4090 with two studio courses at or above the 3000-level, one studio

course below the 3000-level, and one studio course that is designated art history.

Requirements for a B.A. in Art Education (40 Credits)

- ART 1050 Fundamentals of Design
- ART 1060 Drawing
- ART 2050 Digital Art and Design
- ART 2120 Art History I
- ART 2220 Art History II
- ART 2070 Integrated Art/Media Explorations
- ART 3090 Introduction to Sculpture
- ART 3160 Introduction to Painting
- Two electives selected from ART 2030, 2080, 2090, 2888, 3050, 3060, 3150, 3190, 3850, 4060, 4080, and 4090 with one studio courses at or above the 3000-level and one studio course that is designated art history.

Requirements for a B.A. in Graphic Design & Digital Imaging (48 Credits)

- ART 1050 Fundamentals of Design
- ART 1060 Drawing
- ART 2050 Digital Art and Design
- ART 2120 Art History I
- ART 2220 Art History II
- ART 1100 Typography
- ART 2550 Introduction To Graphic Design
- ART 2150 History of Graphic Design
- ART 3650 Advanced Concepts In Graphic Design
- ART 4999 Graphic Design Senior Studio
- Two electives selected from ART 2030, 2080, 2090, 2350, 3090, 3160, 3550, and 3680 with at least one course at the 3000-level.

Requirements for a Minor in Graphic Design

- ART 1050 Fundamentals of Design
- ART 2050 Digital Art and Design
- ART 2150 History of Graphic Design
- ART 2550 Introduction To Graphic Design
- ART 1100 Typography





Requirements for a Minor in Studio Art

- Three courses that are designated studio courses: ART 1050, 1060, 2050, 3060, 3090, 3160, 2030, 2080, 2090, 3190, 4060, 4080, 4090
- Two courses that are designated art history: ART 2120, 2220, 2888, 3050, 3150, 3850

Requirements for a Minor in Art History

- Two courses that are designated studio courses: ART 1050, 1060, 2050, 3060, 3090, 3160, 2030, 2080, 2090, 3190, 4060, 4080, 4090
- Three courses that are designated art history: ART 2120, 2220, 2888, 3050, 3150, 3850

Students may not double major in both studio art and graphic design. In addition a studio art or art education major may not declare a minor in graphic design. A graphic design major may not declare a minor in studio art.

ART 1050. Fundamentals of Design. Fundamentals of Design explores the basic foundations of design through a series of visual projects that explore the principles and elements of design. Students will work both with analog and digital media as they explore two-dimensional, three-dimensional design along with color theory. Four credits.

ART 1060. Drawing. This is a foundational drawing course from observation. It is an introduction to the structure and articulation of forms. Some or all of the media used that may be introduced are charcoal, pencil, conte crayon and wet media. The student will become familiar with fundamental techniques and competent at rendering a convincing drawing based on the observation of the underlying structure of objects with an understanding of composition. Four credits.

ART 1100. Typography. Typography is a study of the design and use of basic letter forms, typographic contrast, hierarchy of information, major type families and characteristics, history of design and typographic grids. Students build skills for the art of typesetting and typographic layout, and for expressive typography and conceptual thinking. Four credits.

ART 2030. Introduction to Printmaking. Introduces techniques in one or more of the traditional printmaking methods including etching, relief and monoprinting --all of which have been essential vehicles of creative expression in 20th century art and remain important for all kinds of artists in the 21st century. Printmaking allows students to

discover a new medium where drawing and design skills can be enhanced. A goal of acquiring precision with technique is combined with the spirit of experimentation to encourage the student to produce high quality imagery in several print editions. Important printmakers and their theories are discussed. Information on how digital imaging is used in 21st century printmaking is also addressed in terms of computergenerated designs. Environmental concerns in operating a "green lab" are more important today than ever. Four credits. Prerequisite: ART 1060.



ART 2050. Digital Art and Design. This course is an introduction to the use of a digital platform to explore the principles, elements, and theories of design. Students will be exposed to a variety of software programs as they create a wide range of design-based projects. Four credits.

ART 2070. Integrated Art/Media Explorations. This course introduces art education students to a variety of techniques and materials specific to the elementary and secondary art classroom. Students will research and create a variety of projects towards the goal of building proficiency with these materials and processes. Four credits.

ART 2080. Introduction to Photography. Introduction to Photography is an introduction to traditional darkroom techniques, camera controls, prominent photographers and design skills. The curriculum compares analog and digital photography in camera capture, exposure and output. The role of film in the 21st century is addressed in conjunction with the latest research on market trends in commercial, medical and fine art applications. This class emphasizes darkroom work and includes a text, lectures and tests. A 35mm SLR (single lens reflex) film camera with manual controls is required for the class. A list of supplies such as film and paper will be available before class begins. Four credits.



ART 2090. Introduction to Ceramics. This is a basic course in ceramics with an emphasis in hand-built forms. The methods of pinch, slab, coil, and hump will be used to familiarize the student with clay and clay building. Students will learn the language and terminology used in ceramics. Through various projects students will gain confidence with observational analysis; technical, interpretive, and inventive skills; self-expression; and personal interests. Students will learn the stages of clay from its origin in the ground through the firing and glazing stages. Group and individual critiques will be included in the course to increase awareness, questioning and self-evaluation. Through research, the student will demonstrate an awareness of and appreciation for the works of ceramic artists from our culture and other cultures. The student will develop knowledge about the early history of ceramics. Four credits.



ART 2120. Art History I. This course is a survey of the history of painting, sculpture, and architecture from prehistory to Giotto in relation to the cultural background in which it was shaped. Course material will be presented through lectures, assigned readings and in-class discussions. From this material, students will learn to think and speak critically about visual and textual material, as well as see art as a necessary part of human interaction. Four credits

ART 2150. History of Graphic Design. The History of Graphic Design will trace the historical development of graphic design which includes illustration and the sequential arts. This course will examine graphic design as a component of society, culture and general history as well as present an overview of the first illustrators and designers (from cave art to illuminated manuscripts). Supplements lecture, theory, and audio visual with relevant creative projects. Four credits.

ART 2220. Art History II. This course is a survey of the history of painting, sculpture, and architecture from Giotto to Pollock in relation to the cultural background in which it was shaped. Course material will be presented through lectures, assigned readings and in-class discussions. From this material, students will learn to think and speak critically about visual and textual material, as well as see art as a necessary part of human interaction. Four credits.

ART 2350. Three-Dimensional Design. This course explores the principles and elements of design in a three-dimensional context. Four credits. Prerequisite: ART 1050.

ART 2550. Introduction To Graphic Design. This course introduces the interaction of text and image and the fundamental components of graphic communication. Students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will be expected to expand their proficiency in all aspects of the design process, including the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Four credits.

ART 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ART 2888. Art in Europe. Art in Europe is designed as a May Term course that integrates site specific works of art from various locations in Europe with student research and collaboration. Students will participate by visiting works of art and experiencing architecture with the facilitating faculty member. Students will complete a series of research based assignments and present them to their fellow classmates. Four credits.

ART 3050. History of Modern Art. History of Modern Art introduces important artists of the 20th and 21st centuries in relation to the culture. The debate on the beginnings of Modern Art as the Renaissance is discussed yet the emphasis of this class is on the era beginning with Cubism. Aside from presenting the work and theories of prominent painters, sculptors and architects other artists such as photographers, performance artists, and electronic media artists are included. How Modern Artists shaped and mirrored certain aspects of the culture and environment will be a theme. Four credits. "I enjoy the one-on-one time I get with my art professors. They work closely with us on a wide variety of projects and help us learn to express ourselves."

Alex Stanley

ART DEPARTMENT 69

ART 3060. Life Drawing. This advanced course in drawing from the figure explores the expressive potential of the human figure as subject matter. This will be discovered through an experience with models in a variety of figure-environment situations. The student will further develop their skills at observation based on an understanding of the human figure. Class will include gesture drawings, long and short poses and drawing in a variety of media. Four credits. Prerequisite: ART 1060.

ART 3090. Introduction to Sculpture. Sculpture I is a beginning clay modeling course. It is an in-depth study of form based on observation. The course will include bas-relief and sculpture in-the-round using additive methods to observe forms such as the skull, portrait head, still life, and the figure. Students will build perceptual ability and skills through studio assignments and develop a language for form making. Students will research other sculptors to build their visual vocabulary. Group and individual critiques will be included in the course to increase awareness, questioning and self-evaluation. Four credits. Prerequisite: ART 1060.

ART 3150. History of American Art. An introduction to the art and architecture of the United States from pre-colonial times through the present. This course will investigate the role of European influences and the evolution of uniquely American forms as artists respond to the social and political forces that shape this country. No Prerequisites. Four credits.

ART 3160. Introduction to Painting. This is an introduction to oil painting with an emphasis on obtaining a basic understanding of pictorial organization and critical dialogue. Basic techniques of monochromatic blocking in, mixing colors, blocking in the form with color and the proper application of oil paint are introduced. The use of color schemes will be explored by the student with the goal of understanding how these schemes work to create a convincing space and a sound composition. Four credits. Prerequisite: ART 1060.

ART 3190. Advanced Ceramics. Advanced Ceramics develops technical throwing skills using the potter's wheel and will provide an opportunity for students to develop personal direction and voice. Form and design will be emphasized. Glazing and decorating techniques as well as combining thrown and hand-built forms will be considered to further emphasize form and design. Students will increase awareness, questioning and self-evaluation through demos,

group and individual critiques, and research of ceramic artists. Four credits. Prerequisite: ART 2090.

ART 3550. Art and Design for the Web. This course introduces basic visual communication concepts that are critical to designing web pages and interactive media. Emphasis is placed on design, communication, information, architecture, navigation, and authoring. Four credits. Prerequisite: ART 2050.



ART 3650. Advanced Concepts In Graphic Design.

Further emphasis will be placed on the relationship between text and image through a series of design-based problems. Continued emphasis will be placed on the use of formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. Students will also research and investigate opportunities in careers related to graphic design. Four credits. Prerequisite: ART 2550.

ART 3680. Digital Photography and Imaging. This course is an introduction to photographic digital imagery including the basic techniques of digital camera operation, image scanning devices and computer software editing. Throughout the course, technical skills and conceptual understanding will be major goals in the weekly hands-on assignments. Through lectures, presentations, reading, projects, discussions and portfolios students gain insight into contemporary theory and historical heritage of digital photography. Students must provide a digital camera. Four credits. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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ART 3850. History of Photography. History of Photography is a survey of the key events and photographers since the invention of photography in the 1830s. The effect photography has had on portraiture, journalism, science, sociology, medicine, communications, movies, television, war documentation, and fine arts are among the important topics covered in this lecture/discussion class. Students will gain an awareness of the monumental impact that photography has had worldwide and realize the universal language photography provides. The class emphasizes the dedicated and fascinating people who devoted their lives to either document what would never have been seen or to invent techniques that made the processes beautiful and permanent. Four credits.

ART 4060. Advanced Painting. This is a continuation of Introduction to Painting with an emphasis on attention to the individual's personal response to visual elements. Development of this particular response to the medium and keen observation by the student will be implemented. Students will further develop skills and techniques as related to oil painting from observation. More advanced techniques of glazing, impasto, and scumbling will be introduced along with alla prima and plein air. Four credits. Prerequisite: ART 3160.

ART 4080. Advanced Photography. Advanced photography emphasizes techniques for fine art printing, exposure/ development control and alternative processes such as cyanotype or van dyke brown. Students are introduced to a wide variety of photography theories and encouraged to define their own philosophy in a required set of theme-based photographs. The class maintains an ongoing discussion of "digital versus film" with advantages noted in each area. Digitizing negatives is one of the exercises covered in this discussion. The fine art printing techniques which are the hallmark of this class develops a student's vision for any output from film to digital. Four credits. Prerequisite: ART 2080.

ART 4090. Advanced Sculpture. Advanced Sculpture is a continuing in-depth study in observation with emphasis on individual expression and exploring the possibilities of clay. The course may include bas-relief and sculpture in-the-round using additive methods to observe forms such as the skull, portrait head, still life, and the figure. Mold-making and casting will be introduced. Subtractive method of carving may be introduced. Students will research other sculptors to build their visual vocabulary. Group and individual critiques will be included in the course to increase awareness, questioning and self-evaluation. Four credits. Prerequisite: ART 3090.

ART 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

ART 4999. Graphic Design Senior Studio. Senior Studio is a capstone course in graphic design where the student will create a finished portfolio of work. Faculty within the department will take on a mentoring role to guide the student towards synthesizing their experiences in the major. In addition to a portfolio requirement, students will also gain skills in writing and presentation of their work. Four credits. Prerequisite: ART 3650.

ART 2998, 3998, 4998. Art Department Internship. Internship Art Department. Four credits



Home Furnishings & Design 71



Knabusch-Shoemaker International School Of Home Furnishings And Design

Mrs. Cathy Hillenbrand-Nowicki, *Coordinator*; Dr. Richard Bennington, Dr. Elizabeth Dull, Dr. Richard Hargrove, Mr. John Linn.

Department of Home Furnishings and Interior Design

B.S. in Home Furnishings B.S. in Interior Design Home Furnishings Minor

General policy on minors: When a minor is "embedded" in a major, the minor will not be granted.

Bachelor of Science Degree in Home Furnishings (54 credits)

The Bachelor of Science degree in Home Furnishings, part of the Knabusch-Shoemaker International School of Home Furnishings and Design, is offered for those students who expect to enter the home furnishings industry. The program is designed to prepare students for careers with home furnishings manufacturers, home furnishings industry suppliers, or to go into home furnishings retailing.

BUA 2990. Business Communications and Professional Development (3) COM 1110. Human Communications (4) COM 2235. Public Relations Techniques (4) HFS 2610. Fundamentals of Furnishings (3) HFS 3520. Home Furnishings Merchandising (3) HFS 3620. Home Furnishings Marketing – Manufacturing (3) HFS 3630. Home Furnishings Retailing (3) HFS 3670. Home Furnishings Sales Development (3) HFS 4990. Senior Seminar in Home Furnishings (3) INT 1140. Introduction to Interior Design (3) INT 3150. Textiles (3) MIS 1100. Information Technology for Decision Support (3) MKT 2110. Principles of Marketing (3) MKT 3200.Consumer Behavior (3) MKT 3750. International Marketing (3) PHL 2046. Business Ethics (4)

And ONE of the following:
INT 2710. History of Architecture, Interiors and Furnishings Prior to 1830 (3)
MKT 3180.Marketing Communications (3)
MIS 3410. Website Development (3)

Bachelor of Science Degree in Interior Design (73 credits)

The Bachelor of Science with a major in Interior Design, part of the Knabusch-Shoemaker International School of Home Furnishings and Design, is offered for those students wishing to enter the interior design profession. The program is accredited by CIDA and meets the education requirements for practicing designers wishing to sit for the NCIDQ.

ART 1060. Drawing (4) ART 2220. Art History II (4) HFS 2610. Fundamentals of Furnishings (3) HFS 3630. Home Furnishings Retailing (3) INT 1130. Studio I (3) INT 1140. Introduction to Interior Design (3) INT 2160. Studio II (3) INT 2170. Studio III (3) INT 2270. Studio IV (3) INT 2300. Space Planning (3) INT 2710. History of Architecture, Interiors and Furnishings Prior to 1830 (3) INT 2720. History of Architecture, Interiors and Furnishings Since 1830 (3) INT 3150. Textiles (3) INT 3170. Lighting Design and Color (3) INT 3190. Building Technology (3) INT 3200. Materials, Finishes, and Calculations (3) INT 3280. Contract I (3) INT 3300. Residential (3) INT/GBS 3310. Global Issues and the Built Environment (4) INT 3370. Interior Detailing (3) INT 3400. Portfolio Development for Interior Designers (1) INT 3980, Professional Practices (3) INT 4280. Contract II (3) INT 4990. Senior Seminar (3)

An overall cumulative GPA of 2.00 and a GPA of 2.5 or higher is strongly recommended for all interior design studio courses in order to succeed in the program. Students earning a D in studio courses will be advised to repeat those courses before continuing to the next level of coursework.



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All home furnishings and interior design majors must take MTH 1110, MTH 1130 or a higher level math to meet the General Education math requirement.



A portfolio review and advising session will be held for interior design majors at the end of the sophomore year. Students will receive a copy of each review, which will go into the student's permanent file.

All interior design studio courses require the acquisition of specific materials and supplies. All interior design students are expected to develop and maintain a reference library of texts, samples, and other necessary materials to complete course projects. It is strongly recommended that students retain their textbooks to serve as valuable references in higher level courses and during their professional lives. Transfer students: Portfolio review by interior design faculty is required. Since course titles and contents vary from institution to institution, placement and acceptance of credit for High Point University interior design courses are based on examination of student work to ensure that student knowledge, skill sets, and graphic communication abilities are commensurate with acceptable work in specific High Point University interior design courses.

Home Furnishings Minor (18 credits)

HFS 2610. Fundamentals of Furnishings (3) MKT 2110.Principles of Marketing (3)

And FOUR of the following: HFS 3520. Home Furnishings Merchandising (3) HFS 3620. Home Furnishings Marketing – Manufacturing (3) HFS 3630. Home Furnishings Retailing (3) HFS 3670. Home Furnishings Sales Development (3) MKT 3200.Consumer Behavior (3)

Home Furnishings

HFS 2610. Fundamentals of Furnishings. A survey of and introduction to the home furnishings industry involving extensive exposure to terminology and various types of manufacturing. Home furnishings are explored from the raw material stage all the way to the finished product as it exists in its place of ultimate use. Involves extensive use of field trips. Three credits.

HFS 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

HFS 3520. Home Furnishings Merchandising. An introduction to merchandising theory, major concepts and the realities of putting together a cohesive product assortment and presenting it effectively to a targeted group of customers with regard to pricing, assorting, styling, and timing. Students will be exposed to global sourcing and vendor relationships. Three credits. Prerequisite: HFS 2610 or permission of instructor.

HFS 3620. Home Furnishings Marketing -

Manufacturing. A basic course in how home furnishings are marketed as seen by the manufacturer. All marketing functions of the manufacturer will be explored. Includes the importance of establishing proper rapport with dealers through the furniture market and sales representatives.

Three credits. Prerequisite: HFS 2610 or permission of department chair.

HFS 3630. Home Furnishings Retailing. The basics of how home furnishings are marketed from the standpoint of the retailer. Topics to be covered are financing of a retail home furnishings store; location, display, advertising; selection of store personnel; importance of the buying function; and various administrative aspects of operating a store. Three credits. Prerequisite: HFS 2610 or permission of department chair.

HFS 3670. Home Furnishings Sales Development.

Salesmanship in the home furnishings industry. The task of personal selling is explored from the viewpoint of the manufacturer and the retailer. The theory of selling is also explored. Three credits. Prerequisites: HFS 2610 and either HFS 3620 or 3630 or permission of department chair.

HFS 4444. Independent Study. Admission by permission of the chair of the department to undertake an assignment planned in advance. One to three hours credit.

HFS 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

HFS 4990. Senior Seminar: Home Furnishings. A capstone course designed to allow the home furnishings student to assimilate his or her knowledge of the field and apply it to solving selected case studies and independent research. Decision-making ability using knowledge acquired in other courses is stressed. Three credits. Prerequisites: Senior standing and completion of all Home Furnishings courses or permission of department chair.

Interior Design

INT 1130. Studio I. An introduction to processes, perception, and theory fundamental to art and design. Emphasis will be placed on visual perception, theories of design and design composition, the design process, and visual thinking. Three credits.

INT 1140. Introduction to Interior Design. An introduction to interior design fundamentals. Principles and elements of design, color theory, space planning, and basic components of interiors will be explored. Three credits.



At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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INT 2160. Studio II. A studio course exploring the use of hand drafting and current computer software as a means for graphic design communication for scaled two-dimensional interior drawings. Three credits. Prerequisites: ART 1060, INT 1130, INT 1140.

INT 2170. Studio III. An examination and execution of professional presentations for interior spaces, including floor plans, elevations, sections, models, and paraline and perspective drawings, in various color media. Layout composition and graphic presentation are explored. Three credits. Prerequisites: ART 1060, INT 1130, 1140, 2160, 2710.



INT 2270. Studio IV. A studio course exploring the use of models, sketching, hand drafting, and the computer as a means for graphic design communication for three-dimensional visualization of interior spaces. Three credits. Prerequisites: ART 1060, INT 1130, 1140, 2160.

INT 2300. Space Planning. This course stresses the analytical, conceptual and applied aspects of programming and space planning through research and development of the design process. Three credits. Prerequisites: ART 1060, INT 1130, 1140, 2160, 2710.

INT 2710. History of Architecture, Interiors and **Furnishings Prior to 1830.** An overview of architecture, interiors and furnishings from 3000 B.C. to the 1830, focusing primarily on developments in Western Europe; providing the student with a social and historical survey of architectural forms, decorative interior treatments, and furnishings. Three credits.

INT 2720. History of Architecture, Interiors and Furnishings Since 1830. An overview of architectural trends and theories, styles in interiors and furnishings, and prominent architects and designers from the rise of the English Arts and Crafts Movement in the mid-nineteenth century through today's developments. Three credits.

INT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

INT 3150. Textiles. An investigation of textiles for interior use. Topics include fibers, yarns, construction techniques, finishes, consumer protection, specification of textiles for residential and non-residential end-users, and designer responsibility as related to consumer health, safety and welfare. Three credits. Prerequisite: INT 1140 or HFS 2610.

INT 3170. Lighting Design and Color. An introduction to interior electrical lighting systems and design, principles and perceptions of light, and color. Emphasis is placed on color theories and lighting design for both residential and nonresidential interiors. Three credits. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 2300, 3150, 3190, 3200.

INT 3190. Building Technology. An overview of common residential and non-residential building systems as they relate to built architectural environments, including: structural systems, methods of construction, current trends in building materials and their applications, installation methods, mechanical systems, environmental concerns, and laws, building codes, and ordinances as related to interior environments with emphasis on the interrelationship between interior and exterior materials. Three credits. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2270, 2300.



INT 3200. Materials, Finishes, and Calculations.

A study of various products, their composition and construction, and surface materials and finishes, other than those of a structural nature, which are appropriate for the interior environment, including materials for floors, walls, ceilings, windows, and other interior surfaces. Subject matter covered will consider: basic material characteristics, manufacturing processes, appropriateness for selection based on function and code compliance, generic characteristics of goods specified by the interior designer, installation methods, maintenance considerations and quantity calculations, and estimating techniques. The course examines: specification guidelines and drawings, product sourcing, including sustainable and green, available to the interior designer. Both residential and contract interior materials and finishes are addressed. Three credits. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 2300.

INT 3280. Contract I. A studio design course focusing on designing non-residential interior environments. Emphasis is placed on critical thinking, programming , design development, barrier-free, and universal design considerations in relation to effective visual communication, code compliance, materials selection, and FF&E specifications. Both hand and CAD drawing formats are emphasized. Three credits. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 2300, 3150, 3170, 3190, 3200, 3300.

INT 3300. Residential. An introduction to the elements unique to residential spaces and the residential client. Three credits. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 2300, 2710, 2720, 3150, 3190, 3200.

INT/GBS 3310. Global Issues and the Built

Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. Four credits. Prerequisites: Must have declared an Interior Design major, or received permission from the instructor.

INT 3370. Interior Detailing. Advanced projects focusing on the detailing of interior spaces, including custom millwork and custom casework design, construction drawings, and materials selection for residential and non-residential interiors. Three credits. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 2300, 3150, 3170, 3190, 3200, 3300.

INT 3400. Portfolio Development for Interior

Designers. A course focusing on the development of a professional portfolio appropriate for the interior design field. Students will research portfolio options and technologies and document existing and current work. Students will be required to show completed portfolios in the Senior Show. One hour credit. Prerequisites: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2300, 3150, 3170, 3190, 3200, 3280, 3300.

INT 3980. Professional Practices. An introduction to ethical business practices and procedures in the field of interior design. Within this framework, the course provides an in-depth study of the profession of Interior Design, including the current state of the profession, legislative issues, professional goals, legal responsibilities, and design contracts (including contract administration and project management). Three credits. Prerequisites: ART 1060, HFS 2160, INT 1130, 1140, 2170, 2270, 2300, 2610, 3150, 3190, 3200 or permission of the instructor.

INT 4280. Contract II. An advanced studio design course focusing on functional and aesthetic solutions for non-residential environments. Spring. Three credits. Prerequisites: Senior standing and completion of the following design studios/courses: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 2300, 3150, 3170, 3190, 3200, 3280, 3300, 3370, 3400, 3980.

INT 4444. Independent Study. Admission by permission of the Chair of the department to undertake an assignment planned in advance. One to three hours credit.

INT 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

INT 4990. Senior Seminar. A seminar designed to allow the interior design major to assimilate his or her knowledge by developing a creative solution to a comprehensive, multi-dimensional project presented to design professionals. Projects are exhibited in the Senior Show. Spring. Three credits. Prerequisites: Senior standing and completion of the following design studios/courses: ART 1060, HFS 2610, INT 1130, 1140, 2160, 2170, 2270, 3150, 3170, 3190, 3200, 3280, 3300, 3370, 3400, 3980.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

BIOLOGY

Dr. Dinene Crater, *Chair*; Dr. Joshua Campbell, Dr. Linda Curtis, Ms. Donna Dennis, Dr. Nicole Hughes, Ms. Eleanor Russell, Dr. Kelli Sapp, Dr. Charles Smith, Dr. Gerald Smith.

The department seeks:

- to provide courses that will introduce students to the logic and knowledge base of biological sciences so that they will have a foundation that will allow them to continue to learn and understand the impact of science on their individual and corporate lives in today's world;
- to provide introductory courses in Biology to fulfill the laboratory science requirement in the University's liberal arts program;
- to provide a sequence of courses that will prepare students to teach Biology in middle and secondary schools;
- to provide the necessary prerequisite courses in Biology for students in pre-professional curricula and specific interdisciplinary programs;
- 5. to provide the courses and advising for students to major in Biology.
- The Department offers both the Bachelor of Arts and the Bachelor of Science degrees.

Core Courses (16 credits)

BIO 1399. Introduction to Biological Principles and Literature.BIO 2110. General Botany.BIO 2120. General Zoology.BIO 2130. Evolutionary Biology and Ecology.

Capstone Experience (2 credits): can be met by completing one of the following.

BIO 4110 & BIO 4111. Undergraduate Research. BIO 4980. Biology Journal Club. BIO 4990. Senior Seminar.

Requirements for the Bachelor of Arts Degree (38 credits)

Core courses in Biology (16 credits) Capstone Experience (2 credits) Elective courses in Biology. Eight additional hours from Biology 1110 and/or Biology courses at the 3000 or 4000 level (8 credits) Required supporting courses: CHM 1010, 1011, 1020, 1021, and MTH 1210 (12 credits)

Requirements for the Bachelor of Science Degree (58 credits)

Core courses in Biology (16 credits)

Capstone Experience (2 credits)

- Elective courses in Biology. Sixteen credits at the 3000 or 4000 level (16 credits)
- Required supporting courses: Chemistry 1010, 1011, 1020, 1021, 2510, 2011, 2520, 2021, MTH 1410, and STS 2020 or STS 3200 (24 credits)

Requirements for a minor (20 credits)

Core courses in Biology (16 credits) One course at the 3000-level or higher (4 credits)

BIO 1100. Biology: A Human Perspective. A study of biological principles, with emphasis on their application to the human organism. This course will introduce the student to the process of scientific inquiry along with cell level processes, continuance of the human species and maintenance of the human body. Four hours credit. Three lecture and two laboratory hours. Satisfies the laboratory science requirement and is recommended for the student who seeks a single semester course. Course fee: \$25.

BIO 1110. Environmental Science. A study of our relationships with the natural world. Fundamental concepts of ecology, awareness of environmental issues, and the need for a sustainable biosphere will be emphasized. Four hours credit. Three lecture and two laboratory hours. Satisfies the laboratory science requirement and is recommended for the student who seeks a single semester course. Course fee: \$25.

BIO 1399. Introduction to Biological Principles and

Literature. A study of the general principles of living systems with a focus on chemical, cellular, and metabolic levels of biological organization, emphasizing the role of genetics and evolution. The acquisition of primary literature via electronic data retrieval systems will be emphasized. Students will learn to read and interpret research and review papers, write summaries and present scientific information orally. Four hours credit. Four lecture and two laboratory hours. Satisfies the laboratory science requirement and is recommended for students who seek to take the full year of biology. Both BIO 1100 and BIO 1399 may not be taken for Biology credit in the Biology major or the minor. Course fee: \$25.

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BIO 2060. Human Physiology. A study of the physical and chemical mechanisms by which human systems function. The focus of the course is on homeostasis, a dynamic equilibrium regulated locally and by neural and endocrine systems. Some pathologies are covered as a means for appreciating normal function. Students will participate in a number of non-invasive activities. Computer-assisted data acquisition is used for some exercises, including reaction times, muscle function, EKGs, spirometry, and breathing rates. Four hours credit. Three lecture and three laboratory hours.

BIO 2070. Human Anatomy. A study of the anatomy of the major systems of the human body. All of the systems and their various parts will be covered. Laboratory will consist of models, interactive electronic programs, and where possible, dissection of a representative animal. Four hours credit. Three lecture and three laboratory hours.

BIO 2110. General Botany. A survey of the diversity of bacteria, algae, fungal protistans, fungi and plants. Reproductive cycles, morphology, economic/ecological importance, phylogeny, and the anatomy and developmental and physiological processes in seed plants will be emphasized. Methods of diversity will be stressed in the

laboratory. Four hours credit. Three lecture and three laboratory hours. Prerequisite: BIO 1399.

BIO 2120. General Zoology. A survey of the diversity, systematics, and ecology of protozoa and select phyla within the animal kingdom. Basic anatomy, physiology, reproductive processes, development, and behavior of invertebrates and vertebrates will be emphasized in the laboratory. Four hours credit. Three lecture and three laboratory hours. Prerequisite: BIO 1399. Course fee: \$25.

BIO 2130. Evolutionary Biology and Ecology. This course focuses on basic concepts and applications of evolutionary biology and ecology. Emphasis is given to the mechanisms of evolution, processes that lead to the formation of new species, and methods used to infer evolutionary relationships. Principles of population, community and ecosystem ecology are also emphasized. Four hours credit. Three lecture and three laboratory hours. Prerequisites: BIO 1399, 2110, and 2120, or permission of the instructor.

BIO 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.





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BIO 3000. Cell Biology. A study of the cell: its origins, submicroscopic structure, and functions within the context of evolution and the physical laws of nature. Four hours credit. Three lecture and three laboratory hours. Fall. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.



BIO 3030. Vertebrate Histology. A study of the structure and function of tissues. Specialization of cells for specific functions leads to characteristic cellular structure. Laboratory work consists primarily of microscopic examination of prepared slides. Some laboratories teach students how to fix, section, and stain tissues for microscopic examination. Four hours credit. Three lecture and three laboratory hours. Prerequisite BIO 2130 or BIO 1399 and permission of the instructor.

BIO 3040. Microbiology. A study of the fundamental principles and techniques of microbiology, with emphasis on morphology, physiological processes, and parasitic implications of microorganisms (bacteria, molds, yeast, and viruses); methods of control; immunology; and applied microbiology. Three lecture and four laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 3050. Genetics. This course will review the principles of genetics, including epistasis, polygenes, pedigrees, gene linkage and mapping; along with a review of DNA structure, Central Dogma and biotechnology. Laboratory exercises will include Drosophila crosses, chromosome structure and cytogenetics, and DNA isolation from various organisms with application of fingerprinting techniques. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 3070. Vascular Plant Taxonomy. A study of the morphology, ecology, systematics, and evolution of vascular plants, including collection, identification, and classification of the more common forms. Four hours credit. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399, BIO 2110 and permission of the instructor.

BIO 3080. Vertebrate Natural History. This course is a survey of vertebrate diversity with an emphasis on vertebrate evolution and systematics, functional morphology, life history, ecology, behavior and biogeography. The laboratory portion of the course is field oriented with a focus on the identification, classification and natural history of the regional vertebrate fauna. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 3210. Tools for Biotechnology. This course will introduce students to the basic molecular biological concepts and techniques used in the field of biotechnology. Current progress in DNA technology, as well as microbial, plant and animal biotechnology will be discussed. BIO 2130 or BIO 1399 and permission of the instructor.

BIO 3220. Parasitology. A study of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host-parasite associations, integrated with examples spanning a broad range of topics including parasite community structure, parasite biogeography, and the evolution of host-parasite systems. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 3350. Emerging Infectious Diseases: A World

Perspective. This course is designed to provide the student with a strong foundation in the social, environmental, economic, and biological aspects of infectious disease (e.g. AIDS, malaria, SARS, Yellow Fever, Rabies). Students will develop a deeper understanding of the impact that infectious diseases have on the global community. Prerequisite: BIO 1100 or BIO 1399 or permission of the instructor. BIO/GBS 3350 may be taken for biology credit in the major or minor and to satisfy the global studies requirement.

BIO 4010. Animal Physiology. A study of the physiological activities of animals. The systems and homeostasis are stressed. Four hours credit. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 4020. Ecological Plant Physiology. A study of the morphology and physiology of vascular plants within the

"A degree in biology provides students with a variety of career opportunities in education, industry and graduate/ professional school."

Kelli K. Sapp, Ph. D., Associate Professor of Biology

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context of homeostasis. The significance of physiology and relationship to the environment is emphasized. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 4030. Developmental Biology. A study of the development of embryos including fertilization, gastrulation, and organogenesis that occur prior to hatching or birth. The course focuses on understanding genes that control development. Changes that occur during maturation, regeneration and aging are also considered. Labs focus on experimental embryology of fish, frogs, chicks, and sea urchins. Four hours credit. Three lecture and three laboratory hours. Prerequisite BIO 2130 or BIO 1399 and permission of the instructor.

BIO 4040. Ecology. A study of the fundamental principles and techniques of ecology, with emphasis on interactions within ecosystems as well as challenging ecological issues. Four hours credit. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 4050. Comparative Vertebrate Anatomy. The course includes a comparative study of the anatomy of vertebrates (fishes, amphibians, reptiles, birds and mammals) with an emphasis on the function, adaptive significance, evolutionary history, and phylogenetic implications of body structures. The lab is a survey of the anatomy of representative vertebrates with an in-depth, dissection based study of mammalian anatomy. Three lecture and three laboratory hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 4060. Immunology. A study of the basic concepts and principles, contemporary issues, and current research in the field of immunology, along with discussions regarding vaccine development, autoimmune diseases, transplant immunology and modern immunological diagnostic tools. Four lecture hours. Prerequisite: BIO 2130 or BIO 1399 and permission of the instructor.

BIO 4090. Molecular Biology. An advanced consideration of the structure, function, and manipulation of nucleic acids, Topics covered will include DNA, RNA, and protein structure and synthesis, the genetic code, gene regulation, oncogenes, regulation of the cell cycle, and gene cloning. Four hours credit. Three lecture and three laboratory hours. Prerequisite: BIO 2130 and CHM 1010 and 1020, or BIO 1399 and permission of the instructor.

BIO 4110-4117. Undergraduate Research. Biology majors may complete a research project under the supervision of a faculty member in the department. Students will write of their research in the form of a scientific paper and are encouraged to present their findings at a regional or national conference. Permission of the Department Chair.



BIO 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

BIO 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

BIO 4980. Biology Journal Club. In this course students will conduct an in depth survey of the primary literature of a biologically relevant topic. Students will be expected to present analyses of primary literature and facilitate a discussion of the topic among those participating in the journal club. Two hours. Prerequisite: BIO 2130 or permission of the instructor.

BIO 4990. Senior Seminar. The student will review primary literature in a biological area of interest. In consultation with a faculty mentor, the student will present their findings in the writing of a review paper and an oral presentation of their research to a group of peers and faculty. Two lecture hours. Prerequisite: Senior status.



SCHOOL OF BUSINESS

The Earl N. Phillips School of Business Including the Plato S. Wilson Family School of Commerce

Dr. James Wehrley, Dean; Dr. Stephanie Crofton, Associate Dean; Mr. George Noxon, Chair, Accounting, Finance, and Economics; Ms. Karen Coffman, Chair, Entrepreneurship, Management, and Information Systems; Dr. Richard Parker, Chair, Marketing and Sport Management; Dr. Michael McCully, Director, Economics and International Business; Dr. Shaun Davenport, Director, MBA; Dr. Jenny Lukow, Coordinator, Sport Management; Dr. Richard Bennington; Ms. Courtney Boerstler; Mr. David Carter; Dr. Michael Collins; Mr. Scott Davis; Ms. Lou Anne Flanders-Stec, Dr. Gerald Fox; Dr. Woody Gibson; Dr. Daniel Hall; Dr. Richard Hargrove; Dr. Steven Lifland; Dr. Ann Little; Dr. David Little; Mr. Ross Roberts; Dr. David Rodriguez; Dr. Premalata Sundaram; Dr. Suryadipta Roy; Dr. Michael Smith; Dr. Yu-Hsein "Sharon" Wu.

Phillips School of Business Vision, Mission, and Values Statements

Vision

To be a dynamic center for learning and professional engagement across the global business environment

Mission

To prepare our students to become tomorrow's business professionals

Values

As a community of students, faculty, and staff engaged in continuous learning, our core values include:

- A focus on student education and success through the provision of an engaging academic environment
- An ongoing pursuit of knowledge and scholarship and the encouragement of intellectual curiosity
- Respect for diversity and other cultures
- Ethical behavior and conduct

Department of Accounting, Finance, and Economics

B.S.B.A., Major in Accounting B.S.B.A., Major in International Business Accounting Minor* Economics Minor* Finance Minor* Global Commerce Minor*

Department of Entrepreneurship, Management, and Information Systems

 B.S.B.A., Major in Business Administration
 B.S.B.A., Major in Business Administration with a Concentration in Entrepreneurship
 Business Administration Minor*
 Entrepreneurship Minor*

Department of Marketing and Sport Management Marketing Minor*

Sales Minor* Sport Management Minor*

Note: For the majors in Accounting, Business Administration, Business Administration with a Concentration in Entrepreneurship, and International Business, at least 50 percent of traditional business credit hours in these majors must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, MIS, MKT and SMG.

*A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Master of Business Administration(M.B.A.)*

*see Graduate Bulletin for details

Department of Accounting, Finance, and Economics

Mr. George Noxon, Chair; Mr. David Carter; Dr. Stephanie Crofton, Associate Dean, School of Business; Mr. Scott Davis; Dr. Gerald Fox; Dr. Daniel Hall; Dr. Steven Lifland; Dr. Michael McCully, Director, Economics and International Business; Mr. Ross Roberts; Dr. David Rodriguez; Dr. Premalata Sundaram; Dr. Suryadipta Roy; Dr. James Wehrley, Dean, School of Business.

Bachelor of Science in Business Administration, Major in Accounting

The B.S.B.A. in Accounting is offered to those students who seek preparation to become professional accountants. The degree provides students with the technical and analytical foundation of the discipline of accountancy. Students establish qualifications for careers with public accounting firms, financial institutions, commercial and industrial businesses, government agencies, not-for-profit institutions and other organizations.

"I attribute my success to the relationships I have built with my peers and faculty. I would get nowhere without the care of those around me."

Graduate of 2010

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Requirements for the B.S.B.A. in Accounting (82-83 credits)

ACC 2010.	Financial Accounting (3)
ACC 2020.	Managerial Accounting (3)
	Intermediate Accounting I (3)
	Intermediate Accounting II (3)
	Accounting Information Systems (3)
	Cost Accounting (3)
	Intermediate Accounting III (3)
	Auditing (3)
	Taxation (3)
	Advanced Taxation (3)
	Mergers and Acquisitions (3)
	Accounting Issues (3)
	Business Communications and Professional
	Development (3)
BUA 3050.	Business Law (3)
BUA 4990.	Strategic Management (3)
ECO 2030.	Principles of Macroeconomics (3)
ECO 2050.	
FIN 3010.	Financial Management (3)
MFL 2991.	Intercultural Business Communications (1)
MGT 2220.	Organizational Behavior and Human Resource
	Management (3)
MGT 3280.	
MIS 1100.	Information Technology for Decision Support (3)
MKT 2110.	Principles of Marketing (3)
MTH 1310.	Calculus for Business and Social Sciences (4) OR
	MTH 1410 Calculus I (4)
	Business Ethics (4)
STS 2610.	Quantitative Methods (4)
And ONE course from the following (2 or 4 and its).	

And ONE course from the following (3 or 4 credits):

ECO 3740. Global Political Economy (4) ECO 4430. Comparative Economics (4) ECO 4460. International Economics (4) MIS 3110. Information Systems in a Global Environment (4) MKT 3750. International Marketing (3)

Note: For the majors in Accounting, Business Administration, Business Administration with a Concentration in Entrepreneurship, and International Business, at least 50 percent of traditional business credit hours in these majors must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, MIS, MKT and SMG.



At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Each student is encouraged, but not required, to complete a work internship equivalent to at least two and one-half months of full-time work at approximately the mid-point in course work. The School of Business assists in securing internships and credit may be earned for this internship.

Students who desire to sit for the CPA examination in North Carolina can satisfy all requirements necessary within the curriculum of the School of Business and should consult with the Chair of Accounting, Finance, and Economics as to which courses are necessary. Requirements to sit for the CPA examination in other states vary by state. Students should consult with the State Board of CPA Examiners in the state in which they desire to practice. North Carolina now requires 150 hours of coursework to be licensed as a CPA.

Students who desire to sit for the Certificate of Management Accounting (CMA) Exam, the Certificate of Internal Auditing (CIA) Exam, or other professional accounting exams should consult the Chair of the Department of Accounting, Finance, and Economics.

Bachelor of Science in Business Administration, Major in International Business

The B.S.B.A. in International Business prepares students to function in entry- and mid-level positions in firms actively engaged in trading across international borders, or to begin a career in the international civil service or international legal profession. This program, conducted in cooperation with the Modern Foreign Languages Department, seeks to prepare the graduate culturally and socially, as well as professionally, for this rapidly expanding field of employment.

In order to accomplish this goal, students in the international business major become proficient in the use of French or Spanish through an extensive exposure to the foreign language. Additionally, students are exposed to a broad range of issues which emphasize cultural differences as well as similarities. Majors will be prepared for employment in positions requiring significant foreign travel, which is encouraged during the student's career, as well. Requirements for a B.S.B.A. in International Business (81-83 credits)

ACC 2010. Financial Accounting (3)
ACC 2020. Managerial Accounting (3)
BUA 2990. Business Communications and Professional Development (3)
BUA 3050. Business Law (3)
BUA 4990. Strategic Management (3)

- ECO 2030. Principles of Macroeconomics (3)
- ECO 2050. Principles of Microeconomics (3)
- FIN 3010. Financial Management (3)
- MFL 2991. Intercultural Business Communications (1) OR MFL 3010 (4) below
- MGT 2220. Organizational Behavior and Human Resource Management (3)
- MGT 3280. Operations and Supply Chain Management (3)
- MIS 1100. Information Technology for Decision Support (3)
- MKT 2110. Principles of Marketing (3)
- MTH 1310. Calculus for Business and Social Sciences (4) OR MTH 1410 Calculus I (4)
- PHL 2043. Business Ethics (4)
- STS 2610. Quantitative Methods (4)

Choose two of the following:

- ECO 4430. Comparative Economics (4)
- ECO 4460. International Economics (4)
- MKT 3750. International Marketing (3)

Take these six additional language courses:

- FRE/SPN 2010. Intermediate Language I (4)
- FRE/SPN 2020. Intermediate Language II (4)
- FRE/SPN 2130. Readings/Conversation/Culture (name varies by language) (4)
- FRE/SPN 3030 or SPN 3040. Civilization (name varies by language) (4)
- FRE/SPN 2140. Grammar Review (2)
- FRE/SPN 3180. Business Language (4)

Choose one of the following courses:

MFL 3010. Intercultural Perspectives in Business (4) GEO 3001. Geography (4)

Note: For the majors in Accounting, Business Administration, Business Administration with a Concentration in Entrepreneurship, and International Business, at least 50 percent of traditional business credit hours in these majors must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, MIS, MKT and SMG.

The School of Business and Modern Foreign Languages Department faculty support student involvement in crosscultural experiences. Students are encouraged to study in foreign cultural environments through numerous student exchange programs, summer travel abroad programs,



and the Junior Year Abroad program. Selected students are encouraged to apply for foreign study grants through supporting organizations, adding significant study experience as well as breadth of perspective to their collegiate experience.

The International Business major is open to all students except those majoring in Business Administration.

Accounting Minor

Requirements for a minor in Accounting (18 credits)

ACC 2010. Financial Accounting (3) ACC 2020. Managerial Accounting (3) ACC 3010. Intermediate Accounting I (3) ACC 3020. Intermediate Accounting II (3) ACC 3030. Accounting Information Systems (3) ACC 3040. Cost Accounting (3)

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Economics Minor

Requirements for a minor in Economics (18-21 credits)

Choose two courses from:

ECO 2030. Principles of Macroeconomics (3) ECO 2050. Principles of Microeconomics (3) ECO 2010. Introduction to Modern Economics (4)

Choose two courses from:

ECO 3030. Intermediate Macroeconomics (3) ECO 3050. Intermediate Microeconomics (3) ECO 3400. Free Enterprise and Capitalism (3)

Choose two additional courses (not selected above):

ECO 3030. Intermediate Macroeconomics (3)
ECO 3050. Intermediate Microeconomics (3)
ECO 3220. Labor Economics (3)
ECO 3310. Money and Banking (3)
ECO 3400. Free Enterprise and Capitalism (3)
ECO 3410. Environmental Economics (3)
ECO 3430. Global Political Economy (4)
ECO 4430. Comparative Economics (4)
ECO 4460. International Economics (4)

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

A student may not minor in both economics and global commerce.

Students are also encouraged to consider the Mathematical Economics major offered by the Department of Mathematics and Computer Science.



Finance Minor

Requirements for a minor in Finance (18 credits)

ACC 2010. Financial Accounting (3) FIN 3010. Financial Management (3)

Choose four courses from:

ECO 3310.*	Money & Banking (3)
FIN 2010.	Personal Financial Planning (3)
FIN 3020.	Investment Analysis (3)
FIN 3030.	Real Estate Investment Analysis (3)
FIN 4010.	International Financial Markets (3)



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FIN 4020.** Entrepreneurial Finance (3) FIN 4030. Financial Analysis (3)

- * ECO 3310 has the prerequisites of two of these courses: ECO 2030, ECO 2050, ECO 2010.
- ** To enroll in FIN 4020, one must declare an entrepreneurship concentration or minor or get permission from the instructor

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.



Global Commerce Minor

Requirements for a minor in Global Commerce (20-23 credits)

Choose two courses from:

ECO 2030.	Principles of Macroeconomics (3)
ECO 2050.	Principles of Microeconomics (3)
ECO 2010.	Introduction to Modern Economics (4)

Choose two courses from:

ECO 3740. Global Political Economy (4) ECO 4430. Comparative Economics (4) ECO 4460. International Economics (4)

Choose two courses from:

MKT 3750.* International Marketing (3) MGT 4050.** Global Logistics (3) FIN 4010.*** International Financial Markets (3)

ECO 3740.****	Global Political Economy	(4)
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- ECO 4430.**** Comparative Economics (4)
- ECO 4460.**** International Economics (4)
- GEO 3001. Regional and Political Geography (4)
- MFL 3010. Intercultural Perspectives in Business (4)
- MIS 3110. IS in Global Environment (4)
- PSC 2710. International Relations (4)
- MKT 2110 is a prerequisite for MKT 3750.
- ** MIS 1100, STS 2610, and MGT 3280 are prerequisites for MGT 4050.
- *** ACC 2010 and FIN 3010 are prerequisites for FIN 4010.
- **** If not taken above.

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Students may not minor in both global commerce and economics.

Department of Entrepreneurship, Management, and Information Systems

Ms. Karen Coffman, Chair; Dr. Michael Collins; Dr. Shaun Davenport, Director, MBA Program; Ms. Lou Anne Flanders-Stec; Dr. David Little; Dr. Michael Smith; Dr. Sharon Wu.

Bachelor of Science in Business Administration, Major in Business Administration

The B.S.B.A. in Business Administration allows students flexibility in selecting a unique combination of courses to reach their educational goals.

Requirements for the B.S.B.A. in Business Administration (64-69 credits)

- ACC 2010. Financial Accounting (3)
- ACC 2020. Managerial Accounting (3)
- BUA 2990. Business Communications and Professional Development (3)
- BUA 3050. Business Law (3)
- BUA 4990. Strategic Management (3)
- ECO 2030. Principles of Macroeconomics (3)
- ECO 2050. Principles of Microeconomics (3)
- FIN 3010. Financial Management (3)
- MFL 2991. Intercultural Business Communications (1)
- MGT 2220. Organizational Behavior and Human Resource Management (3)
- MGT 3280. Operations and Supply Chain Management (3)
- MIS 1100. Information Technology for Decision Support (3)

"After seeing what my parents have done, and learning from their example, I could not let their sacrifice go to waste nor could I ever imagine disappointing them."

Graduate of 2009

BUSINESS 85

MKT 2110. Principles of Marketing (3)
MTH 1310. Calculus for Business and Social Sciences (4) OR MTH 1410 Calculus I (4)
PHL 2043. Business Ethics (4)
STS 2610. Quantitative Methods (4)

Choose one course from the following:

ECO 3740. Global Political Economy (4) ECO 4430. Comparative Economics (4) ECO 4460. International Economics (4) MIS 3110. Information Systems in a Global Environment (4) MKT 3750. International Marketing (3)

AND:

Four additional School of Business courses at the 3000 or 4000 level (12-16 credits depending on the mix of 3 and 4-credit courses chosen), excluding all ENT courses.

The Business Administration major is NOT open to students obtaining another major within the School of Business.

Note: For the majors in Accounting, Business Administration, Business Administration with a Concentration in Entrepreneurship, and International Business, at least 50 percent of traditional business credit hours in these majors must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, MIS, MKT and SMG.

Bachelor of Science in Business Administration, Major in Business Administration with a Concentration in Entrepreneurship

The B.S.B.A. in Business Administration with a Concentration in Entrepreneurship is intended for people who are interested in starting or purchasing a business, or who are considering working in a family-owned business upon graduation.

Requirements for the B.S.B.A. in Business Administration with a Concentration in Entrepreneurship (64-65 credits)

- ACC 2010. Financial Accounting (3)
- ACC 2020. Managerial Accounting (3)
- BUA 2990. Business Communications and Professional Development (3)
- BUA 3050. Business Law (3)
- BUA 4990. Strategic Management (3)
- ECO 2030. Principles of Macroeconomics (3)
- ECO 2050. Principles of Microeconomics (3)

FIN 3010.	Financial Management (3)
MFL 2991.	Intercultural Business Communications (1)
MGT 2220.	Organizational Behavior and Human Resource
	Management (3)
MGT 3280.	Operations and Supply Chain Management (3)
MIS 1100.	Information Technology for Decision Support (3)
MKT 2110.	Principles of Marketing (3)
MTH 1310.	Calculus for Business and Social Sciences (4) OR
	MTH 1410 Calculus I (4)
PHL 2043.	Business Ethics (4)
CTC 2C10	Quantitative Methods (1)





Choose one course from the following:

ECO 3740. Global Political Economy (4) ECO 4430. Comparative Economics (4) ECO 4460. International Economics (4) MIS 3110. Information Systems in a Global Environment (4) MKT 3750. International Marketing (3)

PLUS take these four courses:

ENT 3000.Foundations of Entrepreneurship (3)ENT 3100.New Business Venture Planning (3)ENT 4100.Managing a New Venture (3)FIN 4020.Entrepreneurial Finance (3)

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Note: For the majors in Accounting, Business Administration, Business Administration with a Concentration in Entrepreneurship, and International Business, at least 50 percent of traditional business credit hours in these majors must be completed at High Point University. Traditional business subjects include courses with the following prefixes: ACC, BUA, ECO, ENT, FIN, MGT, MIS, MKT and SMG.



Business Administration Minor

Requirements for a minor in Business Administration (20 credits)

ACC 2000.	Survey of Accounting (4)
BUA 3050.	Business Law (3)
ECO 2010.	Introduction to Modern Economics (4)
FIN 3010.	Financial Management (3)
MGT 2220.	Organizational Behavior and Human Resource
	Management (3)
MKT 2110.	Principles of Marketing (3)

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

The Business Administration minor is open to all students except those obtaining a major within the School of Business.

Entrepreneurship Minor

Requirements for a minor in Entrepreneurship (18 credits)

ACC 2010. Financial Accounting (3)

ENT 3000. Foundations of Entrepreneurship (3) ENT 3100. New Business Venture Planning (3)

ENT 4100.	Managing a New Venture (3)
FIN 3010.	Financial Management (3)
FIN 4020.	Entrepreneurial Finance (3)

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Department of Marketing and Sport Management

Dr. Richard Parker, Chair; Dr. Richard Bennington; Ms. Courtney Boerstler; Dr. Woody Gibson; Dr. Richard Hargrove; Dr. Ann Little; Dr. Jenny Lukow, Coordinator, Sport Management.

Marketing Minor

Requirements for a minor in Marketing (18 credits)

MKT 2110. Principles of Marketing (3) MKT 3200. Consumer Behavior (3) MKT 3750. International Marketing (3)

MKT 4400. Marketing Management (3)

Choose two of the following:

MKT 3170. Sales Development (3) MKT 3180. Marketing Communications (3) MKT 3300. Marketing Research (3) MKT 4360. Sales Management (3)

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Sales Minor

Requirements for a minor in Sales (18-19 credits)

- BUA 2990. Business Communications and Professional Development (3)
- MKT 2110. Principles of Marketing (3)
- MKT 3170. Sales Development (3)
- MKT 3200. Consumer Behavior (3)
- MKT 4360. Sales Management (3)

Choose one of the following:

MKT 3180. Marketing Communications (3) PSY 2400.* Social Psychology (4) SOC 2020. Sociology of Mass Communication (4)

*PSY 2000 is a prerequisite for PSY 2400.



A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Sport Management Minor

Requirements for a minor in Sport Management (18 credits)

SMG 2120. Introduction to Sport Management (3) SMG 2220. Sport Marketing (3) SMG 2330. Sport Facility and Event Management (3) SMG 3330. Sport Finance (3) SMG 3400. Sport Law (3) SMG 4500. Sociology of Sport (3)

A student pursuing a minor in the School of Business must take at least four unique courses beyond those used to fulfill the requirements of his or her major.

Accounting

ACC 2000. Survey of Accounting. An overview of financial and managerial accounting. The course focuses on the analysis of financial data with an emphasis on accounting issues faced by small businesses such as business planning, budgeting, and performance evaluation. This is the ideal course for non-business majors interested in understanding the role of accounting in the business world. This course does not meet the business core accounting requirement. Four credits. Prerequisite: Sophomore standing.

ACC 2010. Financial Accounting. An introduction of the fundamentals of accounting which is the basic language of business. Journals, ledgers, adjusting entries and closing entries are introduced and utilized in building the financial and operating statements of business entities emphasizing the use of accounting information in making investment and other decisions. Three credits. Prerequisite: Sophomore standing.

ACC 2020. Managerial Accounting. An introduction to internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization emphasizing the ways accounting information helps managers as they plan, develop control procedures and make decisions for their organizations. Three credits. Prerequisite: ACC 2010.

ACC 2881, 3881, 4881. Special Topics. Variable credit. May be repeated. ACC 3010. Intermediate Accounting I. This course is the gate-way for the in-depth study of generally accepted accounting principles and their theoretical basis including the process by which accounting standards are created. Also, students explore the elements and proper presentation of the income statement and the balance sheet. Discussion about and correct application of techniques used in accounting for short term financial assets and inventories is also offered. Experiential learning is accomplished through the completion of a comprehensive accounting practice set that includes source documents, journals, ledgers and other accounting system elements that are very realistic in appearance and content. Three credits. Fall. Prerequisites: ACC 2010 & ACC 2020.



ACC 3020. Intermediate Accounting II. A continuation of the study of intermediate accounting concepts and principles. An understanding of accounting theory and practice which underlies statement preparation is emphasized through analysis and interpretation of financial statements. The practical application of accounting theory to the more difficult areas of proprietorship, partnership and the corporation is also emphasized. Three credits. Spring. Prerequisite: ACC 3010.



ACC 3030. Accounting Information Systems.

Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced as students assume the role of various employees of a simulated small business. A manual accounting system as well as accounting software will be used to maintain the financial records. This hands-on experience will enhance the understanding of accounting and its essential role in the business world and, at the same time, provide a practical instruction in the use of modern PC-based accounting software. Attention will be directed to accounting procedures and related internal controls concerning authorization, documentation, flow charting of financial transactions. Knowledge of a computer programming language is helpful but not required. Exposure to ACCESS is especially helpful. Three credits. Prerequisite: ACC 2010.

ACC 3040. Cost Accounting. A study of the fundamentals of job order, process, and standard cost accounting. Decision making for management is emphasized, including JIT, ABC, ABM, and relevance analysis. Three credits. Fall. Prerequisite: ACC 2020.

ACC 4010. Intermediate Accounting III. In-depth study of accounting theory, generally accepted accounting principles, and techniques involved in measuring, recording, summarizing and reporting financial data for business organizations. Three credits. Fall. Prerequisites: ACC 3010 and 3020.

ACC 4020. Auditing. A study of the objectives and methods of independent Certified Public Accountants in exercising the attest function. Topics include the meaning and quality of evidence, development of audit programs, statistical sampling, audit reports, and auditor responsibilities. Three credits. Fall. Prerequisite: ACC 3020.

ACC 4030. Taxation. Study of the federal income tax system that emphasizes the theories, procedures and rationale associated with the taxation of individuals. Experiential learning is accomplished through the completion of a comprehensive tax return preparation problem using tax practice software that is commonly used in professional tax practice. Three credits. Fall. Prerequisite: Junior standing.

ACC 4040. Advanced Taxation. Study of the federal income tax system that emphasizes the theories, procedures and rationale associated with the taxation of

corporations. Experiential learning is accomplished through the completion of a series of past exam questions taken from professional licensure exams such as the CPA exam and the IRS Enrolled Agent exam. Three credits. Spring. Prerequisite: ACC 4030.

ACC 4050. Mergers and Acquisitions. In-depth study of accounting theory, generally accepted accounting principles, and techniques involved in consolidated business entities, partnerships, and trusts and estates. Three credits. Spring. Prerequisites: ACC 3010, 3020 and 4010.

ACC 4060. Forensic Accounting. Overview of the nature of occupational fraud and how it is committed including an introduction to the actions that can be taken to determine the presence of occupational fraud and procedures that can be implemented to deter fraud. Also covered is the proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure. Three credits. Spring. Prerequisite: ACC 4020.

ACC 4090. Accounting Issues. Capstone course covering current accounting issues, not-for-profit accounting, administrative aspects of the CPA exam, and integration of all aspects of the accounting and general business curriculum. Three credits. Spring. Prerequisites: ACC 4010 and ACC 4020.

ACC 4444. Independent Study. Admission by permission of the Chair of Accounting, Economics and Finance to undertake an assignment planned in advance. One to three hours credit.

ACC 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

Business Administration

BUA 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

BUA 2990. Business Communications and Professional Development. Emphasizes the fundamentals of communication and professionalism that are essential for success in business. Classroom instruction and practice will include written, oral, and interpersonal/group communication with an emphasis on professionalism and presentation skills. Three credits.

"For me achieving success has been a combination of dedication, maturity, and a willingness to embrace opportunities."

Graduate of 2010

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BUA 3050. Business Law. This course is a study of U.S. law regarding business. The course will cover topics such as the American legal and regulatory system, contracts, torts, product liability, forms of business ownership, international commercial dispute resolutions process, EEOC, affirmative action, performance appraisal, and discrimination in the workplace. Three credits.

BUA 4444. Independent Study. Admission by permission of the Chair of Entrepreneurship, Management, and IS to undertake an assignment planned in advance. One to three hours credit.

BUA 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

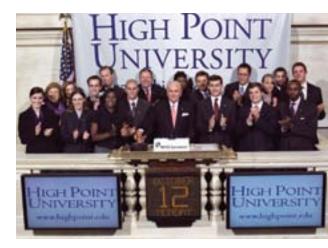
BUA 4990. Strategic Management. This course encourages the student to analyze the problems of the total enterprise in the domestic and international setting. The focus is on the competitive strategy of the firm, and examining issues central to the long and short term. Students act in the role of key decision makers and solve problems related to the development and maintenance of the competitive advantage in a given market. Students will develop an understanding of the key strategic issues through theoretical readings and case study analysis as well as computer simulations. In addition students will learn concepts and tools for analyzing the competitive environment in order to understand the sources of a firm's competitive advantage. Three credits. Prerequisite: Senior standing and completion of all business core courses, OR permission of instructor.

Computer Information Systems

CIS 2037. E-Commerce Development I. The student will be introduced to e-commerce development for the clientside with an emphasis on graphic user interface design. Three credits. Note: CIS 2037 will no longer be offered after academic year 2010-2011.

CIS 2417. Database II. The student will gain an in-depth knowledge of relational database design and implementation using Oracle. In addition, the student will be introduced to stored procedures and triggers in a client/server environment using Oracle PL/SQL. Three credits. Prerequisite: MIS 231 (old number) or 3310. Note: CIS 2417 will no longer be offered after academic year 2010-2011.

CIS 2507. Client/Server Development I. The student will be introduced to client/server programming using Visual Basic with an emphasis on the development of structured programs for the client-side. Three credits. Prerequisite: CIS 150 (old number). Note: CIS 2507 will no longer be offered after academic year 2010-2011.



CIS 3417. Client/Server Development II. The student will design and implement database applications for the client/ server environment using Visual Basic and Access. Three credits. Prerequisites: CIS 2507, and MIS 231 (old number) or 3310. Note: CIS 3417 will no longer be offered after academic year 2010-2011.

CIS 4607. E-Commerce Development II. The student will design and develop e-commerce database applications. Three credits. Prerequisites: CIS 2037, CIS 2507, CIS 3417, and MIS 231 (old number) or 3310. Note: CIS 4607 will no longer be offered after academic year 2011-2012.

CIS 4997. Senior Seminar. Client/server system development techniques will be emphasized using a RAD approach. The student will analyze, design, and implement a client/server system. An oral presentation and completion of the major field exam are required. Three credits. Prerequisites: Senior standing and completion of all other required CIS/MIS courses in the major OR permission of instructor. Note: CIS 4997 will no longer be offered after academic year 2011-2012. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Economics

ECO 2010. Introduction to Modern Economics. Survey of macroeconomic and microeconomic issues, emphasizing analysis and policy implications. Macro topics include GDP, unemployment, inflation, the business cycle, fiscal and monetary policy, and international trade. Micro topics include supply and demand, elasticity, market structures, income distribution and poverty, and other policy issues. Four credits. Spring. Prerequisite: Sophomore standing.

Note: For general education, students must take two social science courses. Social science credit in Economics can be earned by taking ECO 2010, or by taking the combination of ECO 2030 and ECO 2050.



ECO 2030. Principles of Macroeconomics. Introduction to demand and supply, GDP and the business cycle, unemployment, inflation, fiscal and monetary policy, banking, international trade, and other related topics. The course will help students understand current economic problems and policy debates. Three credits. Prerequisite: Sophomore standing.

ECO 2050. Principles of Microeconomics. Review of demand and supply, and introduction to pure competition and monopoly and other market structures in which businesses operate. Discussion of issues such as consumer choice, mergers and antitrust policy, the farm problem, poverty and income inequality, and environmental economics. Three credits. Prerequisite: ECO 2030 or 2010.

Note: ECO 2030 and ECO 2050 together will provide general education credit in Economics; students will need to take one more social science course to fulfill their Area II requirements. ECO 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ECO 3030. Intermediate Macroeconomics. A more in-depth study of economic growth and the business cycle. Analyzes competing macroeconomic theories. Explores monetary and fiscal policies, and their effectiveness in targeting unemployment and inflation, in closed and open economies. Three credits. Fall, alternate years. Prerequisites: Two of the following: ECO 2010, 2030, 2050.

ECO 3050. Intermediate Microeconomics. A more in-depth study of how individual agents interact, in an environment of ever-changing prices. Topics may include utility models, market structures, dealing with risk and uncertainty, and the government regulatory environment. Three credits. Spring, alternate years. Prerequisites: MTH 1310, and two of the following: ECO 2010, 2030, 2050.

ECO 3220. Labor Economics. A study of how wages and employment are determined in various types of labor markets. Topics will include labor-related issues such as the causes of unemployment, federal labor laws, unionization, immigration, and labor markets across the globe. Major government policies that affect labor markets such as the minimum wage and income and payroll taxes are also examined. Three credits. Fall. Prerequisites: Two of the following: ECO 2010, 2030, 2050.

ECO 3310. Money and Banking. A study of money, credit, and banking, with emphasis on the Federal Reserve System and current trends in monetary control. Students will gain a better understanding of the banking environment and bank managers' strategies. Three credits. Spring, alternate years. Prerequisites: Two of the following: ECO 2010, 2030, 2050.

ECO 3400. Free Enterprise and Capitalism. An analysis of the merits and ethical foundations of free enterprise and capitalism. The principles of free enterprise will be applied to a variety of historical and current issues ranging from business regulation and labor markets to health care, economic development in the Third World, and the environment. Three credits. Spring. Prerequisite: ECO 2010 or 2030.

ECO 3410. Environmental Economics. An economic analysis of issues involving environmental problems, management, and policies. Topics include resource scarcity and allocation, externalities, public goods, the tragedy of the commons and property rights. Regulatory versus market approaches as solutions to environmental problems will be examined and



applied to current environmental policy issues. Three credits. Prerequisite: Two of the following: ECO 2010, 2030, 2050.

ECO/GBS 3740. Global Political Economy. A study of the interrelationship of economics and politics in the global system. Emphasis on public policy in areas such as trade, finance, security, foreign aid, MNCs, technology transfer, and the gap between rich and poor countries. Examination of arguments for and against globalization, by neo-mercantilists, structuralists, and free-market thinkers. Four credits.

ECO/GBS 4430. Comparative Economics. A comparison of capitalism and socialism, both in theory and practice. Students will gain an understanding of the economies and ways of doing business of the United States, Japan, Germany/EU, Russia, China, Mexico, and other representative countries. Four credits. Fall. Prerequisites: ECO 2010 or 2030.

ECO 4444. Independent Study. Admission by permission of the Chair of Accounting, Economics and Finance to undertake an assignment planned in advance. One to three hours credit.

ECO/GBS 4460. International Economics. An overview of international trade and finance. Students will learn comparative advantage theories, and practical lessons for exporting. Other topics will include national trade barriers and the WTO, trade deficits, exchange rates, and the debate about trade's impact on labor and the natural environment. Four credits. Spring. Prerequisites: ECO 2010 or 2030.

ECO 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

Entrepreneurship

ENT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ENT 3000. Foundations of Entrepreneurship. This course is an introductory course intended to provide students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. Entrepreneurship is approached as a way of thinking and acting, as an attitude and a behavior. The principal focus will be on the creation of new ventures, the ways that they come into being, and factors associated with their success. Three credits. Prerequisite: Junior standing or permission of Chair of Entrepreneurship, Management and

IS. This course is restricted to students who have declared an Entrepreneurship concentration or minor.

ENT 3100. New Business Venture Planning. Identifying new business opportunities, and analyzing marketing, financial, operational and personnel factors that impact starting a new venture. Three credits. Prerequisite: ENT 3000. This course is restricted to students who have declared an Entrepreneurship concentration or minor.

ENT 4100. Managing a New Venture. This course deals with the financial, legal, marketing and interpersonal issues of owning a new business. Emphasis will be placed on how to overcome the primary reasons small businesses fail, and the impact of globalization on small business. Three credits. Prerequisite: ENT 3100. This course is restricted to students who have declared an Entrepreneurship concentration or minor.

ENT 4444. Independent Study. Admission by permission of the Chair of Entrepreneurship, Management, and IS to undertake an assignment planned in advance. One to three hours credit.

ENT 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

Finance

FIN 2010. Personal Financial Planning. This course provides an overview of personal financial planning and covers the following topics: budgeting, saving, tax planning, managing credit, home buying, vehicle purchasing, selecting insurance, investing, retirement planning, and estate planning. The practical application of concepts will be emphasized. Three credits.

FIN 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

FIN 3010. Financial Management. A study of principles of financing a business enterprise, with an emphasis on the modern corporation. Attention is given to the analyses of the major financial statements as a means to determine the present as well as predicting the future financial condition of a corporation. This information is explained in a cash flow framework in order to determine the value of a firm. The ability of the Financial Manager to measure and evaluate sources of capital is addressed. The process of using an Investment



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Banker to access proper markets, bond and/or stock, is reviewed. Attention is given to the Financial Manager's decision making role in the Capital Budgeting process. Three credits. Prerequisite: ACC 2010.

FIN 3020. Investment Analysis. The course emphasizes fundamental security analysis as a tool for debt and equity



valuation. The essential financial assets of stocks, bonds, and derivatives are analyzed. The student is exposed to what comprises the essential features of the instrument, its possible rewards, risks, and basic determinants of value. Students learn about margin trading and short selling as well as technical equity analysis. Students participate in a stock market portfolio simulation where they learn how securities are both bought and sold, and how security markets operate. Excel is used extensively in the security analyses. Three credits. Fall. Prerequisite: FIN 3010.

FIN 3030. Real Estate Investment Analysis. In this course, students learn the process of analyzing commercial real estate. Investing in real estate includes the purchase of property directly as an individual or with other investors in

the stock of publicly traded real estate companies. Students learn about Real Estate Investment Trusts (REITs) and Real Estate Exchange Traded Funds (ETFs). Areas of study include market factors, risk-return tradeoff, valuation techniques, financial leverage, tax considerations, and financing alternatives. Students participate in a REIT Simulation where they learn how REITs are bought and sold, and how specific real estate markets operate. Excel is used extensively in the real estate analyses. Three credits. Fall. Prerequisite: FIN 3010.

FIN 4010. International Financial Markets. This course reviews the financial markets that global corporations, government agencies, and financial institutions use in conducting their business. The student is exposed to both domestic and international markets in which the corporate financial manager must deal with. Global financial markets include foreign exchange, Euro-currency, Eurobonds, global equity, commodity markets, the markets for forward contracts, and options. Students participate in an International Equity Portfolio simulation where they learn how to buy and sell global securities and better understand the workings of these markets. Excel is used extensively in the international security analyses. Three credits. Spring, alternate years. Prerequisite: FIN 3010.

FIN 4020. Entrepreneurial Finance. This course comprises the study of the art and science of managing the flow of funds within an entrepreneurial business setting. It reviews the concerns of individuals interested in developing the skills and abilities in areas of business finance that can lead to successful entrepreneurship. This course is not an emphasis on publicly traded companies but on small business finance. The student reviews the basic economic factors affecting business and the strengths and weaknesses of various forms of business ownership. Financial statements are analyzed but with more emphasis on working capital management and inventory control as these are both critical to the success of a small business. Budgets and the importance of the time value of money in both business and personal financial planning are stressed. Excel is used extensively in the entrepreneurial finance analyses. Three credits. Spring, alternate years. Prerequisite: FIN 3010; and must have declared an ENT concentration or minor or received permission of the instructor.

FIN 4030. Financial Analysis. This course reviews fundamental financial analysis with an emphasis on budgeting and forecasting of financial data. The student will analyze corporate financial statements, create common-

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size and pro-forma statements, perform ratio analysis, and interpret the statement of cash flows. The student is exposed to break-even analysis and analyzes the bankruptcy potential of firms through the use of the Altman Z-Score. Students create detailed cash budgets used to forecast the potential need for funding. Statistical means of forecasting are introduced in the forms of Time Series Analysis and Regression Analysis. Excel is extensively used in all the financial analyses. Three credits. Spring, alternate years. Prerequisite: FIN 3010.

FIN 4444. Independent Study. Admission by permission of the Chair of Accounting, Economics and Finance to undertake an assignment planned in advance. One to three hours credit.

FIN 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

Information Security and Privacy

ISP 2057. E-Security Strategy. The student will study the domains addressed by information security and the goals of an effective information security program. A survey of current tools and methods used to protect customer privacy and implement and manage a corporate information security program will be conducted. Three credits. Note: ISP 2057 will no longer be offered after academic year 2010-2011.

ISP 3507. Security Planning, Auditing, and Forensics. Using a security audit template as a framework, this course takes a detailed look at information security and privacy issues associated with individual devices and small or corporate networks. This course makes extensive use of small cases and outside readings. Three credits. Prerequisites: ISP 2057, and MIS 231 (old number) or 3310. Note: ISP 3507 will no longer be offered after academic year 2010-2011.

ISP 3607. Internet Security. Explores security and privacy issues associated with the Internet. This course examines the underlying architectural structure of the Internet and Internet Applications, as well as the historical basis for the design of the Internet. This course explores architectural weaknesses of the Internet, historical and contemporary security and privacy problems on the Internet, and vulnerabilities inherent in Internet Applications. This course studies solutions to Internet security and privacy problems

from business, technical, and legal perspectives. Three credits. Prerequisites: ISP 3507 and MIS 3317. Note: ISP 3607 will no longer be offered after academic year 2010-2011.

ISP 4997. Senior Seminar. The student will gain an appreciation for the role of an information security officer or privacy officer in a corporate or government environment. An oral presentation and completion of the major field exam are included in course requirements. Three credits. Prerequisites: Senior standing and completion of all other courses in the major or permission of instructor. Note: ISP 4997 will no longer be offered after academic year 2010-2011.

Management

MGT 2220. Organizational Behavior and Human Resource Management. This course emphasizes the role of human behavior in the work place by examining the complex relationships between individuals, groups, and organizations. During the first half of the course emphasis is placed on developing an understanding of why employees behave the way they do and utilizing that understanding to maintain or change behavior. Within this framework topics include individual differences, group dynamics, perception and emotion, power, influence, decision-making, motivation, and organizational culture. The second half of the course will focus specifically on human behavior as it relates to the administration of personnel. Topics here include selection, retention, training, and performance appraisal. Three credits.

MGT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MGT 3200. Project Management. This course is designed to introduce students to the theories and applications of project management. Topics include a systematic coverage of the principles and techniques involved in managing information technology projects including integration and scope management, time, cost and quality management, procurement and risk management. The use of project management software to support project management activities is introduced. Three credits. Prerequisite: Junior standing or permission of chair.

MGT 3220. Seminar in Leadership. In this course students will critically examine all major theories of leadership through discussion of relevant research and practice. However, particular emphasis will be given to

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contemporary theories and their application to the study of current political, societal, and business leaders and the issues surrounding them. Additionally students will be expected to evaluate their own strengths and weaknesses with respect to leadership and create individualized development plans to improve their leadership skills. Three credits. Prerequisite: MGT 2220.

MGT 3280. Operations and Supply Chain Management.

An introductory course in the theory and practice of operations management, emphasizing the role of operations in a supply chain context. Three credits. Prerequisites: STS 2610 or STS 2020, and MIS 200 (old number) or MIS 1100.

MGT 4050. Global Logistics. This course is an introduction to the complex and changing realities of logistics in a global environment. Elements of the logistics system (e.g., inventory, warehousing, materials handling, packaging, and transportation) are considered singly and as parts of a larger, interactive system of global scope. While the focus will be on the handling of products in a manufacturing business setting, the use of logistics by non-profit organizations and in service industries will also be considered. Emphasis is on the relationships and interfaces that must be recognized in the design and management of logistics systems in a global environment. Three credits. Prerequisites: MGT 3280.

MGT 4100. Advanced Human Resource Management.

The purpose of this course is to review and analyze practices, trends and problems of human resource management (HRM). Research shows that how managers implement and maintain HRM practices can impact organizational productivity, quality of work life, and profits. The goal of this course is to prepare you to use HRM practices effectively. Topics include (but are not limited to): HRM strategy, employment planning, regulation, job analysis and design, performance assessment, recruitment and selection, training and development, employee relations and compensation. Three credits. Prerequisites: MGT 2220 & BUA 3050.

MGT 4444. Independent Study. Admission by permission of the Chair of Entrepreneurship, Management, and IS to undertake an assignment planned in advance. One to three hours credit.

MGT 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

Management Information Systems

MIS 1100. Information Technology for Decision Support.

An introductory course in problem solving in a business context using spreadsheets and databases. This course prepares students to use information technology to solve business problems in other courses such as accounting, finance, and operations management. Students will also acquire basic hardware, software, and data communications literacy. Three credits.

MIS 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MIS 3000. Information Systems in Business. An introduction to terminology and concepts that are fundamental to the application of computing technology to solve problems and support decision-making business applications. This course is designed to prepare non-technical students to work in technical environments with technically-oriented colleagues. Three credits.

MIS 3107. Systems Development. The student will be introduced to systems development and project management from the point of view of the business analyst. Three credits. Prerequisite: MIS 231 (old number) or 3310. Note: MIS 3107 will no longer be offered after academic year 2010-2011.

MIS/GBS 3110. Information Systems in a Global

Environment. The student will be introduced to the use of information systems in various regions of the world, paying special attention to the ways that IS and government policies concerning information systems affect the lives of individuals. Group research and presentations on specific topics during the term and a group research project are required. This course is reading and communications intensive. Four credits. Prerequisite: Junior standing.

MIS 3150. Quantitative Methods in Excel. This course focuses on the practical application of mathematical and statistical concepts using Excel. Topics such as hypothesis testing, regression, and linear programming will be covered. Three credits. Prerequisites: MIS 200 (old number) or MIS 1100, and STS 2610 or STS 2020.

MIS 3210. Decision Support Using VBA. The student will learn to write VBA for Excel and Access to create effective user interfaces. The focus is on creating user-friendly decision-support tools for business people not fluent in the capabilities of Access and Excel. Three credits.

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MIS 3310. Relational Databases for Business. The student will learn the practical application of relational database theory through creation of database applications in Access. The course covers database design as well as the implementation of queries, forms, and reports to support decision-making in business. Three credits.

MIS 3317. Business Networking. The student will be introduced to business data communications. Emphasis will be on acquiring the conceptual knowledge needed to effect a successful business interaction with networking personnel. Three credits. Prerequisite: Junior standing. Note: MIS 3317 will no longer be offered after academic year 2010-2011.

MIS 3410. Website Development. The student will learn how to write HTML code to create basic web page. Scripting will also be introduced in order to make pages interactive. Finally, the student will learn and apply web design principles using a content management system to build web sites. Three credits.

MIS 4444. Independent Study. Admission by permission of the Chair of Entrepreneurship, Management, and IS to undertake an assignment planned in advance. One to three hours credit.

MIS 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

MIS 4997. Senior Seminar. The student will gain an appreciation for the role of an information systems manager. An oral presentation and completion of the major field exam are required. Three credits. Prerequisites: Senior standing and completion of all other required MIS courses in the major OR permission of instructor. Note: MIS 4997 will no longer be offered after academic year 2011-2012.

Marketing

MKT 2110. Principles of Marketing. A study of basic commodities and manufactured goods from producer to consumer. Specific areas to be covered include consumer motivation, marketing research, marketing institutions, distribution, promotion, product offering and pricing. Three credits.

MKT 2881, 3881, 4881. Special Topics. Variable credit. May be repeated. **MKT 3170. Sales Development.** This course covers the basic foundations for understanding the concepts and practices of selling and sales management. Specific areas to be covered include; the sales function, selling as a profession, the psychology of selling, communication and persuasion, elements of sales presentations, and developing and managing a sales force. Three credits. Prerequisite: MKT 2110.



MKT 3180. Marketing Communications. An in-depth analysis of the persuasive communications efforts of the firm to market its products. All aspects of the promotional blend (advertising, personal selling, sales promotion and publicity) will be explored as they relate to the objectives of the firm. Three credits. Prerequisite: MKT 2110 or COM 1110.



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MKT 3200. Consumer Behavior. An in-depth study of the consumer and the relationship of consumer behavior to pricing, advertising, product development, distribution and marketing strategies. It is an intense examination of the purchase decision and how these decisions affect the buying process. It is a study of how the consumer world is influenced by the actions of marketers. Three credits. Prerequisite: MKT 2110.



MKT 3300. Marketing Research. A study of the techniques and practices of marketing research. Qualitative and quantitative research methods will be explored in a hands-on fashion. Factors are examined that can affect research both negatively and positively. Emphasis will be

placed on becoming an effective user of marketing research for decision making at all levels of management. Three credits. Prerequisites: MKT 2110, and MTH 1130 or higher.

MKT 3750. International Marketing. A study of the realities of conducting business between countries. Subjects to be covered include marketing, financial, legal and political considerations, transportation, and international trade terminology. Three credits. Prerequisite: MKT 2110.

MKT 4360. Sales Management. An examination of the elements of an effective sales force that provides students an opportunity to learn: the relationship between sales and marketing, the sales process, sales force structure, customer relationship management, and the use of technology to improve sales force effectiveness. The course will also cover issues in recruiting, selecting, training, motivating, compensating and retaining salespeople. This course is especially relevant for students interested in careers in sales, product and brand management as well as for entrepreneurs. Three credits. Prerequisite: MKT 3170.

MKT 4400. Marketing Management. An intensive study of the elements in the marketing process as it applies to consumer and industrial products and services. Heavy emphasis will be placed on strategic market planning. Three credits. Prerequisite: MKT 2110 and two courses from MKT 3170, 3180, 3200, 3300 or 3750.

MKT 4444. Independent Study. Admission by permission of the Chair of Marketing and Sport Management to undertake an assignment planned in advance. One to three hours credit.

MKT 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

Sport Management

SMG 2120. Introduction to Sport Management. This course serves as an introductory course designed to acquaint students with various segments of the sport industry as well as a study of the value of professional administration to sport organizations. It will address the principles of sport and athletic administration for the private sector and for interscholastic and intercollegiate athletic programs. Sample topics include management, marketing, leadership, governance, ethics, facilities, research and law as they apply to sport settings. Three credits.

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SMG 2220. Sport Marketing. This course examines the concepts and principles of marketing with applications to sport organizations, both amateur and professional. Topics include promotions, public relations, sport consumer behavior, strategic market planning, marketing information management, and sponsorship as they relate to sport organizations. Three credits. Prerequisite: SMG 2120.

SMG 2330. Sport Facility and Event Management.

This course develops a student's understanding of the competencies necessary to manage and operate professional, collegiate, public, and private sport/event facilities. Sample topics that will be addressed include: scheduling, box office management, security and supervision, safety and medical services, housekeeping and maintenance, concessions and merchandise sales, and risk management. Three credits. Prerequisite: SMG 2120.

SMG 2507. Communication in Sport. This course will explore both communication and the media and their unique place in the world of sport. A major component of this course is an introduction to professional research writing and presentation. Three credits. Prerequisite: SMG 2120. Note: Will be offered as needed to satisfy the requirements of the current Sport Management majors.

SMG 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

SMG 3330. Sport Finance. This course will explore the principles of financing sport at both the professional and amateur levels. Fiscal management principles for use in the administration of sport, recreation and athletic programs will be covered. Sample topics include media rights, Personal Seat Licenses, naming rights, ticket sales, concessions, fund raising, taxation, financial analysis, feasibility studies, and economic impact studies. Three credits. Prerequisite: SMG 2120.

SMG 3400. Sport Law. This course will explore and foster understanding of the United States legal system as it applies to sports. Constitutional law, Title IX, tort law, contract law, risk management, statutory law, personal and product liability, drug testing, and professional sport labor relations are examined in the context of amateur and professional sports. Three credits. Prerequisite: SMG 2120.

SMG 3907. Sport Studies Practicum. A field experience under the supervision of both university and agency persons in the areas of activities, procedures, and regulations of a sports or recreation agency. One credit. Prerequisite: SMG 2120. Note: Will be offered as needed to satisfy the requirements of the current Sport Management majors.

SMG 3917. Sport Studies Practicum. A field experience under the supervision of both university and agency persons in the areas of activities, procedures, and regulations of a sports or recreation agency. One credit. Prerequisite: SMG 2120. Note: Will be offered as needed to satisfy the requirements of the current Sport Management majors.

SMG 4444. Independent Study. Admission by permission of the Chair of Marketing and Sport Management to undertake an assignment planned in advance. One to three hours credit.

SMG 4500. Sociology of Sport. This course will address the development of a theoretical framework and analysis of research relative to cultural-social influences on sports and conversely the impact of sports on society. Sport will be discussed as it relates to other aspects of society such as education, politics, religion, and the U.S. and global economy. This is a course that will use a seminar format to facilitate discussions and inquiries dealing with contemporary issues, trends, and problems in the field of sport administration. Issues such as violence, deviance, ethnicity, gender, and socio-economic status are just a few of the topics discussed. Three credits. Prerequisite: SMG 2120.

SMG 4710-4714. Sport Administration Internship. This is a supervised work experience where the student obtains a position with an organization within the sport industry. The student will assume a leadership role in various job-related activities and perform administrative tasks in support of such activities under an experienced agency supervisor and faculty advisor. Variable credit. Prerequisite: SMG 2120.

SMG 4997. Senior Seminar. Independent study, research, and reports in physical education, recreation, and sport management. Three credits. Prerequisite: Senior standing and completion of all other required SMG courses in the major OR permission of instructor. Note: Will be offered as needed to satisfy the requirements of the current Sport Management majors.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

CHEMISTRY & PHYSICS

Dr. Gray Bowman, *Chair*; Dr. Jonathan Cannon, Dr. Martin DeWitt, Dr. Chris Fowler, Dr. Harold Goldston, Dr. Todd Knippenberg, Dr. Elizabeth McCorquodale, Dr. Aaron Titus.

Requirements for a B.A. in Chemistry (43 credits):

This degree will prepare students for chemical industry employment and for professional training in medicine, dentistry, pharmacy, optometry, and other allied-health fields. (See Pre-Professional Programs).

CHM 1510 General Chemistry I CHM 1511 General Chemistry I Laboratory CHM 1520 General Chemistry II CHM 1521 General Chemistry II Laboratory CHM 2510 Organic Chemistry I CHM 2511 Organic Chemistry I Laboratory CHM 2520 Organic Chemistry II CHM 2521 Organic Chemistry II Laboratory CHM 3030 Quantitative Analysis CHM 3060 Instrumental Analysis CHM 4990 Seminar in Chemistry One 3 credit chemistry elective MTH 1410 Calculus I PHY 1510 General Physics I PHY 1511 General Physics I Laboratory PHY 1520 General Physics II PHY 1521 General Physics II Laboratory

Requirements for a B.S. in Chemistry (65 credits):

This degree, which will qualify students to attend graduate school in Chemistry, also prepares candidates in greater depth for a range of opportunities in industrial employment, professional schools, and the allied health professions. (See Pre-Professional Programs).

CHM 1510 General Chemistry I CHM 1511 General Chemistry I Laboratory



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CHM 1520 General Chemistry II CHM 1521 General Chemistry II Laboratory CHM 2510 Organic Chemistry I CHM 2511 Organic Chemistry I Laboratory CHM 2520 Organic Chemistry II CHM 2521 Organic Chemistry II Laboratory CHM 3030 Quantitative Analysis CHM 3060 Instrumental Analysis CHM 3110 Inorganic Chemistry CHM 3111 Inorganic Chemistry Laboratory CHM 4010 Elements of Physical Chemistry CHM 4011 Laboratory in Physical Chemistry CHM 4020 Advanced Topics in Physical Chemistry CHM 4500 Research in Chemistry and Biochemistry CHM 4990 Seminar in Chemistry and Biochemistry One 3 credit chemistry elective at the 3000-level or higher MTH 1410 Calculus I MTH 1420 Calculus II MTH 3610 Mathematical Methods for the Physical Sciences PHY 2010 Fundamentals of Physics I PHY 2020 Fundamentals of Physics II

Requirements for a B.S. in Biochemistry (71 credits):

This degree, which will qualify students to attend graduate school in Biochemistry, prepares students for a range of opportunities in industrial employment, professional schools, and high school teaching.

CHM 1510 General Chemistry I CHM 1511 General Chemistry I Laboratory CHM 1520 General Chemistry II CHM 1521 General Chemistry II Laboratory CHM 2510 Organic Chemistry I CHM 2511 Organic Chemistry I Laboratory CHM 2520 Organic Chemistry II CHM 2521 Organic Chemistry II Laboratory CHM 3030 Quantitative Analysis BCH 3220 Biochemistry I BCH 3320 Biochemistry II CHM 3110 Inorganic Chemistry CHM 4500 Research in Chemistry and Biochemistry CHM 4990 Seminar in Chemistry and Biochemistry BCH 2990 Research and Writing in Biochemistry BCH 3330 Biochemistry Laboratory BCH 4150 Biophysical Chemistry MTH 1410 Calculus I MTH 1420 Calculus II PHY 2010 Fundamentals of Physics I PHY 2020 Fundamentals of Physics II

Requirements for a B.A. in Physics (48 credits):

PHY 2010 Fundamentals of Physics I PHY 2020 Fundamentals of Physics II PHY 2030 Fundamentals of Physics III Three PHY electives from: PHY 2100, 3110, 3210, 3310, and 3400 MTH 1410 Calculus I MTH 1420 Calculus II MTH 2410 Calculus III MTH 3410 Differential Equations MTH 3610 Mathematical Methods for the Physical Sciences CSC 1710 Introduction to Programming

Requirements for a B.S. in Physics (62 credits):

PHY 2010 Fundamentals of Physics I PHY 2020 Fundamentals of Physics II PHY 2030 Fundamentals of Physics III PHY 2100 Electronics PHY 3110 Classical Mechanics PHY 3210 Electricity and Magnetism PHY 3310 Quantum Mechanics PHY 3400 Statistical Mechanics and Thermal Physics PHY 4000 Undergraduate Research MTH 1410 Calculus I MTH 1420 Calculus II MTH 2410 Calculus III MTH 3410 Differential Equations MTH 3610 Mathematical Methods for the Physical Sciences MTH/CSC 3810 Numerical Methods CSC 1710 Introduction to Programming

Requirements for a minor in Chemistry (22 credits):

CHM 1510 General Chemistry I CHM 1511 General Chemistry I Laboratory CHM 1520 General Chemistry II CHM 1521 General Chemistry II Laboratory CHM 2510 Organic Chemistry I CHM 2511 Organic Chemistry I Laboratory CHM 2520 Organic Chemistry II CHM 2521 Organic Chemistry II Laboratory CHM 3030 Quantitative Analysis

Requirements for a minor in Physics (24 credits):

PHY 2010 Fundamentals of Physics I PHY 2020 Fundamentals of Physics II PHY 2030 Fundamentals of Physics III One PHY elective at the 2000-level or above MTH 1410 Calculus I MTH 1420 Calculus II



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CHM 1000. The World of Chemistry. A study of the basic concepts of chemistry and their relationship to the everyday experiences of humankind. Laboratory exercises emphasize the demonstration of chemical principles and the properties of materials encountered in everyday life. Four or six credits in each semester. Three class hours; 1 - 3 laboratory hours. Satisfies the laboratory science requirement and is recommended for the non-science major who seeks a single semester course.



CHM 1010. General Chemistry I. Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include the gas Laws, Lewis structures, and thermochemistry. Three credits. Co-requisite of the one credit CHM 1011. Offered Fall.

CHM 1011. General Chemistry I Laboratory. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1010. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands on experience using a variety of laboratory equipment and techniques. One credit, three hours. Co-requisite of the three credit CHM 1010. Offered Fall.

CHM 1020. General Chemistry II. Matter is examined by a study of the atom, compounds, chemical nomenclature,

formulas, the periodic table, and chemical reactions. Other topics include kinetics, chemical equilibria, acids and bases, coordination chemistry, chemical thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. Three credits. Prerequisite: CHM 1010 and 1011, Corequisite of the one credit CHM 1021. Offered Spring.

CHM 1021. General Chemistry II Laboratory. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1020. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands on experience using a variety of laboratory equipment and techniques. One credit, three hours. Co-requisite of the three credit CHM 1020. Offered Spring.

CHM 1510. General Chemistry I, Honors and Majors.

Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include the Gas Laws, Lewis structures, and thermochemistry. Three credits. No Prerequisites. Offered Fall.

CHM 1511. General Chemistry I Laboratory, Honors

and Majors. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1510. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands on experience using a variety of laboratory equipment and techniques. This course must be taken concurrently with CHM 1510 unless you have special departmental permission. (One three-hour laboratory period per week.). One credit. No Prerequisites. Offered Fall.

CHM 1520. General Chemistry II, Honors and Majors.

Matter is examined by a study of the atom, compounds, chemical nomenclature, formulas, the periodic table, and chemical reactions. Other topics include kinetics, chemical equilibria, acids and bases, coordination chemistry, chemical thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. Three credits. Prerequisite: CHM 1510 and CHM 1511 Offered Fall.

CHM 1521. General Chemistry II Laboratory, Honors

and Majors. This course consists of a series of laboratories which reinforce the concepts being studied in CHM 1520. In addition to learning problem solving and critical thinking skills, students will be introduced to laboratory safety and gain hands on experience using a variety of laboratory equipment and techniques. This course must be taken concurrently with CHM 1520 unless you have special departmental permission. (One three-hour laboratory period per week.) One credit. Prerequisites: CHM 1510, and CHM 1511. Offered Spring.

CHM 1616. Forensic Chemistry. This course uses the field of forensic chemistry to illustrate chemical concepts. We will introduce the fundamental principles of chemistry that require conceptual and mathematical problem solving skills. Four credits, two class hours and two lab hours. Satisfies the laboratory science requirement and is recommended for the non-science major who seeks a single semester course.

CHM 2510. Organic Chemistry I. A comprehensive study of organic compounds stressing electronic valence theory. Bonding, nomenclature, acidity and nomenclature are covered. Reaction mechanisms, nucleophilic substitution mechanisms, alkene and alkyne chemistry, infrared spectroscopy. Three credits. Prerequisite: CHM 1020. Offered Fall.

CHM 2011. Organic Chemistry I Laboratory. Laboratory work includes characterization, extraction, chromatography and distillation of organic compounds, preparation of typical compounds, a study of their reactions, and the qualitative identification of unknown substances. Microscale procedures will be used for the majority of the exercises. Instrumental analytical procedures are included. One credit, two laboratory hours. Prerequisite: CHM 1011, CHM1010, pre-or co-requisite: CHM 2510. Offered Fall.

CHM 2511. Organic Chemistry I Laboratory, Majors.

Introduction to unit laboratory processes for synthesis, purification and characterization organic molecules. Both micro-and macro-synthetic procedures will be utilized. Purifications will utilize separations by extraction, distillation and/or chromatography at the synthesis scale. Inert atmosphere, steam volatilization and low pressure distillations techniques will be used. Both high pressure liquid chromatography and gas chromatography will be used. Characterization will be by determination of physical properties such as melting and boiling ranges, refractive index, optical activity and spectroscopic characterization especially infrared, C 13 and H1 nuclear magnetic resonance and mass spectroscopy. The laboratory notebook and safety in the chemistry laboratory will be emphasized. There will be a weekly recitation period required. Two credits. Six lab hours. Pre-requisite Chemistry 1511. Must be taken with CHM 2510. Offered Fall.



At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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CHM 2520. Organic Chemistry II. A comprehensive study of organic compounds stressing electronic valence theory. Nuclear magnetic resonance, the synthesis and reactions of alcohols and ethers, nucleophilic substitution and addition at the carbonyl group, electrophilic aromatic substitution, the synthesis and reactions of amines, and pericyclic reactions. Three credits. Prerequisite: CHM 2510. Offered Spring.



CHM 2021. Organic Chemistry I Laboratory. Laboratory work includes extraction chromatography and distillation of organic compounds, preparation and characterization of typical compounds by chromatographic and spectroscopic techniques. Microscale procedures will be used for most of the exercises. One credit, two laboratory hours. Prerequisite: CHM 2011, CHM 2510, pre-or corequisite: 2520. Offered Spring.

CHM 2521. Organic Chemistry II Laboratory, Majors.

An introductory course in research methods for the chemical sciences that emphasizes selection of a research problem, the chemical literature, design of experiments, analysis of data, and presentation of results. There will be a weekly recitation period required. Two credits. Six lab hours. Prerequisite Chemistry 2510, 2511. Co-requisite: CHM 2520. Offered Spring.

CHM 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

CHM 3030. Quantitative Analysis. The theory and technique of chemical separations, volumetric, gravimetric, and colorimetric methods. Four credits. Two class hours, six laboratory hours. Prerequisites: CHM 1520 and 1521. Offered Fall.

CHM 3060. Instrumental Analysis. The theory and practice of spectroscopic, electroanalytical, and chromatographic instrumental analytical techniques. Five credits. Three class hours, six laboratory hours. Prerequisites: MTH 1410, CHM 2520, and CHM 3030. Offered Spring.

CHM 3110. Inorganic Chemistry. A study of the systematic chemistry of the elements. Emphasis is placed on electronic structure and bonding. Other topics covered may include "warm" superconductors, transition metal carbonyls, organometallic compounds, nitrogen fixation, and metal-containing molecules of biological importance. Three credits. Prerequisite: CHM 2520 and CHM 2521. Offered Fall.

CHM 3111. Advanced Inorganic Chemistry Laboratory. This laboratory course is designed to highlight some

principles or inorganic chemistry and laboratory techniques. Students will also learn and practice experimental design skills and develop independence in the laboratory. Two credits. Six hours of lab per week. Prerequisite: CHM 2520 and CHM 2521. Offered Fall.

CHM 4010. Elements of Physical Chemistry. A study of the theoretical aspects of chemistry, with emphasis on chemical thermodynamics, electrochemistry, and chemical kinetics. Three credits. Prerequisites: MTH 1420, CHM 1020, and PHY 1520 or PHY 2020. Offered Fall.

CHM 4011. Laboratory in Physical Chemistry. The determination of physical properties and thermodynamic properties of matter and kinetic studies. One credit. Three laboratory hours. Prerequisite: CHM4010.

CHM 4020. Advanced Topics in Physical Chemistry. A study of quantum chemistry, chemical dynamics, statistical thermodynamics, and molecular structure. Three credits. Prerequisites: CHM 4010. Offered Spring.

CHM 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

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CHM 4500. Research in Chemistry and Biochemistry.

Chemistry 4500. Research in Chemistry and Biochemistry. A study of a basic research problem to be determined in consultation with the chemistry faculty. A formal research proposal is required. Work on the problem may extend over more than one semester and will culminate in a formal research presentation and paper. One to three credits per semester. Total of two credits required; six laboratory hours. May be repeated.

CHM 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

CHM 4990. Senior Seminar in Chemistry and Biochemistry. A thorough introduction to the chemical literature. A literature review paper will be written and presented. This course must be taken by students taking the B.S. in Chemistry, B.S. in Biochemistry and the B.A. in Chemistry. One credit. Prerequisite, senior standing in chemistry or biochemistry. Offered Spring.)

BCH 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

BCH 2990. Research and Writing in Biochemistry. An overview of research methods and scientific writing in the area of biological chemistry that emphasizes critical review of scientific literature, formulation of research problems, design of experiments, collection and recording of experimental data, and presentation of results. Four credits. Four lecture hours. Pre-or co-requisite: CHM 2520. (Offered in the spring semester.)

BCH 3220. Biochemistry I. A study of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to bioenergetics and carbohydrate metabolism. Four credits. Three lecture hours. Prerequisite: CHM 2520. (Offered in the fall semester.)

BCH 3320. Biochemistry II. A study of the chemical and physical properties of proteins, nucleic acids, carbohydrates, and lipids. An introduction to membrane channels and pumps, the pentose phosphate pathway and the Calvin cycle, photosynthesis, glycogen metabolism, fatty acid metabolism, protein turnover: amino acid degradation and the urea cycle, biosynthesis of amino acids, biosynthesis of nucleotides, biosynthesis of lipids and related molecules, DNA replication and repair, RNA synthesis and splicing, protein synthesis, and integration of metabolism. Four credits. Three lecture hours. Prerequisite: BCH 3220. (Offered in the spring semester.)

BCH 3330. Biochemistry Laboratory. Introduction to basic laboratory studies in biochemistry, including protein purification, isolation and characterization of biological molecules, enzyme kinetics studies, chromatography and electrophoresis of biological macromolecules, and methods of quantitative analysis. One credit. Three laboratory hours. Pre-or co-requisite: BCH 3320. (Offered in the spring semester.)



BCH 4150. Biophysical Chemistry. A study of the physical chemistry of biological macromolecules (proteins, DNA, lipids, and carbohydrates), with emphasis on thermodynamics of molecular structure and function, physical and spectroscopic assessment of conformational changes of macromolecules, kinetics and equilibrium in biochemical systems, and statistical thermodynamics of molecular ensembles. Four credits. Three lecture hours. Prerequisites: BCH 3320, MTH 1420, and PHY 2020. (Offered in the fall semester.)

BCH 4160. Physical and Analytical Biochemistry

Laboratory. Laboratory studies of the physical and analytical chemistry of biological macromolecules, including calorimetry; biochemical assay development 26 for the detection of biological target compounds; advanced biomolecular separation and characterization techniques; spectroscopic studies of proteins, DNA, and lipids; and advanced studies of enzyme kinetics and equilibrium processes. Two credits. Three laboratory hours. Pre- or co-requisite: BCH 4150. (Offered in the fall semester.)



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BCH 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

BCH 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.



PHY 1000. Astronomy of the Solar System. An

introduction to modern astronomy with emphasis on the solar system. Topics include observational astronomy, history and development of astronomy, formation of the solar system, and the structure and composition of Sun, planets, asteroids, and comets. This course is intended primarily for non-science majors and satisfies the Area II General Education elective in Natural Science. Four credits. Offered Fall and Spring.

PHY 1050. Astronomy of Stars, Galaxies, and the

Cosmos. An introduction to modern astronomy with emphasis on the Universe beyond the solar system. Topics include properties and life cycles of stars, supernovae, neutron stars, black holes, quasars, interstellar medium, galaxies, and cosmology. This course is intended primarily for non-science majors and satisfies the Area II General Education elective in Natural Science. Four credits. Offered Fall and Spring.

PHY 1100. Physics of Sound and Music. An introduction to the physics of sound and music. Topics include vibrations, waves, fundamentals and overtones, musical scales,

harmony, and production, detection, and perception of sound. This course is intended for non-science majors and satisfies the Area II General Education elective in Natural Science. Four credits (2 lecture hours + 2 lab hours). Offered Fall.

PHY 1200. Physics for Video Games. An introduction to laws of physics needed to produce games, simulations, and computer animations with compelling realism. Topics include kinematics, Newton's laws of motion, conservation of momentum, conservation of energy, and rotational dynamics, with applications to projectile motion, collisions, oscillations, and rotational motion. Laboratory topics include measurement, graphical interpretation and curve fits, video analysis, and simulation development. No programming experience is required. This course is intended for non-science majors and satisfies the Area II General Education requirement. Four credits (2 lecture hours + 2 lab hours). Offered Spring.

PHY 1510. General Physics I. An introduction to mechanics, properties of matter, waves, sound, and thermodynamics. This course is intended for science majors who are not required to take calculus-based physics for their major. This course satisfies the Area II General Education elective in Natural Science. The lecture must be taken concurrently with the lab (PHY 1511). Three credits. Offered Fall.

PHY 1511. General Physics I Laboratory. A laboratory to accompany PHY 1510. Topics include measurement, error analysis, graphical interpretation and curve fits, video analysis, and computer data acquisition interfaces and sensors. Applications are congruent with topics covered in PHY 1510. One credit. Offered Fall.

PHY 1520. General Physics II. An introduction to electricity and magnetism, geometrical and physical optics, relativity, and atomic and nuclear physics. The course is intended for science majors who are not required to take calculus-based physics for their major. The lecture must be taken concurrently with the lab (PHY 1521). Three credits. Offered Spring.

PHY 1521. General Physics II Laboratory. A laboratory to accompany PHY 1520. Topics include measurement, error analysis, graphical interpretation and curve fits, video analysis, and computer data acquisition interfaces and sensors. Applications are congruent with topics covered in PHY 1520. One credit. Offered Spring.

PHY 2010. Fundamentals of Physics I. A calculus-based study of mechanics, waves, and thermal physics with emphasis on atomic models and fundamental principles.

This course satisfies the Area II General Education elective in Natural Science. Topics include various applications of fundamental principles to matter and interactions, including classical, relativistic, and quantum systems. Four credits (6 hours of integrated lecture and lab). Corequisite or Prerequisite: MTH 1410. Offered Fall.

PHY 2020. Fundamentals of Physics II. A calculus-based study of electricity and magnetism, and geometrical and physical optics, with emphasis on atomic models, fields, and the classical interaction of light and matter. Four credits (6 hours of integrated lecture and lab). Prerequisite: PHY 2010. Corequisite or Prerequisite: MTH 1420. Offered Spring.

PHY 2030. Fundamentals of Physics III. An introduction to space-time physics (relativity and gravity) and quantum physics with applications in astronomy, atomic physics, solid-state physics, nuclear physics, and particle physics. Four credits. Prerequisite: PHY 2020. Offered Fall.

PHY 2100. Electronics. An introduction to the major aspects of electronics theory and practice found in scientific and computer instrumentation. Topics include DC and AC circuit analysis, diodes and the PN junction, bipolar junction transistors, transistor amplifiers, operational amplifiers, integrated circuits, analog to digital converters, and digital logic. Four credits (6 hours of integrated lecture and lab). Prerequisites: MTH 1420. Offered Spring.

PHY 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

PHY 3110. Classical Mechanics. An advanced study of Newtonian mechanics applied to particles and systems of particles. Topics include central force motion, oscillators and coupled oscillators, rotating systems and rigid bodies, calculus of variations, and the Lagrangian and Hamiltonian formulations of mechanics. Four credits. Prerequisites: PHY 2020, MTH 2410, and MTH 3610 (MTH 2310 and MTH 3410 may be taken in place of MTH 3610). Offered Fall in even years.

PHY 3210. Electromagnetism. An advanced study of electromagnetic theory using the methods of vector calculus. Topics include electrostatics of conductors and dielectrics, electric currents, magnetic fields, Maxwell's equations, wave propagation in media, and electromagnetic radiation. Four credits. Offered Spring in odd years.

PHY 3310. Quantum Mechanics. An introduction to nonrelativistic quantum mechanics and its physical interpretation. Topics include operator mechanics, matrix mechanics, the Schrodinger equation, one-dimensional potentials, bound states, tunneling, and central potential problems in three dimensions including the hydrogen atom. Four credits. Offered Fall in odd years.

PHY 3400. Statistical and Thermal Physics. An introduction to the microscopic description of thermodynamics and its application to macroscopic systems. Topics include temperature, heat, internal energy, entropy, phase transformations, kinetic theory, classical and quantum statistical distributions. Four credits. Offered Spring in even years.

PHY 4000. Undergraduate Research in Physics. Research of a theoretical, computational, or experimental topic in physics. Results will be given in a written paper and an oral presentation to the seminar participants and department faculty. Students may satisfy this requirement through a summer research experience if they submit a written paper and give a department seminar on their summer research project. Two credits. Prerequisites: PHY 2030 or permission of the instructor. Offered Fall and Spring.

PHY 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

PHY 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

NSC 2100. Physical Science for Education. An inquirybased study of the basic concepts of physical science, including properties of matter, motion and forces, and electricity and magnetism. Laboratory work emphasizes the application of the scientific method to understanding physical reality. The course is restricted to education majors, except by permission of the instructor, and satisfies the Area II General Education requirement. Four credits (6 hours of integrated lecture and lab). Offered Fall and Spring.

NSC 2200. Earth Science for Education. An introduction to fundamental processes of Earth. Topics include the theory of plate tectonics, rocks and minerals, formation of the continents, mountains and oceans, the atmosphere and pollution, natural resources, and basic astronomy. The course is restricted to education majors, except by permission of the instructor, and satisfies the Area II General Education requirement. Four credits. Offered Fall and Spring.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.



NIDO R. QUBEIN SCHOOL OF COMMUNICATION

Dr. Wilfred Tremblay, *Director*; Ms. Kristina Bell, Dr. Nahed Eltantawy, Dr. Katherine Fowkes, Mr. James Goodman, Dr. Bobby Hayes, Dr. Judy Isaksen, Mr. Bradley Lambert, Mr. John Luecke, Dr. Virginia McDermott, Dr. James Trammell, Dr. Gerald Voorhees, Mr. Phil Watson, Dr. Julie Wiest, Ms. Yan Yang.

Students in the Communication program study a range of human and mediated communication theories and techniques. We focus on how messages are created and produced; on how these methods and messages are disseminated; and how these messages help shape cultural identities, including their social, economic and political effects.

Speaking and writing, the two most basic communication processes, are given great weight as is the ability to conceive and implement mediated messages within a global media marketplace.

Students majoring in communication are prepared for careers in advertising, games design, journalism, media production and public relations and have a solid foundation for further graduate study.

Major in Communication – Electronic Media (54 credits)

- COM 1110 Human Communication (4 credits)
- COM 1111 Mediated Communication Systems (4 credits)
- COM 2211 Studio Production or COM 2221 Audio Production I (4 credits)
- COM 2241 Introduction to Telecommunications (4 credits)
- COM 2261, 2262, or 2263 Practicum (2 credits)
- COM 3390 Communication Law and Ethics (4 credits)
- COM 4491 Capstone Production (4 credits)
- Internship, Travel Study, Research/Creative Works or 3000-level or above elective in sequence (4 credits)
- COM elective outside of major (4 credits)
- 12 credits from the following courses, 8 credits from classes 300-level or above and at least eight credits from productioncentered courses--those courses ending with "1": COM 2211, 2221, 2231, 2204, 3311, 3314, 3321, 3324, 3331, 3341, 3364, 4411, 4431, 4441, and 4451.

With the approval of their advisers, students must take eight hours of non-communication courses related to their sequence.



Major in Communication – Game and Interactive Media Design (54 credits)

COM 1110 Human Communication (4 credits) COM 1111 Mediated Communication Systems (4 credits) COM 2252 Theory and Design of Games (4 credits) COM 2261, 2262, 2263, or 2265 Practicum (2 credits) COM 3342 Theory and Criticism of Games (4 credits) COM 3352 Game Development (4 credits) COM 3390 Communication Law and Ethics (4 credits) COM 4492 Collaborative Game Design and Development (4 credits)

Internship, Travel Study, Research/Creative Works or 3000-level or above elective in sequence (4 credits) COM elective outside of major (4 credits)

8 credits from the following courses: COM 2222, 2272, 2282, 3302, 3312, 3322, 3362, and 4412.

With the approval of their advisers, students must take eight hours of non-communication courses related to their sequence.

Major in Communication – Journalism (54 credits)

COM 1110 Human Communication (4 credits) COM 1111 Mediated Communication Systems (4 credits) COM 2243 Convergent Reporting I (4 credits) COM 2261, 2262, 2263, or 2265 Practicum (2 credits) COM 3323 Copy Editing (4 credits) COM 3343 Convergent Reporting II (4 credits) COM 3390 Communication Law and Ethics (4 credits) Internship, Travel Study, Research/Creative Works or 3000-level or above elective in sequence (4 credits) COM elective outside of major (4 credits)

12 credits from the following courses, COM 2283, 3313, 3314, 3331, 3363, 3373, 3383, 4431, and 4443.

With the approval of their advisers, students must take eight hours of non-communication courses related to their sequence.

Major in Communication – Media and Popular Culture Studies (54 credits)

COM 1110 Human Communication (4 credits) COM 1111 Mediated Communication Systems (4 credits) COM 2204 Media & Popular Culture Studies (4 credits) COM 2261, 2262, 2263, or 2265 Practicum (2 credits) COM 3390 Communication Law and Ethics (4 credits) Internship, Travel Study, Research/Creative Works or

3000-level or above elective in sequence (4 credits) COM elective outside of major (4 credits) 20 credits from the following courses, at least 4 credits from classes at the 4000-level and at most four credits from the 2000-level: COM 2234, 2204, 2264, 3313, 3314, 3324, 3364, 3374, 3384, 4414, and 4424.

With the approval of their advisers, students must take eight hours of non-communication courses related to their sequence.



Major in Communication – Strategic Communication (54 credits)

COM 1110 Human Communication (4 credits)

COM 1111 Mediated Communication Systems (4 credits)

- COM 2225 Foundations of Strategic Communication (4 credits)
- COM 2261, 2262, 2263, or 2265 Practicum (2 credits)
- COM 3315 Strategic Message Development in Public Relations (4 credits)
- COM 3325 Strategic Message Development in Advertising (4 credits)
- COM 3365 Case Studies in Strategic Communication (4 credits)
- COM 3385 Applied Research in Strategic Communication (4 credits)
- COM 3390 Communication Law and Ethics (4 credits)
- COM 4415 Strategic Communication Campaign Management (4 credits)
- Internship, Travel Study, Research/Creative Works or 3000-level or above elective in sequence (4 credits)

COM elective outside of major (4 credits)

With the approval of their advisers, students must take eight hours of non-communication courses related to their sequence.

Minor in Communication (20 credits)

COM 1110 COM 1111

12 credits of COM classes, at least 8 credits must be at 3000-level or above



COM 1110. Human Communication. This course presents fundamental communication theories as applied in various public speaking, interpersonal and small group communication contexts and provides both a theoretical foundation and a practical framework for future studies in the Communication area. Four credits.



COM 1111. Mediated Communication Systems. Introduction to the digital technologies employed by the media industries to record, store, edit and deliver information to audiences. This course provides an introduction to audio, video, and graphic software packages. Students begin a digital portfolio. Four credits. **COM 2204. Media and Popular Culture Studies.** This course assists students in developing an understanding and appreciation for popular culture in its historical and theoretical contexts; the course will also explore the role of mass media in society and the interplay between popular culture and mass media and provide a working map of some of the key critical theories and issues relevant to media and popular culture. Four credits.

COM 2211. Studio Production. This class centers on preproduction and television studio production skills. Students will cover treatments, producing, directing, composition, lighting, audio, and other introductory video production components as they relate to pre-production and production skills. Students will also critically evaluate studio productions and other video projects. Approximately two-thirds of the time in class will be spent in hands-on studio productions. Students will also have opportunities to work on productions outside of class. This class is designed for students with little to no knowledge or experience in television production. Four credits.

COM 2221. Audio Production I. A study of the principles and techniques of audio production. Practice in creating original programs. Four credits. Lab time required.

COM 2222. Games and Society. Focuses on the cultural impact of games by examining the history of games and contemporary issues including the relationship between games and violence, representation of race, gender, and sexuality, and the serious games movement. Students are required to attend a series of movie screenings and discussion sessions outside of class. Four credits.

COM 2225. Foundations of Strategic Communication.

This course introduces students to the field of strategic communication and draws on traditional areas such as public relations and advertising, as well as some of the emerging internet-based communication technologies. Strategic communication consists of those communication tactics and strategies that are intended to help an organization or client accomplish its mission and goals. Four credits.

COM 2231. Writing for Film and the Electronic Media.

The class centers on writing scripts for film and electronic media, with an emphasis on the creative process and the ways they are influenced by the technical demands of the electronic media. Students will exercise their writing skills through workshops and assignments, and critically evaluate scripts. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 2234. Movies and Methods. This course is designed to give students an overview of the development of motion pictures from a historical, critical, and technological perspective. In addition to surveying the history of motion pictures, the student will learn the rudiments of film analysis and the critical terminology necessary for an introductorylevel understanding of film. Four credits.

COM 2235. Public Relations Techniques. This course introduces students to the role public relations plays in helping nonprofit organizations achieve their goals. Emphasis is placed on the execution of various public relations tactics commonly used by nonprofit organizations. Four credits.

COM 2241. Introduction to Telecommunications. This class is a survey of the radio and television industries, with an emphasis on their formation, growth, and change. The course examines the historical development of broadcasting, as well as its political, social, and economic impact. The class also examines broadcasting principles, tools, and skills. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 2243. Convergent Journalism I. Convergent Journalism I is an introductory writing course in the field of journalism designed to introduce students to the basic principles and techniques of news writing and reporting in a converged media society. Students will learn the necessary writing skills for various media; journalistic skills as well as ethics in journalism. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 2252. Theory and Design of Games. Introduction to critical/cultural studies approaches to game studies, including rhetorical, ludological, and cybernetic criticism. The contributions of literature, film, and theatre to the study of games are also examined. Students will also gain extensive experience with and be exposed to close readings of canonical games. A research paper engaging the theory or criticism of games is required. Four credits. Prerequisite: ENG 2200 or equivalent.

COM 2261. Radio Practicum. Practical application of theory from Communication courses in work for the campus radio station. Two credits. Pass/Fail. Course may be repeated once.

COM 2262. Video Practicum. Practical application of theory from Communication courses in work for University and department video production projects. Two credits. Pass/ Fail. Course may be repeated once.

COM 2263. Newspaper Practicum. Practical application of theory from Communication courses in work for the campus newspaper. Two credits. Pass/Fail. Course may be repeated once.

COM 2264. Black-American Voices: Stories & Sounds.

This course enjoys the magnificent wealth of African-American literature, spoken word, personal narratives, and music. Starting with voices from the days of slavery and moving up through the contemporary hip-hop and neosoul music, students will explore the history, culture, and politics of the African-American experience. Four credits. Prerequisite: ENG 1102 or ENG 1103.



COM 2265. Strategic Communication Practicum. Practical application of theory from Communication courses in work for the university advertising/public relations agency. Two credits. Pass/Fail. Course may be repeated once.

COM 2272. Games Industries and Organizations.

Overview of games-related professions in public, private, and non-profit sectors as well as intersections between game industry and other creative industries. IP, digital distribution, proprietary software and middleware, and organizational practices of various industry leaders are discussed. Relationships between the game industry and regulatory agencies are surveyed. Four credits. Course fee required.

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COM 2282. Players, Gamers, and Game Cultures.

Introduces students to player-centered studies of games. Typologies of players and the distinction between player and gamer are introduced. The culture, socialization, and values of traditional and virtual gaming communities are examined. Students will attend some class sessions in the persistent world of a massively multiplayer online game and complete an in-depth study of a community of players. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 2283. Multimedia Storytelling. Introduction to multimedia skills and applying them to produce more effective Web-based stories. Skills include photography; audio and video slideshows; audio and video editing. Four credits. Prerequisite: COM 2243.



COM 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

COM 3302. Narrative and Interactive Fiction. Examines the role of story in the theory, design, and scripting of games. Students will craft game narratives using commercial game editing software and scripting language. Four credits. Prerequisites: ENG 2284 and COM 2252.

COM 3311. Field Production. This class builds on the technical and creative video production techniques taught in COM 2211. Students further explore, and develop a deeper

understanding of, each stage of video production, with particular emphasis on lighting, sound, camera techniques, and editing. To this end, students will exercise their skills through a variety of hands-on field productions, editing assignments, and a critical essay. Students are expected to have a basic working knowledge of video production upon entering the class. Four credits. Prerequisite: COM 2211.

COM 3312. Principles and Practices of Interactivity.

Examines forms of interactivity in games and other media. Typologies of interaction and rhetorics of interactive media. Students will gain first-hands experience using, manipulating, and modifying various games and interactive media. Four credits. Prerequisite: COM 2252.

COM 3313. Feature Writing. In-depth study of an practice in feature writing for newspapers and freelance markets. Special emphasis on collecting information and utilizing narrative strategies, with a focus on masterpieces of the feature genre. Some attention paid to ethical and legal issues. Four credits. Prerequisites: ENG 1102 or ENG 1103, and COM 2243.

COM 3314. Visual Rhetoric and Design. An analysis of the ways that visual images shape our understanding and relationships with an emphasis on the study and application of various components of text production: invention, style, audience, technology, design, aesthetics, and media convergence. Four credits. Prerequisite: COM 1111.

COM 3315. Strategic Message Development for

Public Relations. This course introduces students to the development of messages communicated through various public relations discourse forms such as fact sheets, news releases, public service announcements, video news releases, brochures, newsletters, e-newsletters, and contemporary forms of social media. Four hours credit. Prerequisites: COM 1110, 1111, and 2225.

COM 3321. Audio Production II. This class builds on the basic audio production skills covered in COM 2221: Audio Production I. In addition to continuing to exercise storytelling and recording skills, COM 3321 focuses on the scientific principles of sound, and on how to use multi-track audio recording and mixing equipment to produce solid audio productions. Four credits. Prerequisite: COM 2221.

COM 3322. Character and User-Interface Design.

Students will gain knowledge of the representational and interactive implications of character design. The relationship

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between character, story, and gameplay are examined. Historical and contemporary user input devices and UI are surveyed. Students will design compelling characters for a variety of game types and modify (mod) user interfaces. Four credits. Prerequisites: COM 3342 and 2252.

COM 3323. Copy Editing. Introduction to the skills and techniques required for story publication. Practical work will focus on editing various forms of news stories and practicing writing headlines. Four credits. Prerequisite: COM 2243.

COM 3324. Myth and Media. The study and analysis of films with a survey of theories and approaches, including formalism, genre study, auteur theory and Postmodernism. Four credits. Prerequisites: ENG 1102 or ENG 1103, and COM 2256.

COM 3325. Strategic Message Development for

Advertising. An introduction to the principles and practices of developing advertising messages designed to support the marketing of a specific product or service. In the lab students will prepare advertising copy in various formats for print, out-of-home, broadcast, direct, point of purchase and Web-based media. Four credits. Prerequisites: COM 1110, 1111, and 2225.

COM 3331. Video Journalism I. This class builds on the technical and creative video production techniques taught in COM 2211 with a specific focus on broadcast news. Students further explore, and develop a deeper understanding of, each stage of video production, including lighting, sound, camera techniques, editing, and storytelling. To this end, students will exercise their skills through hands-on field productions and editing assignments related to the production skills in the broadcast journalism industry. Students are expected to have a basic working knowledge of video production upon entering the class. Four credits. Prerequisites: COM 2211 and 2243.

COM 3341. Sports Production I. This class builds on the technical and creative video production techniques taught in COM 2211 with a specific focus on sports production. Students further explore, and develop a deeper understanding of, each stage of video production, including lighting, sound, camera techniques, editing, and storytelling. To this end, students will exercise their skills through hands-on field productions and editing assignments related to the sports broadcasting industry. Students will also compose a critical essay related to sports broadcasting. Students are expected to have a basic working knowledge of video production upon entering the class. Four credits. Prerequisite: COM 2211.

COM 3342. Theory and Criticism of Games. This course introduces students to critical approaches to the study of games. Game genres and the concept of fun are examined in depth. Emphasis is placed on understanding games as texts mediating social, cultural and individual relationships. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 3343. Convergent Journalism II. Building on skills acquired in Com 2243, this class focuses on the techniques of news gathering, interviewing, reporting and journalistic writing in a convergent media environment. Professionalism is emphasized; Students should think of themselves as reporters and the instructor as their editor. Four credits. Prerequisite: COM 2243.



COM 3352. Game Development. Overview of the game development process from conception to the publisher. The shift from author to team-based development and the roles and responsibilities of team members is stressed. Students will collaborate on the design and preliminary work-up of a game and pitch their projects to a publisher. Four credits. Prerequisite: COM 2252.

COM 3344. Media Representations: Race, Class

& Gender. A study of modern media, focusing on the conventions of gender and racial points of view. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 3362. Puzzle, Obstacle, and Level Design.

Introduces principles and practices involved in creating compelling interactive experiences. Students will craft a series of puzzles and scenarios for non-digital games and design multiple levels for a digital game using commercial game modifying software and scripting language. Four credits. Prerequisite: COM 2252.



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COM 3363. Opinion Writing. In-depth study of and practice in critical and editorial writing. Special emphasis on newspaper and electronic media editorials, opinion columns and reviews. This course aims to help students think critically and write persuasive arguments. Four credits. Prerequisites: COM 2243 and 3343.



COM 3364. Television: Texts and Contexts. This

course is designed to provide an understanding of television from its historical roots to its role in a "converged" media environment. In addition to studying industry practices (including programming and ratings), students will examine a variety of televisions texts, including advertisements. Students will learn about the formal and structural qualities of different television genres and will employ a number of theories to analyze television's role in society. This class will revisit ideas and theories introduced in COM 2224 Media and Popular Culture, further investigating the many ways in which media influence our lives and shape our culture. Four credits. Prerequisite: COM 2224.

COM 3365. Case Studies in Strategic Communication.

This course examines cases in public relations, advertising, and integrated marketing communication, and the communication theories that underlie these cases. Students will also have an opportunity to explore specific career options in strategic communication and participate in a crisis communication simulation. Four credits. Prerequisites: COM 1110 and 2225.

COM 3373. Investigative Reporting. This course explores how to conduct investigative and in-depth reporting. Course teaches students how to go beyond the day-to-day newsroom journalism to bring context and meaning

to stories. Emphasis on improving a journalist's credibility and accuracy through the use of documents and databases; effective interviewing, and fieldwork. Four credits. Prerequisites: COM 2243 and 3343.

COM 3374. Women and Culture. An interdisciplinary survey of a wide range of topics and themes that are important to an understanding of women's status, roles, and experiences. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 3383. Sports Reporting. Techniques of researching and writing the sports story. Emphasis on issues of race and gender; hero worship and sportsmanship, and an ethical examination of what sports journalists do and why they do it. Four credits. Prerequisites: COM 2243 and 3343.

COM 3384. Hip Hop Culture. A theoretical exploration of the social impact and cultural contributions of hip hop. Emphasis is given to its intersection with race, gender, sexuality, nationality, economics, and politics as well as its rhetorical roots. Four credits. Prerequisite: ENG 1102 or ENG 1103.

COM 3385. Applied Research in Strategic

Communication. This course introduces students to research methods commonly used better understand clients, audiences, messages and the media. Research methods include the use of secondary sources, media research services, observational methods, in-depth interviews, focus groups, survey research, etc. Four credits. Prerequisites: COM 1110, 1111, 2225, 3315, and 3325.

COM 3390. Communication Law and Ethics. Study of law as applied to the mass media with particular emphasis on freedom of information, libel, privacy, contempt and copyright regulations. Includes detailed examination of ethical dilemmas in the media industries and various codes and procedures adopted to address these problems. Four credits. Prerequisites: ENG 1102 or ENG 1103, and Junior Standing.

COM 4411. Advanced Video Production. Building on the skills exercised in the other video production classes, COM 4411 centers on the more advanced techniques of the craft of video production. Emphasis is placed on effectively using post-production to create polished, quality productions. Students will exercise their evaluative skills through creative projects, a formal critique, and exercises in post-production fundamentals. Students are expected to have a basic working knowledge of field production upon entering the class. Four credits. Prerequisites: COM 3311, 3331, or 3341.

COM 4412. Digital Game Prototyping. Students learn to make prototypes for digital games using non-digital and digital methods. The process of game testing and the role of prototyping in the game development process are examined. Students will learn to use Action Script to create animation and interaction for digital game prototypes using the Macromedia Flash Player. Four credits. Prerequisite: COM 2252.

COM 4414. Advertising & Ideologies: Consumer Culture.

This course considers the ways in which advertising—both form and content—not only reflects but also constructs our values, belief systems, and behaviors. Emphasis is given to unpacking the notion of cultural ideologies and the ways in which these ideologies operate within advertising and our consumer culture. Four credits. Prerequisite: COM2204, Senior Standing, or permission of instructor.

COM 4415. Strategic Communication Campaigns. This capstone course requires students to apply their knowledge of strategic communication research, planning, strategies and tactics to a client's problem or opportunity by creating a turnkey campaign. Teams of students work under the supervision of a faculty member. Four credits. Prerequisites: COM 1110, 1111, 2225, 3315, 3325, 3365, and 3385.

COM 4424. Gender Speak. This course explores the intersection of gender, communication, and culture, giving emphasis to feminist communication theories and the ways in which gender is frequently constructed through communication practices. Four credits. Prerequisite: COM 2204, Senior Standing, or permission of instructor.

COM 4431. Video Journalism II. Video Journalism II allows students to further their knowledge and experience in broadcast journalism by producing a weekly news program. The students will have assigned responsibilities and crew positions, and will work the supervision and guidance of the instructors in a newsroom and production-centered environment. Four credits. Prerequisites: COM 3331 and permission of instructor.

COM 4441. Sports Production II. Sports Production II allows students to further their knowledge and experience in sports productions by producing regular sports broadcasts and programs. The students will have assigned responsibilities and crew positions, and will work the supervision and guidance of the instructors in a production-centered environment. Four credits. Prerequisites: COM 3341 and permission of instructor. COM 4443. Government & Public Affairs Reporting.

Concentrated analysis and reporting in special fields, including coverage of government, public policy issues as well as business, labor, arts and sciences. Four credits. Prerequisites: COM 2243 and 3343.

COM 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.



COM 4451. Program Production. Program Production allows students to further their knowledge and experience in video production by producing longer-form or serial projects. Students work independently under the supervision and guidance of the instructor. These independent projects must be approved by the instructor, and are designed to help students increase their skills in manners not covered in the other production classes. Four credits. Prerequisites: COM 3311, 3331, 3341, and permission of instructor.

COM 4492. Collaborative Game Design and

Development. Capstone experience in the Game and Interactive Media Design sequence. In teams, students will work across and outside of typical production roles in order to design, prototype, and iterate a digital game. Four credits. Prerequisites: Senior standing, COM 2252, 2204, and 3352.

COM 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

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CRIMINAL JUSTICE

Dr. Robert Little, *Chair*; Dr. Heather Ahn-Redding, Mr. Scott Ingram

This exciting program is for students seeking a pre-law major or a career in one of the many fields related to justice such as investigations, emergency and social services, courts, policing, homeland security and counter-terrorism. Courses in the program focus upon how to deal with social problems such as crime, violence, drugs, gangs, terrorism, sexual assualt, prisons and juvenile delinquency. The intriguing curriculum explores human behavior, social policies, forensics, counseling, trials, rehabilitation, research and management.

Requirements for a B.A. in Criminal Justice (40 credits):

Required Core (24 credits) CRJ 1900 Intro to the Justice System CRJ 2000 Criminology CRJ 3100 Criminal Law CRJ 3200 Courts and Trials CRJ 3400 Research Methods CRJ 4200 Corrections

Related Electives – Choose Any Four (16 credits) CRJ 1700 Violent Crime in America CRJ 2500 Controlled Substances CRJ 2700 Juvenile Justice CRJ 3300 Police Operations NPL 3300 Counseling and the Helping Professions PSC 3320 The Constitution, Civil Liberties, and the Courts CRJ 3500 Crime Scene Investigation CRJ 4000 Terrorism CRJ 4100 The Death Penalty

Requirements for a minor in Criminal Justice (20 credits):

CRJ 1900 Introduction to the Justice System CRJ 1700 Violent Crime in America CRJ 3200 Courts and Trials CRJ 3300 Police Operations CRJ 3400 Corrections

CRJ 1700. Violent Crime. An in-depth exploration of the most violent acts committed by criminals such as serial murder, rape, arson, abduction, robbery, and aggravated

assault. The mind-set, motives, methods, and behavioral profiles of such offenders will be examined in order to reveal the common patterns associated with these violent crimes. Four credits.

CRJ 1900. Introduction to the Justice System. A survey of the controversial concepts and issues associated with crime, police, law, courts, punishment, jails, prisons, and the latest technologies employed in our nation's war on crime. Four credits.

CRJ 2000. Criminology. An exploration of the causes of crime. This course examines the theoretical explanations of crime via biological, psychological, social, and cultural models of juvenile delinquency and adult criminal behavior. Four credits. Prerequisite: CRJ 1900.

CRJ 2500. Controlled Substances. This course looks at the variety of dangerous drugs and their impact upon individuals and society. The problems of abuse, addiction, drug trafficking, drug policy, treatment/rehabilitation and drug enforcement strategies are explored in this course. Four credits.

CRJ 2700. Juvenile Justice. This course acquaints students with the separate justice system for juveniles in our country. Subjects include common varieties of juvenile delinquency, the unique features of juvenile law, the distinctively different manner in which juvenile cases (compared with adult cases) are handled by police and the juvenile court system, as well as the nature of careers in the juvenile justice field such as positions within the multitude of federal and state juvenile organizations including career options as juvenile court counselors, juvenile program specialists and juvenile detention and rehabilitation personnel. Four credits. Prerequisite: CRJ 1900.

CRJ 2881, 3881, 4881. Special Topics. This course designation is for the creation of special interest courses on an as needed basis.

CRJ 3100. Criminal Law. An examination of state law related to major forms of violent personal and property crime. Four credits. Prerequisite: CRJ 1900.

CRJ 3200. Courts and Trials. Courtroom battles between defense attorneys and prosecutors are analyzed relative to the trial process in America and the structure of both the federal and state court systems. The operation of trials and courts are emphasized and numerous famous, high-profile cases are analyzed by students in this course. Additionally, students are exposed to new technologies employed by the courts

CRIMINAL JUSTICE 115



and to more efficiently process court cases. Four credits. Prerequisites: CRJ 1900 and CRJ 3100.

CRJ 3300. Police Operations. This course acquaints students with the nature of law enforcement in America with emphasis on police procedures and major issues related to federal, state, and city law enforcement agencies and their operations. Examples of specific topics include police patrol operations and issues, investigations (including interviewing and interrogation principles), special weapons and tactics units (SWAT), as well as the variety of new technologies employed by police in the fight against crime. Four credits. Prerequisites: CRJ 1900 and CRJ 3100.

CRJ 3400. Research Methods. This course introduces students to the basic methods of conducting criminal justice research. Topics include the scientific method, research designs such as experiments, surveys, field research, content analysis, secondary data analysis, as well as basic statistical tools. Four credits. Prerequisite: CRJ 1900.

CRJ 3500. Crime Scene Investigation. This course covers the investigation of society's most brutal crimes via the efforts of detectives, criminalists, forensic experts, medical examiners and other investigative specialists. Emphasis is placed upon techniques used in the investigation of major types of crime and the technologies employed to unravel the mystery of crime scenes. Four credits. Prerequisite: CRJ 3300.

CRJ 3600. The Citizens Police Academy. This is a special interest course taught at the High Point Police Department. The course features presentations made by current high-ranking police veterans on many high-profile police subjects such as the use of force, arrest procedures, vehicle stops, K-9 operations, SWAT tactics, death investigation and more. Students participate in some simulated scenarios and practical exercises. Two credits. Offered on a Pass/Fail basis.

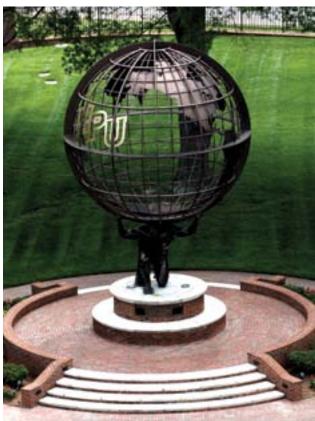
CRJ 4000. Terrorism. This course examines the variety of domestic and international terror groups, their objectives, philosophies, operations and tactics (including specific terror threat scenarios and methods of mass destruction), as well as our nation's technologies and countermeasures designed to combat terrorist organizations. Four credits. Prerequisites: CRJ 1900 and CRJ 3300.

CRJ 4100. The Death Penalty. A look at the historical evolution of death as a criminal penalty and the multitude of

fascinating issues surrounding this controversial sentence. Four credits. Prerequisites: CRJ 1900 and CRJ 3200.

CRJ 4200. Corrections. The punishment, treatment, and rehabilitation of criminals is explored in this course as students learn about sentencing, probation, parole, diversion, jails, prisons, and various programs designed to deal with a diverse criminal population. Four credits. Prerequisites: CRJ 1900 and CRJ 2000.

CRJ 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.



CRJ 4810-4815. Internship. An experiential study of the nature and operations of a justice related agency or organization via personal observations and discussions with agency personnel. All university requirements must be fulfilled to complete an internship. Variable credits Prerequisite: Permission of the Department Chair and completion of the university internship application process.



SCHOOL OF EDUCATION

Dr. Mariann Tillery, Dean; Dr. Barbara Leonard, Associate Dean; Dr. Thomas Albritton, Dr. Martie Bell, Dr. Jane Bowser, Dr. Shirley Disseler, Dr. Joe Ellenburg, Dr. Vernon Farrington, Dr. Beth Holder, Dr. Lisa Horne, Dr. Dustin Johnson, Mr. James Johnson, Dr. Deborah Linville, Dr. Rick Overstreet, Dr. Heidi Summey, Mrs. Rosemarie Tarara.

The School of Education has adopted the following objectives:

- 1. To provide a teacher education program that allows candidates the experiences needed to become 21st century professionals.
- 2. To facilitate the teacher education candidate's acquisition of the 21st century knowledge, skills, and dispositions needed to produce globally competitive P-12 students.
- To help prospective teachers to develop the leadership skills needed to effectively collaborate, facilitate change and innovation, and make informed decisions which impact student success.
- To promote the teacher education candidate's understanding of how to develop a learning environment that is nurturing, inclusive, healthy, and safe.
- 5. To coordinate professional education experiences which lead to the teacher education candidate's acquisition of skills to deliver 21st century content in a 21st century context with 21st century tools.

Conceptual Framework

The teacher education programs at High Point University address the core values of the institution and the conceptual framework of the School of Education. The conceptual framework is predicated on a cognitive model that encourages continued reflective decision-making to enhance leadership skills, collaboration, and the ability to deliver effective 21st century instruction in today's diverse classrooms.

Programs

Majors include Elementary Education, Middle Grades Education, and Special Education. Licensure Programs are offered in Elementary Education (K-6), Middle Grades (6-9), Secondary Education (9-12), Special Subjects K-12 (Art Education, Health/ Physical Education, Spanish).

The Teacher Education Programs at High Point University have been approved by the National Council for the accreditation of

Teacher Education (NCATE) and the North Carolina State Board of Education.

Criteria for Admission and Retention

Admission to the Teacher Education Program is separate from admission to the University. Students generally apply for admission to the Teacher Education program in the spring semester of the sophomore year. The status of students enrolled in the program is reviewed each semester.

Prior to admission a student must:

- Be admitted to a degree program at High Point University or have a baccalaureate degree from an accredited college or university;
- 2. Earn a grade of C or higher in all required 2000-level education courses;
- Attain state approved qualifying scores on the reading, writing, and mathematics sections of the Pre-Professional Skills Test (PPST) of the Praxis examinations or SAT/ACT substitution scores;
- 4. Be recommended by faculty members of the School of Education and receive a positive evaluation from a personal reference; middle grades majors must be recommended by the departments of their two areas of concentration; secondary and specialty area majors must be recommended by their major department;
- 5. Attain a GPA of 2.50 for initial acceptance into the program;
- 6. Have a favorable disposition evaluation or interview by a committee appointed by the Dean of the School of Education.
- 7. Provide documentation of a clear criminal records check in order to participate in teacher education required fieldwork in local public school districts.

To be retained in the program, a student must:

- Maintain a minimum GPA of 2.50; Note: When a student's GPA drops below 2.50, he/she automatically will be dropped from the program. The student must then re-apply when the 2.50 GPA is reachieved. Upon re-application, all students will be required to be interviewed by the Teacher Education Council, unless waived by the Dean of the School of Education.
- 2. Attain a GPA of 2.50 prior to enrolling in Education 4230, 4240, 4250, 4260, 4270;

- Attain a GPA of 2.50 at the completion of the degree program or Teacher Education Program;
- 4. Earn a grade of C or higher in all required education courses.

Specific licensure requirements are outlined in the Teacher Education Handbook.

Students who already hold baccalaureate degrees from accredited colleges or universities and who wish to obtain licensure only in a specific discipline must also follow the same procedures as students applying for regular admission. The Dean or Associate Dean of the School of Education will also review the student's transcript to determine the appropriate course of study.

Licensure Programs

Elementary Education

A major in elementary education will qualify a student for licensure in elementary education (K-6).

General Education

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education		Semester Hours
EDU 1200	Introduction to Teaching	1
EDU 2100	The Nature of the Learner	4
EDU 2200	The 21st Century Classroom	4
EDU 2110	Introduction to Educational Technology	2
(The preceding courses are	e prerequisites for admission to the Teacher Education Pro	gram)
EDU 3100	Collaboration in Gen Ed Classrooms	4
EDU 3130	Reading Process and Practice	4
EDU 3230	Reading Assessment & Instruction	4
EDU 3110	Educational Technology for Teachers	2
EDU 3210	Technology Integration for Teachers I	2
EDU 3231	Principles of Integrated Instruction I: Integrated Methods Teach Math/Science	6
EDU 3232	Practicum in the Elementary Classroom	4
EDU 4131	Literature for Children	2
EDU 4132	Writing Process & Practice	2
EDU 4133	Methods Teach Social Studies K-6	2
EDU 4134	Internship I: Instructional Practices in the Elementary Setting	4
EDU 4110	Technology Integration for Teachers II	2
EDU 4130	Classroom and Behavioral Management: Elementary Focus	2
EDU 4135	Integrated Arts in the Elementary School	4
EDU 4230	Internship II: Teachers as Leader	8
EDU 4200	Multicultural Education in a Diverse Society	4
Total		67 Hours

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Supporting Courses

Mathematics		Semester Hours
MTH 1180 or	Mathematics for Elementary Education	4
MTH 1410	Calculus	

Physical Education		Semester Hours
PEC 2130	Healthy Living for the Elementary Child	4
Science		Semester Hours
NSC 2100	Physical Science	4
NSC 2200	Earth Science	4
BIO 1100	Biology: A Human Perspective	4
Social Studies		Semester Hour
PSC 2310	American Politics	4
Choose one of the following:		
HST 1201	American Beginnings	4
HST 1202	American Expansions	
HST 2205	NC: Perspectives on a State's History	
Psychology		Semester Hour
PSY 2000	Introduction to Psychology	4
Fine Arts		Semester Hour
EDU 4135	Integrated Arts in the Elementary School (Offered through VisualPerforming Arts but	4
	Counted in the Major Hours)	
Total		40 Hours



FIFTH YEAR PROGRAM: ELEMENTARY EDUCATION

Current students majoring in elementary education in the day or evening programs are eligible to apply in the junior year for admission to the Fifth Year Program in Elementary Education. This is an uninterrupted enrollment plan that leads to both a bachelor's degree in Elementary Education and a master's degree in Elementary Education within a total of five years. Academically qualified students follow a prescribed plan of study which includes in enrollment in three specialized courses in the senior year which are applied to the graduate degree program upon completion of the M.Ed. in Elementary Education. The courses designated for the Fifth Year Program include the following:

EDU 4531	Literature for Children and Adults	3
EDU 4532	Foundations of Writing Instruction	3
EDU 4540	Multicultural Education in a Diverse Society	3

Middle Grades Education

A major in middle grades education will qualify a student for licensure in middle grades education (6-9). Two discipline specializations are required.

General Education

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education		Semester Hours
EDU 1200	Introduction to Teaching	1
EDU 2100	The Nature of the Learner	4
EDU 2200	The 21st Century Classroom	4
EDU 2110	Introduction to Educational Technology	2

(The preceding courses are prerequisites for admission to the Teacher Education Program.)

EDU 3100	Collaboration in Gen Ed Classrooms	4
EDU 3280	Literacy in the Content Areas	4
EDU 3110	Educational Technology for Teachers	2
EDU 4150	Interdisciplinary Methods of Instruction for Middle Grades	4
EDU 4154	Internship I: Instructional Practices in the Middle Grades	2
EDU 4110	Technology Integration for Teachers II	2
EDU 4280	Discipline & Classroom Management Issues	2
EDU 4250	Internship II: Teachers as Leaders	8
EDU 4200	Multicultural Education in a Diverse Society	4
Total		43 Hours



Discipline Specializations

Language Arts		Semester Hours
ENG 3251	Literature for Young Adults	4
ENG 2206	Theory, Research & Scholarly Writing	4
ENG 2284	Survey of World Literature	4
ENG 2250	English Literature I, British	4
ENG 2255	English Literature II, American	4
Choose one of the following	j:	
ENG 2121 ENG 2122	Advanced Expository Writing Introduction to Creative Writing	4
Total		24 Hours

Social Studies		Semester Hours
HST 1101	Foundations in Western Civilization to the Enlightenment	4
HST 1102	Foundations in Western Civilization since the Enlightenment	4
HST 1202	American Expansions (1800-1918)	4
HST 2205	North Carolina: Perspectives on a State's History	4
PSC 2310	American Politics	4
Choose one of the following:		
HST 1401 HST 1701	Foundations of African History Foundations of Middle Eastern History	4
NSC 2200	Earth Science	4
Total		28 Hours

Mathematics		Semester Hours
MTH 1410	Calculus I	4
MTH 1420	Calculus II	4
MTH 2210	Introduction to Mathematical Thought	4
MTH 2310	Linear Algebra	4
MTH 3710	Geometry	4
STS 2020	Introduction to Statistics	4
Total		24 Hours

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Science		Semester Hours
BIO 1399	Introduction to Biological Principles and Research	4
BIO 2110	General Botany	4
CHM 1010/1011, 1020, 1021	General Chemistry *Labs have separate numbers	4
PHY 1510/1511, 1520, 1521	General Physics (non calculus based) *Labs have separate numbers	4
NSC 2200	Earth Science	4
Total		28 Hours

Special Education

A major in special education will qualify a student for licensure in Special Education: General Curriculum (K-12).

General Education

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

Professional Education		Semester Hours
EDU 1200	Introduction to Teaching	1
EDU 2100	The Nature of the Learner	4
EDU 2200	The 21st Century Classroom	4
EDU 2110	Introduction to Educational Technology	2
(The preceding courses are	e prerequisites for admission to the Teacher Education Pro	gram.)
EDU 3100	Collaboration in Gen Ed Classrooms	4
EDU 3130	Reading Process and Practice	4
EDU 3280	Literacy in the Content Areas	4
EDU 3110	Educational Technology for Teachers	2
EDU 3140	Special Education Policies/Procedures	4
EDU 3241	Multisensory Teaching of Reading and Writing to Students with Disabilities	4
EDU 3242	Practicum in the Special Ed Classroom: Elementary Focus	4
EDU 3210	Technology Integration for Teachers I	2
EDU 4110	Technology Integration for Teachers II	2
EDU 4130	Classroom and Behavioral Management	2
EDU 4140	Methods of Teaching Math and Science to Students with Mild Disabilities: K-12	4
EDU 4144	Internship I: Instructional Practices in the Special Education Setting: Middle/Secondary Focus	4
EDU 4150	Interdisciplinary Methods of Instruction for Middle Grades	4
EDU 4200	Multicultural Education in a Diverse Society	4
EDU 4240	Internship II: Teachers as Leaders	8
EDU 4280	Discipline and Classroom Management for Middle/Secondary	2
Total		69 Hours

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Supporting Courses Required for the Major		Semester Hours
MTH 1180 or	Mathematics for Elementary Education	4
MTH 1410	Calculus	
BIO 1100	Biology: A Human Perspective	4
PSC 1010	American Politics	4
Choose one of the following	j:	
HST 1201	American Beginnings	4
HST 1202	American Expansions	
HST 2205	NC: Perspectives on a State's History	
Choose one of the following:		
PSY 2000	Introduction to Psychology	4
SOC 1010	Individual and Society	
Total		20 Hours

Minor in Special Education

Minor in Special Education		
EDU 2110	Introduction to Educational Technology	
EDU 3100	Collaboration in General Education Classrooms	
EDU 3140	Special Education Policies and Procedure	
EDU 4280	Discipline and Classroom Management Issues	
AND -		
One of the following two co	purses:	
EDU 3241	Multisensory Teaching of Reading and Writing to Students with Disabilities	
OR:		
EDU 4140	Methods of Teaching Mathematics and Science to Students with Mild Disabilities	
AND -		
One of the following two courses:		
EDU 3242	Practicum in Special Education	
EDU 4144	Internship I: Instructional Practice in the Special Education Setting: Inclusionary Focus OR	
OR:		
EDU 4280	Discipline and Classroom Management Issues	
Total	20 Hours	



Health & Physical Education

Health & Physical E	ducation	Semester Hour
PEC 1331	Social Dance	1
EDU 1200	Introduction to Teaching	1
EDU 2100	The Nature of the Learner	4
EDU 2200	The 21st Century Classroom	
EDU 2110	Introduction to Educational Technology	2
(The preceding cou	rses are prerequisites for admission to the Teacher Education Pro	gram.)
HED 1200	Nutrition & Healthy Living	4
HED 2100	Prevention & Substance Abuse	2
HED 2200	Human Sexuality & Relationships	4
PEC 3100	Trends & Issues of Teaching Elementary Physical Education	4
PEC 3101	The Application of Physical Education in the Elementary Setting	4
HED 3100	Contemporary Health IssuesI	2
PEC 2101	Team Sports: Skill Development & Analysis	4
PEC 2201	Individual Sports: Skill Development & Analysis	4
PEC 2100	Motor Development & Learning	2
PEC 3201	Motor Development & Assessment	2
PEC 3200	Trends & Issues Adolescent P.E.	4
PEC 3202	Strength & Fitness Promotion	2
EDU 3100	Collaboration in Gen Ed Classrooms	4
EDU 3280	Literacy in the Content Areas	4
EDU 3110	Educational Technology for Teachers	2
EDU 4173	Methods Teaching Health & Physical Education K-12	4
EDU 4174	Internship I: Instructional Practices in the Special Subjects	2
EDU 4110	Technology Integration for Teachers II	2
EDU 4280	Classroom and Behavioral Management	2
EDU 4270	Internship II: Teachers as Leaders	8
*EDU 4200	Multicultural Education in a Diverse Society (Approved as meeting one of the two courses required for Social sciences in Area II for Special Subjects and Secondary Teacher Education majors ONLY).	4
PEC 4210	Coaching & Field Experience I	2
Total		43 Hours

Supporting Courses Required in Major		Semester Hours
BIO 1120	The Human Body and Exercise	4



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Minor in Athletic Coaching

		Semester Hours
PEC 2501	Responsibilities of the Athletic Coach	3
PEC 2511	Coaching and Officiating in Varsity Athletics	3
PEC 3001	Individual Sports: Skill Development Analysis and Teaching	3
PEC 3011	Team Sports: Skill Development Analysis and Teaching	3
PEC 3801-3811	Coaching Field Experience	6
Total		18 Hours

Sports Activity Requirements

Each student, unless excused for medical reasons by the Academic Services Center, will fulfill the requirement by passing one sports activity elective.

PEC 1000 Level Sports Activities One Hour, Pass/Fail		
PEC 1021. Aerobics/Fitness Walking	PEC 1241. Fishing*	PEC 1601. Racquetball
PEC 1041. Spinning/Cardio-boxing*	PEC 1251. Hiking	PEC 1701. Beginning Tennis
PEC 1071. Yoga	PEC 1261. Backpacking/Camping	PEC 1721. Intermediate Tennis
PEC 1081. Pilates	PEC 1281. Horseback Riding*	PEC 1801. Beginning Swimming
PEC 1101. Bowling*	PEC 1291. Target Archery	PEC 1811. Intermediate Swimming
PEC 1121. Table Tennis/Badminton	PEC 1311. Principles of Weight Training*	PEC/THE 1821. Musical Theatre Dance
PEC 1131. Volleyball Court/Beach	PEC 1321. Beginning Dance Techniques	PEC 1831. Senior Lifesaving
PEC 1141. Frisbee Golf/Ultimate	PEC 1331. Social Dance	PEC 1841. Water Safety Instructor
PEC 1181. Brazilian Jiu Jitsu	PEC 1341. Modern Social Dance	PEC 1851. Scuba Diving*
PEC 1191. Kickboxing	PEC 1401. Golf*	PEC 1861. Aqua Fitness
PEC 1211. Snow Skiing/Boarding*	PEC 1431. Gensei-Ryu Karate*	PEC 1871. River Kayaking*
PEC 1221. Canoeing	PEC 1441. Fencing	
PEC 1231. Sailing	PEC 1501. Gymnastics	

*Special Course Fee

Academically Gifted

Licensure to teach academically gifted children (K-12) is an add-on program offered to teachers who hold a current teaching license in a related/relevant field. Twelve hours of course work, specific to the needs and characteristics of gifted children, are required.

		Semester Hours
EDU 4360	The Gifted Child	3
EDU 4410	Curriculum Development and Differentiation for the Gifted	3
EDU 4420	Teaching and Learning Strategies for Gifted Education	3
EDU 4390	Trends and Issues in Gifted Education	3
Total		12 Hours

Secondary Education and Special Subjects

Discipline majors in special subjects (K-12) are available in art, physical education, and spanish. Discipline majors in secondary education (9-12) are available in biology, English, history, mathematics, and social studies. Please refer to department descriptions for specialization requirements. Students should consult with department chairs or the Dean of the School of Education concerning specific requirements for additional licenses.

Students who wish to teach high school subjects are primarily advised in the department of their major, but they will receive guidance from the program coordinator in the School of Education as well.

General Education

Several General Education area requirements and core courses may be fulfilled by required courses in professional education and supporting disciplines.

		Semester Hours
EDU 1200	Introduction to Teaching	1
EDU 2100	The Nature of the Learner	4
EDU 2200	The 21st Century Classroom	4
EDU 2110	Introduction to Educational Technology	2
(The preceding courses are prerequisites for admission to the Teacher Education Program.)		
EDU 3100	Collaboration in Gen Ed Classrooms	4
EDU 3280	Literacy in the Content Area	4
EDU 3110	Educational Technology for Teachers	2
EDU 4160	Methods Teaching Secondary	4
EDU 4164	Internship I: Instructional Practices in the Secondary Grades	2
EDU 4110	Technology Integration for Teachers II	2
EDU 4280	Discipline & Classroom Management Issue	2
EDU 4260	Internship II: Teachers as Leaders	8
*EDU 4200	Multicultural Education in a Diverse Society (Approved as meeting one of the two courses required for Social sciences in Area II for Special Subjects and Secondary Teacher Education majors ONLY)	4
Total		43 Hours

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Lateral Entry/ILT Support Courses

The School of Education offers a series of three credit course options for individuals who are non-degree seeking and are working to satisfy the requirements for N.C. licensure in a particular area. The courses offered by the School of Education include the following:

		Semester Hours
LEA 2020	Psychology of Development in Education	3
LEA 2450	Introduction to Special Education	3
LEA 3160/3170	Literacy and Learning I and II: MGE/Secondary/K-12 Level	3
LEA 3260, 3270, 3280, 3290	Educational Psychology: Elementary Grades, Middle Grades, Secondary Grades and Specialty Areas	3
LEA 3840, 3850, 3860, 3870, 3890	Methods of Instruction in Middle Grades Education: Language Arts, Mathematics, Science, Social Studies	3
LEA 3910, 3920, 3940, 3950	Methods of Instruction in Secondary Education: English, Mathematics, Science, Social Studies	3
LEA 3960, 3970	Methods of Instruction in Special Subjects: Art Education, Health/Physical Education	3
LEA 4801	ILT Suppott - I	2
LEA 4802	ILT Suppott - II	2
Total		25 Hours

EDU 1200. Introduction to Teaching. This course is an overview of the teaching profession in K-12 schools. The course includes seminars and observations in the elementary, middle, and secondary schools. The course is designed to introduce students to the role of the teacher in the K-12 classroom in the areas of their interest and exploring teaching as a career choice. (1) Fall, Spring Freshman

EDU 2110. Introduction to Educational Technology.

This course provides students with the core skills required for the effective use of technology in the K-12 classroom. Emphasis is placed on the NETS-T Standards as well as the development of proficiency in the use of basic computer applications. Topics and programs addressed in the course include Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Publisher, website development, Internet Safety, Copyright issues and online course management systems. (2) Fall, Spring Sophomore

EDU 2100. Nature of the Learner. An analysis of theories and principles of educational psychology related to the social, psychological, and physical development of K - 12 students. Relationships among patterns of human development, student maturation, learning styles, and characteristics of educational environments are incorporated. An emphasis

on students demonstrating atypical development and students from diverse backgrounds is included in the course. (4) Fall Sophomore

EDU 2200. The 21st Century Classroom. This course is designed to introduce the overarching understanding and knowledge of key concepts which drive all content instruction and assessment in the 21st Century classroom. The candidates will focus on the NC Standard Course of Study, school governance and culture, classroom learning environment, standards of professional conduct, technology integration and a global prospective on content. Professional Learning Communities (PLC) will be established that will continue throughout the candidates' course of study and address the role of the teacher as leader. As a part of the PLC, candidates will participate in a learning experience at a partnering school at the appropriate level. (4) Spring, Sophomore

EDU 3110. Educational Technology for Teachers.

This course focuses on the use of Web 2.0 technologies to enhance student achievement and improve instruction in the classroom. Emphasis is placed on the NETS-T Standards as well as the integration of

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various forms of technology. Topics addressed in the course include blogs, wikis, podcasting, video conferencing, virtual field trips, webquests, RSS feeds, interactive whiteboards, and student response systems. (2) Fall, Spring Junior Year. Prerequisite: Admission to Teacher Education

EDU 3100. Collaboration in General Education. This course is designed to provide candidates with the practical application of collaborative teaching methods in inclusive classrooms including co-teaching. Emphasis is placed on the development of the consultation skills needed to work with all educational professionals, parents and the community. Strategies for determining need through the responsiveness to instruction tiered concept and planning through differentiated instruction are examined. (4) Fall, Junior Year. Prerequisite: Admission to the Teacher Education Program.

EDU 3130. Reading Process and Practice. This course is designed to support candidates' understanding of the foundations of reading, reading as a transactive process, and the integrated practices of multimodal literacies. Principles, methods and materials for developing effective reading instruction across content areas to enhance students' learning in grades K-6 are explored. The role of prior knowledge, cultural and linguistic background, motivation and personal significance on comprehension across a wide range of print and non-print texts is addressed. Emphasis is on creating literate environments that foster independent, strategic, motivated readers in 21st Century classrooms and schools. Field experience required. (4) Fall, Junior; Prerequisite: Admission to Teacher Education Program

EDU 3140. Special Education Policies and

Procedures. This course is designed to provide special education candidates with direct experience with the policies and procedures utilized for students with disabilities. Policies Governing Services for Children with Disabilities (North Carolina Department of Public Instruction, Exceptional Children) is incorporated – including the process and completion of state forms used to document referral to delivery of services for students with disabilities. Assessment techniques, including standardized, non-standardized, and alternative formats commonly utilized for screening and identification of mild disabilities will be included. (4) Fall, Junior. Prerequisite: Admission to Teacher Education Program

EDU 3230. Reading Assessment and Instruction. This course is designed to evaluate a wide range of formative and summative reading assessment tools as they relate to

purpose, processes and products of reading the instrument is designed to assess. Qualitative evaluative procedures to help teachers (K-6) regularly assess a student's interests, attitudes, and reading strategies and retell abilities are discussed. The candidate will plan, implement, and evaluate reading assessment data for the purpose of selecting, applying and modifying instructional materials and strategies to support all children in reading more efficiently. Field experience required. (4) Spring, Junior. Prerequisite: Admission to Teacher Education

EDU 3231. Principles of Integrated Instruction I.

Science/Math Focus: This course is designed to support the 21st century teaching candidate in technology and integrating math and science instruction with the North Carolina Standard Course of Study. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary students using research-based principles such as inquiry, differentiated instruction, problem solving and other instructional modalities. Emphasis will be placed upon the process skills common to math and science. (6) Spring, Junior. Prerequisites: Admission into Teacher Education Co-requisites: EDU 3210, EDU 3232

EDU 3232. Practicum in the Elementary School

Classroom. Candidates will complete a supervised 60 hour field experience focused on applying researchbased principles and strategies integrating mathematics and science and technology. This includes writing and teaching lessons in math and science as well as working with individual students. Candidates will continue in the Professional learning Communities established in EDU 2200 for purposes of reflection and feedback. (4) Spring, Junior. Prerequisites: Admission into Teacher Education; Co-Requisites: EDU 3231, EDU 3210

EDU 3210. Technology Integration for Teachers-I. This course focuses on the systematic integration of technology into unit and lesson planning for the purpose of improving student achievement. Emphasis is placed on the NETS-S Standards and the creation of student centered technology projects. Topics addressed in the course include student created multimedia presentations including videos and podcasts as well as the use of interactive devices in the teaching of science and math. Assistive technology devices and their role in the education of students with special needs will also be a part of the course. (2) Spring, Junior; Prerequisites: Admission into Teacher Education; Corequisites: EDU 3231, EDU 3232 or EDU 3241



EDU 3241. Multisensory Teaching of Reading and Writing to Students with Disabilities. This course is designed to provide detailed instruction in the teaching of reading and writing to students with persistent academic difficulties. Based on Council of Exceptional Children and North Carolina Department of Public Instruction Standard Course of Study (K – 12), this course will provide candidates with in-depth study of reading and written language using direct instruction with multisensory strategies as well as assessment techniques (including standardized, nonstandardized, and alternative formats) to effectively assess reading and writing skills. Four credits. (4) Spring, Junior. Prerequisites: Admission into Teacher Education Program or minor in special education. Co-Requisite: EDU 3242

EDU 3242. Practicum in the Special Education

Classroom. This 60 hour practical experience is designed to provide the special education candidate with direct observation and instruction of students with mild disabilities in the elementary setting. Opportunities for application of special education policies and procedures, including the referral to placement process, are incorporated. Candidates will have the opportunity to implement instructional strategies and methods learned in content area methods courses. (4) Spring, Junior Year. Prerequisites: Admittance to Teacher Education or minor in special education; Co-Requisite: EDU 3241

EDU 3251. Literature for Young Adults. A study of Anglo-phonic (i.e., British, American, Canadian, Australian, Irish) literature written for early-adolescent readers. Special attention will be given to the analysis of works frequently included in middle school curricula and/or popular works read independently by children of ages 10-13. A critical paper, book summaries, lesson "sketches," and class discussion will reflect the students' growing understanding of the material. The fourth hour of credit will be earned through a research project exploring one of the following: 1) the life, criticism on, and collected works of a single author; or 2) an issue related to the teaching of adolescent literature. (4) Spring, Junior. Prerequisites: Admission to Teacher Education. (Special Note: This course is a requirement for the Language Arts Concentration for Middle Grades majors only)

EDU 3280. Literacy in the Content Areas. This course helps prospective teachers design and implement plans for helping students decode, comprehend, interpret and apply print and non-print information in their respective content area. Emphasis is on the processes of literacy required for making sense of new, incoming content material, and

on the ways teachers can help students develop these literacy processes to become more effective learners within a content area. These processes are clarified through an in-depth study of a content-area topic. (4) Spring, Junior. Prerequisite: Admission to Teacher Education Program

EDU 4111-4114. Independent Study. Independent opportunity for candidates to work on evidence assignments or research projects under the direct supervision of a faculty member in the School of Education. Credit will be determined at the discretion of the instructor. Course may be repeated as needed. (one to four credits)

EDU 4131. Children's Literature. This course is designed to support the prospective teacher with a wide variety of literature available to children in the classroom. The candidate will become familiar with a Multimedia approach to literature and use in the elementary curriculum with emphasis on integration of literature into the curriculum. The candidate will become familiar with a wide range of authors, illustrators and genres in children's literature and how it can be used to increase comprehension and support curriculum in the classroom. (2) Fall, Senior. Prerequisites: Admission into Teacher Education; Co-requisites: EDU 4132, EDU 4133, EDU 4134

EDU 4132. Writing Process and Practice. This course is designed to promote candidates' understanding of the writing process and best instructional practices for encouraging children to explore multiple composing processes within a variety of genres in a writer's workshop setting. Effective use of authentic reasons for writing, time, focus lessons, writing conferences, multimodal tools, and strategies for teaching phonics, spelling and grammar in context are discussed. The candidate will discuss a wide range of writing assessment tools and results in order to provide developmentally appropriate instruction. (2) Fall, Senior. Prerequisites: Admission into Teacher Education; Co-requisites: EDU 4131, EDU 4133, EDU 4134

EDU 4133. Methods of Teaching Social Studies. This course is designed to support the 21st Century teaching candidate in technology and integrating effective literacy instruction with the North Carolina Standard Course of Study in Social Studies. The candidate will design, implement, and assess instruction to meet the diverse needs of elementary students in a culturally responsive learning environment, utilizing content knowledge required to produce knowledgeable, global citizens who are critical thinkers and effective decision-makers in a democratic society. (2) Fall,

Senior. Prerequisites: Admission into Teacher Education; Co-requisites: EDU 4131, EDU 4132, EDU 4134

EDU 4110. Technology Integration for Teachers II. This

course focuses on the use of technology in formative and summative assessments as well as literacy development. Emphasis is placed on the creation of online formative and summative assessments within a program such as ClassScape or Blue Diamond Build a Test as well as the analysis of the data provided by such assessments. Topics addressed in the course include the use of technology to improve reading and writing and the use of formative and summative assessments to inform and improve instruction. (2) Fall, Senior. Prerequisites: Admission into Teacher Education; Co-requisites: EDU 4131/32/33/34 or Secondary/ Special Subjects Methods EDU 4160/61/62/63, EDU 4171/72/73/74

EDU 4130. Classroom and Behavior Management:

Elementary Focus: This course is designed as in introduction to the prevention and intervention approaches used to deal with the most common classroom management issues and behavioral difficulties exhibited by students in general education classrooms, grades K-6. Specific techniques such as classroom meetings, functional behavior assessment, secondary reinforcement programs, punishment, and school-wide behavioral support will be presented. (2) Fall/Spring. Prerequisite: Admission to the Teacher Education Program

EDU 4134. Internship I: Instructional Practices in the Elementary School Setting. Candidates will complete a supervised 60 hour internship focused on applying research-based principles and developmentally appropriate pedagogies for 21st Century learners at the elementary grade levels. Candidates will demonstrate their understanding that literacy processes are integrative across social studies curriculum and that the use of technology can enhance student learning outcomes. During the internship, candidates will plan and implement social studies lessons infused with quality children's literature, purposeful writing assignments, and instructional media to promote a global perspective on content. (4) Fall, Senior; 60 Hours. Prerequisite: Admission to Teacher Education Program; Co-requisites: EDU 4110, EDU 4131, EDU 4132, and EDU 4133

EDU 4135. Integrated Arts in the Elementary School.

This course focuses on the relationships amongst the arts as they provide creative opportunities for the practice

of knowledge in other subjects. It is an overview of the fundamentals of art, music, dance and drama and how to implement them into the elementary classroom. Emphasis will be placed on developmentally appropriate instruction. Lesson planning and assessment in the arts areas will be studied and produced. Theory, practice and strategies to support the integration of the arts with the NC Standard Course of Study will be experienced. (4) Fall, Senior. Prerequisite: Admission to Teacher Education

EDU 4140. Methods of Teaching Mathematics and

Science to Students with Mild Disabilities. This course is designed to provide detailed instruction in the teaching of mathematics and science to students with persistent academic difficulties. Based on Council of Exceptional Children and North Carolina Department of Public Instruction Standard Course of Study (K – 12), this course will provide candidates with in-depth study of mathematics and science using direct instruction, content integration, assessment techniques (including standardized, non-standardized, and alternative formats) used for students with disabilities. Research-validated instructional methods and strategies for content are included as well as instruction for social-skills, learning strategies, and selfdetermination skills. Four credits. (4) Fall, Senior. Prerequisites: Admission into Teacher Education; Co-requisites; Co-Requisites: EDU 4144; EDU 4150

EDU 4144. Internship I: Instructional Practices in The Special Education Setting. Candidates will complete a 60 hour supervised internship focused on the practical application of instructional methodology and best practices in content instruction in an middle/secondary setting. Candidates will have the opportunity to instruct students in a variety of content areas through various service delivery models commonly utilized for students with mild disabilities under the supervision of a classroom teacher. Emphasis is placed on inclusive settings, integration of content and use of technology. Further, candidates will assess student knowledge through the use of standardized, non-standardized, and alternative formats. Reflections of experiences will further highlight this internship. (4) Fall Senior. Prerequisites: Admission into Teacher Education Program or minor in special education. Co-requisite: EDU 4140

EDU 4150. Interdisciplinary Methods of Instruction for Middle Grades. Students in specialized core content areas will focus directly and exclusively on the knowledge, skills, and dispositions needed to successfully teach young adolescents within various grade configurations. Middle grades and special education candidates will understand and apply the major concepts, principles, theories, and research related to

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middle level learners in order to effectively plan and teach interdisciplinary curricula that are relevant and challenging. Core subjects will include Language Arts, Math, Science, and Social Studies. (4) Senior, Fall. Prerequisites: Admission into Teacher Education Program; Co-requisites: EDU 4110, EDU 4154 or EDU 4140, EDU 4144



EDU 4154. Internship I: Instructional Practices in

the Middle Grades. Candidates will complete a supervised 30-hour internship focused on applying research-based principles and strategies from methods of interdisciplinary instruction for middle grades (EDU 4150) and technology integration (EDU4110). Additionally, candidates will design interdisciplinary units and implement mini-lessons based on their dual content areas. (2) Fall Senior. Prerequisites: Admission into Teacher Education; Co-Requisites: EDU 4150; EDU 4110

EDU 4160. Methods of Teaching Secondary English

9-12. Various approaches to the teaching of English literature, writing, speaking, listening, language, media and general literacy skills—are explored and practiced, with an emphasis on language diversity and multi-modal instruction. Students in this course will create and critique lesson and unit plans, as well as clarify their own definitions of English pedagogy and self-concept as classroom teacher. They will also consider issues of personal and professional ethics in the English classroom. (4) Fall, Senior. Prerequisite: Admission to Teacher Education; Co-requisites: EDU 4110, EDU 4164

EDU 4161. Methods of Teaching Secondary Math

9-12. Candidates in this course will design and develop lesson plans and units engaging students in critical thinking

and problem solving in mathematics. The course will also provide instruction in integrating 21st Century Skills into lesson design, the application of mathematics to real world situations, and developing formative and summative assessments. The N.C. Standard Course of Study and guidelines from NCTM will provide the curriculum framework. Candidates will also understand the role of ethics (both personal and professional) in the math classroom. (4) Fall, Senior. Prerequisite: Admission to Teacher Education; Corequisites: EDU 4110, EDU 4164

EDU 4162. Methods of Teaching Secondary Social

Studies 9-12. Candidates in this course will demonstrate proficiency in concept based and differentiated instruction in the five social studies standards through the design and development of lesson plans and units engaging students in critical thinking and problem solving in a global prospective. The course will also provide instruction in integrating 21st Century Skills into lesson design and formative and summative assessments. The N.C. Standard Course of Study will provide the curriculum framework. Candidates will also understand the role of ethics (both personal and professional) in the social studies classroom.(4) Fall, Senior. Prerequisite: Admission to Teacher Education; Co-requisites: EDU 4110, EDU 4164

EDU 4163. Methods of Teaching Secondary Science

9-12. Candidates in this course will design unit and lesson plans for Secondary Science including biology, chemistry, earth science and physics that infuse literacy and technology while engaging students in active learning and critical thinking. The course will also focus on the development of safe practices and classroom management techniques for the science laboratory. Candidates in the course will come away with a well developed understanding of the teaching of scientific inquiry, the integration of 21st Century Skills into lesson design, and the role of ethics (both personal and professional) in the science classroom. (4) Fall, Senior. Prerequisite: Admission to Teacher Education; Co-requisites: EDU 4110, EDU 4164

EDU 4164. Internship I: Instructional Practices in Secondary Subjects 9-12. Candidates will complete a 30 hour internship focused on applying research-based principles and differentiated instruction as well as integrating technology, literacy and writing process skills in the secondary classroom. The candidates will teach lessons and work with individual students. The internship will allow candidates to be in classrooms in partner schools in preparation for Internship II. (2) Fall, Senior. Prerequisite:

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Admission to the Teacher Education Co-requisites: EDU 4110 and one of the following EDU 4160, EDU 4161, EDU 4162 or EDU 4163

EDU 4171. Methods of Teaching Art K-12. The characteristics and development of Art products from kindergarten through graduation mirrors the mental. emotional, and physical condition of each person. This course provides a beginning understanding of those characteristics in addition to the methods and materials that promote creative thinking and practice. The history of art education builds a foundation for teaching that equips a teacher with knowledge of classroom studio and evaluation procedures, resource selection methods and a philosophical approach for current art education practices. The students will demonstrate assessment techniques, motivational procedures, understanding of appropriate media and safety considerations as they demonstrate their understanding of the student in the areas of art production, criticism, art history and aesthetics. Instructional methods for K-12 classrooms are highlighted as students also review a variety of approaches to infuse literacy and technology while integrating 21st Century Skills into lesson design. The role of ethics (both personal and professional) in the classroom will also be emphasized. (4) Fall, Senior. Prerequisite: Admission to Teacher Education Program; Co-requisites: EDU 4110, EDU 4174

EDU 4172. Methods of Teaching Foreign Language

K-12. This course will provide an overview of current theory and practice in teaching foreign language, K-12. Topics will include the knowledge of how children learn language, professional standards and practices, appropriate methods and materials to utilize in all levels of classroom instruction K-12, and techniques to teach listening, speaking, writing, reading, and culture. Candidates will also review a variety of approaches to infuse literacy and technology while integrating 21st Century Skills into lesson design and consider the role of ethics (both personal and professional in the foreign language classroom. (4) Fall, Senior. Prerequisite: Admission to Teacher Education Program; Co-requisites: EDU 4110, EDU 4174

EDU 4173. Methods of Teaching Health & Physical Education K-12. This course will provide an overview of the spectrum of methods used to teach health and physical

education in grades K-12. Topics will include classroom management, standards and curriculum, diversity, and best practices. Students will also review a variety of approaches to infuse literacy and technology while integrating 21st

Century Skills into lesson design. The role of ethics (both personal and professional) in the classroom will also be emphasized. (4) Fall, Senior. Prerequisite: Admission to Teacher Education; Co-requisites: EDU 4110, EDU 4174

EDU 4174. Internship I: Instructional Practices in

Special Subjects K-12. Candidates will complete a 30 hour internship focused on applying research-based principles and differentiated instruction as well as integrating technology, literacy and writing process skills in the K-12 classroom. The candidates will teach lessons and work with individual students. The internship will allow candidates to be in classrooms in partner schools in preparation for Internship II. (2) Fall, Senior. Prerequisite: Admission to Teacher Education; Co-requisites: EDU 4110 and one of the following EDU 4171, EDU 4172, or EDU 4173

EDU 4200. Multicultural Education in Diverse Society.

This course examines the diversity found in today's school community. Students will explore the multicultural nature of contemporary classrooms and will gain a better understanding of those learners' behavior in relation to the mores of a public school education. Through class seminars and in-school projects, participants will develop strategies and materials for helping diverse learners to be more successful in school. Ethnic groups represented in schools will be studied with a historical, political, and societal focus. Topics that will be addressed include language, disability, gender, ethnicity, race, and socioeconomic status. (4) Spring, Senior; Prerequisite: Admission to Teacher Education Program. (Special Note: This course has been approved to meet one of the two Social Science Area II requirements teacher education majors enrolled in the following licensure areas: Secondary Biology, Secondary Comprehensive Science, Secondary Mathematics, Secondary English, Art Education K-12, Health/Physical Education, and Spanish K-12).

EDU 4230. Internship II in Elementary Education:

Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades K-6. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. (8) Spring, Senior; Internship Fee: \$100.00; Prerequisites: Admission to Teacher Education; Co-requisite: EDU 4200: Multicultural Education in Diverse Society



EDU 4240. Internship II in Special Education (K-

12): Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades K-6. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. (8) Spring, Senior; Internship Fee: \$100.00; Prerequisites: Admission to Teacher Education; Co-requisite: EDU 4200

EDU 4250. Internship II in Middle Grades 6-9:

Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades 6-9. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure (LA, SS, Science, Mathematics). Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. (8) Spring, Senior; Internship Fee: \$100.00

EDU 4260. Internship II in Secondary Education

9-12: Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades 9-12. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. (8) Spring, Senior; Internship Fee: \$100.00

EDU 4270. Internship II in Special Subjects K-12:

Teachers as Leaders. This course allows for the application of 21st century skills and pedagogy to classroom teaching and school improvement in grades K-12. Students will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure (Art, Health/Physical Education, Spanish). Leadership and collaboration within the classroom and school will be emphasized as students begin to formulate their own goals for professional growth and development. (8) Spring, Senior; Internship Fee: \$100.00

EDU 4280. Discipline and Classroom Management Issues for Middle and Secondary Teachers. This course is designed to provide the necessary knowledge and skills for creating and maintaining positive classroom management and student behavior for middle and secondary students. Topics will include classroom organization, communicating clear rules and procedures, managing student work, facilitating cooperative group activities, identifying various types of problem behaviors within the classroom, conflict resolution and anger management strategies, and the establishment of a safe, orderly, and respectful learning environment for a diverse population of students. A focus will be placed on the unique social, physical, and emotional needs of the changing adolescent. (2) Fall/Spring. Prerequisite: Admission to Teacher Education Program

The following four courses lead to the add-on license in Academically Gifted and are being retained as 3 credit courses:

EDU 4360. The Gifted Child. An overview of the gifted child in our society and major educational interventions appropriate to adapt to the challenges presented by their unique learning needs. The characteristics, definitions, and identification of giftedness, curriculum modifications, and administrative changes needed in program design and delivery service are studied. Special emphasis is given to the need for training related to the education of this target population. [3]

EDU 4410. Curriculum Development and

Differentiation for the Gifted. A review of the concept of giftedness in its various forms and an exploration of methods, materials, setting, and theories of teaching gifted students. This course focuses on ways to use assessment data to expand basic differentiation or curriculum elements (content, process, product, and learning environment) and integrative methods for designing appropriate learning experiences for gifted learners. The adaptation and extension of basic differentiation in the classroom based on the North Carolina Standard Course of Study will be emphasized in the course as well as strategies for identifying student strengths, assessing mastery, ensuring accountability, and planning appropriate alternatives within the classroom. [3]

EDU 4420. Teaching and Learning Strategies for

Gifted Education. This course is designed to provide indepth knowledge regarding curriculum and program models used for effective instruction for students who are gifted. The

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effectiveness of various models will be addressed as well as specific instructional strategies utilized for gifted education. In addition, application of curriculum and program models to the extensions of the North Carolina Standard Course of Study will be emphasized. [3]

EDU 4390. Trends and Issues in Gifted Education.

An overview of the most pressing issues in gifted education and the current trends in meeting the needs of these students. While topics may vary from time to time, these issues will likely be covered: intelligence, technology and the gifted child, problems with identification, enrichment and acceleration, ability grouping, creativity, and the handicapped child. [3]

The following three courses have been approved for those candidates who have been admitted to the Fifth Year Elementary Education Program:

EDU 4531. Literature for Children & Adolescents.

This is a graduate level course focused on literature for children and adolescents. Emphasis will be placed on classical contexts for modern and contemporary "greats" and favorites, and on various effective ways to teach and use these works in the classroom. Research into the literature and into issues of pedagogy will be included. Three credits. (3) Fall, Senior. Prerequisites: Admission to the 5th Year Program in Elementary Education; Co-Requisites: EDU 4536, EDU 4133, EDU 4134

EDU 4532. Foundations of Writing Instruction. This course will examine process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genres. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context. Strategies for preparing for NC writing tests. Websites for supporting young writers and publishing their texts. Lesson/Unit planning required. (3) Fall, Senior. Prerequisites: Admission to the 5th Year Program in Elementary Education; Co-Requisites: EDU 4528, EDU 4133, EDU 4134

EDU 4540. Multicultural Education in a Diverse

Society. This course examines the diversity found in today's school community. Students will explore the multicultural nature of contemporary classrooms and will gain a better

understanding of those learners' behavior in relation to the mores of a public school education. Through class seminars and in-school projects, participants will develop strategies and materials for helping diverse learners to be more successful in school. Ethnic groups represented in schools will be studied with a historical, political, and societal focus. Topics that will be addressed include language, disability, gender, ethnicity, race, and socioeconomic status. (3) Spring, Senior. Prerequisites: Admission to the 5th Year Program in Elementary Education; Co-requisite: EDU 4230: Internship II: Teachers as Leaders



Health and Physical Education Courses:

HED 1200. Nutrition & Healthy Living. A study of nutrition and its application to a healthy and active lifestyle. An emphasis will be placed on current nutritional guidelines for various ages and groups, weight control, eating disorders and nutritional fads. This course provides an understanding of the responsibility we have for our own health by emphasizing the themes of personal decision-making and adaptation. Self-assessment inventories will be used to involve students in the planning and evaluation of their own levels of fitness and nutrition and to subsequently develop a plan for improvement. (4) Spring

PEC 2130. Healthy Living for the Elementary Child.

This course provides the elementary teacher with the information needed to promote healthy and active lifestyles

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for elementary students in grades K-6th. Topics covered include: physical fitness and activities along with other wellness issues. Fieldwork Required (4) Fall, Spring Sophomore

PEC 2100. Motor Development and Motor Learning Across the Lifespan. This course will provide an introduction to the theories of motor development and control as well as skill acquisition across the lifespan. It will focus on issues relating to physical development, performance improvement, feedback, and environmental planning. (2) Fall, Sophomore

PEC 2101. Team Sports: Skill Development and

Analysis. This course provides active learning and practice time for the acquisition of skills and knowledge in the following team sports: tag football, softball, soccer, lacrosse, basketball, and volleyball. Skill level analysis and interventions will also be addressed. Required for the Minor in Athletic Coaching (4) Fall, Sophomore

PEC 2201. Individual Sports: Skill Development and Analysis. This course provides active learning and practice time for the acquisition of skills for the following individual sports: golf, racquetball, dance, tennis, badminton, movement and tumbling and fitness. Skill level analysis and interventions will also be addressed. Students will be evaluated on improvement using a pre/post-test design. Required for the Minor in Athletic Coaching (4) Fall, Sophomore

PEC 3100. Trends and Issues of Teaching Elementary Physical Education. This course will address contemporary issues that physical educators will face in the elementary school. Topics covered include best practices in classroom management, diversity, safety and legal liability, parent/ community relationships, and student participation in extracurricular activities. (4) Fall, Junior. Prerequisites: Admission to Teacher Education, PEC 2100

PEC 3101. The Application of Physical Education in the Elementary Setting. This course covers the application of skill- related issues affecting the teaching of physical education to elementary aged children. Topics include an introduction to the curriculum standards in grades K-6, specialized programs such as 'SPARK', assessment, health and fitness promotion and biomechanics. (4) Junior, Fall. Prerequisites: Admission to Teacher Education; PEC 2100; Co-Requisite: PEC 3100

PEC 3201. Adolescent Motor Development and

Assessment. The focus of this course is to examine the skill related issues that impact teaching middle and secondary students. Particular emphasis is placed adolescent motor development and its assessment, curriculum based authentic assessment procedures, and rubric development. (2) Spring, Junior. Prerequisites: Admission to Teacher Education

PEC 3202. Strength & Fitness Promotion. This course is an introduction to the proper techniques used in weight training for middle and secondary programs. Various strategies of fitness promotion, bioenergetics, and biomechanics of resistance exercise will be highlighted. (2) Spring, Junior. Prerequisites: Admission to Teacher Education

HED 2100. Prevention and Substance Abuse. This course will provide a broad foundation of information related to disease etiology, sign and symptom, outcome and current treatment and prevention. The course will also examine substance abuse signs and treatments. (2) Fall, Sophomore

HED 2200. Human Sexuality & Relationships. This course provides concepts and information about human sexuality including moral, physiological, psychological, and social aspects. A broad range of topics relevant to one's sexuality will be introduced including relationships, human anatomy, reproductive health, birth control, and sexual expression. (4) Spring, Sophomore

HED 3100. Contemporary Health Issues. An overview of current health topics and trends in today's society. Special emphasis will be given to emotional health issues and consumer health topics such as distinguishing between reliable and unreliable sources of information and choosing quality health care services and products. (2) Fall, Junior; Prerequisites: Admission to Teacher Education

PEC 4210. Coaching Field Experience I. This 60-hour field experience provides the opportunity to work with coaches and teams during the season of practice and play. For non-majors, the venue may be a non-school setting, such as YMCA, recreation center, camp life, or club team. (2) Fall, Spring. Prerequisites: Admission to Teacher Education; Requirement for Athletic coaching Minor

PEC 4211. Coaching Field Experience II. This 60 hour field experience is a continuation of PEC 4210 for completion of the minor in athletic coaching. Students will have the opportunity to gain additional experience working directly with coaches and teams in settings such as the local schools, YMCA, recreation



center, camp life, or club team. (2) Required for Athletic Coaching minor

The following courses will be offered through the Evening Degree Program and are options for nondegree seeking lateral entry teachers:

LEA 2020. Psychology of Development in Education.

An analysis of theories and principles related to the social, psychological, and physical development of students. Relationships among patterns of student maturation, learning styles, and characteristics of educational environments are emphasized. (3)

LEA 2450. Introduction to Special Education.

An introduction to the psychological and educational characteristics of the major types of exceptionalities, including learning disabilities, mental disabilities, behavioral/emotional disabilities. The special needs of individuals with speech, hearing, visual, and physical disabilities will also be covered, as well as special education issues and services (3)

LEA 3160/3170. Literacy and Learning I and II:

MGE/Secondary/K-12 Level. The course is designed to prepare teachers in content areas to utilize reading as an instructional process. Emphasis is placed on the application of appropriate methods, principles, materials and guidelines for teaching reading. Diagnosis of reading problems and technologies for correcting these problems are included. (3)

LEA 3260,3270,3280,3290: Educational Psychology. Elementary Grades, Middle Grades, Secondary Grades and Specialty Areas. The application of theories and principles of psychology to elementary, middle, secondary grades or specialty area. Topics include learning theories, human relations skills, techniques of management and discipline, principles of guidance, and assessment of ability and achievement. (3)

LEA 3400. Methods of Teaching Mildly Disabled Students in General Education. This course explores the various teaching methodologies for individuals with mild disabilities. An emphasis is placed on research-based methods and procedures that lead to successful instruction in academic areas, social skills, and positive behavior. (3)

LEA 3840, 3850,3860,3870,3890: Methods of Instruction in Middle Grades Education. Language

Arts, Mathematics, Science, Social Studies. Students with discipline specialties focus on goals formulation, unit planning for grades 6-9, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. (3)

LEA 3910, 3920,3940, 3950: Methods of Instruction in Secondary Education. English, Mathematics, Science, Social Studies. Students with discipline specialties focus on goals formulation, unit planning for grades 9-12, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. (3)

LEA 3960, 3970: Methods of Instruction in Special Subjects. Art Education, Health/Physical Education.

Students with discipline specialties focus on goals formulation, unit planning for grades K-12, instructional methods, resource selection and evaluation procedures. Application of theoretical understanding and skills is achieved through micro-teaching lessons and field experiences component. Evaluation of computer and other technological software and non-print media will comprise the educational technology experience. (3)

LEA 4801. ILT Support-I. A post baccalaureate experience for recent graduates in teacher education, lateral entry teachers, or current teachers recommended for additional corrective support by their ILT coordinators. Enrollment in this course provides the classroom teacher with a semester of classroom observation and feedback by a university supervisor in the areas of instructional planning, assessment, and classroom management. (2)

LEA 4802. ILT Support-II. A continuation of EDU 4801 which provides recent graduates in teacher education, lateral entry teachers, or current teachers recommended for additional corrective action by their ILT coordinators an additional semester of classroom observation and feedback by a university supervisor. Instructional planning, assessment, and classroom management will be emphasized. (2)

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English

Dr. Matthew Schneider, *Chair*; Dr. Charmaine Cadeau, Dr. William Carpenter, Dr. Jim Casey, Ms. Marjorie Church, Ms. Gail Clements, Mr. Matthew Fiander, Dr. Joseph Goeke, Dr. Marion Hodge, Dr. Cara Kozma, Dr. Edward Piacentino, Dr. Leah Schweitzer, Ms. Georgeanna Sellers, Dr. Kirstin Squint, Ms. Karen Summers.

The mission of the English department is to promote literacy, which we define as the ability to read analytically, think critically, and communicate with precision and originality. As a core liberal-arts discipline, English provides students with comprehensive and rigorous instruction in language skills, enhancing their ability to express themselves-both verbally and in writing-with the clarity, persuasiveness, and intellectual sophistication that distinguish universityeducated individuals. The study of English literature and language also helps students develop and refine their aesthetic sensitivity, logical rigor, and capacity for seeing the world as ethically complex and multifaceted. Through its courses in composition, literature, and writing, and through its sponsorship of co-curricular events centered on the analysis and production of textuality in various forms, the English department enhances the informational and technological literacy of High Point students, preparing them for success in a wide range of educational and professional endeavors.

For information on English Education and Secondary English teaching licensure, please see Dr. Thomas Albritton, Director of English Education.

Requirements for a B.A. in English, with a Concentration in Literature (36 credits):

ENG 2206 ENG 2250 or ENG 2255 One 4000-level course on Shakespeare ENG 4999 One course selected from ENG 3300, 3310, 3320 One course selected from ENG 3400, 3410, 3420 One course selected from ENG 2217, 2225, 2239, 2249, 2284, 3381, 4382, 2888, and 3888 Two courses selected from ENG 3350, 3351, 3450, 4201, 4205, 4220, 4305, 4315, 4355, 4370, 4410, 4460, 4500-4550 (One additional course on Shakespeare), 4600, 4880

Requirements for a B.A. in English, with a Concentration in Writing (36 credits):

ENG 2122 ENG 2250 or ENG 2255 ENG 4999 Three courses selected from ENG 2121, 3111, 3112, 3129, COM 2231, COM 3314 Two courses selected from ENG 4110, 4111, 4112, 4113 One course selected from ENG 3300, 3310, 3320, 3330, 3400, 3401, 3402, 3350, 3351, 3450, 4331, 4220, 4305, 4315, 4355, 4370, 4410, 4460, 4600

Requirements for a minor in Literature (20 credits):

ENG 2206 Two courses from the sequence ENG X210-X249 or ENG X280-X299 Two courses from the sequence ENG X300-X499

Requirements for a minor in Writing (20 credits):

ENG 2121

Two courses from the sequence ENG X210-X249 or ENG X280-X299 One course from the sequence ENG 3111-3129 or COM 3314 One course from the sequence ENG 4110-4115

ENG 1101. Invention and Analysis I. This course introduces the concept of rhetorical invention and begins students' education in college-level analysis. It empowers students to use writing to investigate concepts, issues, and events in ways that eschew obvious meanings and common conclusions. Emphasis is placed on the social nature of writing, and students will practice a variety of invention, revision, and reflection techniques en route to final portfolios of their work. The assignments prioritize abstract thinking, relationship building, and the importance of public resonance in academic writing. Two credits.

ENG 1102. Invention and Analysis II. This course deepens students' understanding of the relationship between rhetorical invention and intellectual analysis. It introduces strategies for composing arguments in public and academic settings, and provides opportunities to work in multiple genres and writing environments. Students will learn research techniques and develop ways of assessing and incorporating primary and secondary sources. Emphasis is placed on the social nature of writing, and students



will practice a variety of invention, revision, and reflection techniques en route to final portfolios of their work. Two credits. Prerequisite: English 1101.

ENG 1103. College Writing and Public Life. This course engages students in writing projects designed to strengthen their interpretive and analytical skills while empowering them to investigate and respond to issues confronting their various communities. Emphasis is placed on the social nature of writing, and students will practice a variety of invention, revision, and reflection techniques en route to final portfolios of their work. Students will develop efficient research strategies and learn to incorporate and converse with the ideas of others. The course also emphasizes technological literacy. Four credits. Prerequisite: Placement in English 1103.

ENG 2121. Intermediate Writing. This course furthers students' education in composing non-fiction essays (including text-based compositions and multi-media pieces). The course emphasizes public writing; that is, writing meant to engage audiences beyond the members of the class. To facilitate reaching such audiences, the course will experiment with delivery technology, such as wikis, blogs, video compositions, and social networks. Sections are organized around contemporary themes, providing students with opportunities to write in multiple genres about current issues and trends. Four credits. Prerequisite: English 1102 or 1103.

ENG 2122. Introduction to Creative Writing. Introductory instruction in analyzing, evaluating, and writing fiction, poetry, and creative non-fiction. Required of English Writing majors, this course should be taken by the end of the sophomore year. Four credits. Prerequisite: English 1102 or 1103.

ENG 2200. Critical Reading and Interpretation.

Organized around one specific theme, topic, or tradition (such as monstrosity, literary adaptation, text and image, American identities, coming-of-age narratives, or the literature of peace), this course focuses on the close reading and careful analysis of literary texts. Through the study of a limited number of works, students develop their ability to read carefully and to understand the relationships between literary texts and a range of cultural, historical, and/or literary contexts. The course introduces students to some of the terms, critical approaches, and research methodologies necessary for literary study. Four credits. Prerequisite: English 1102 or 1103. Meets university core requirement in literature.

ENG 2206. Literary Theory, Research, and Scholarly

Writing. Examines the major trends, theories, interpretative methodologies, and techniques of literary research and criticism. Required of English Literature majors, this course should be completed by the end of the sophomore year. Four credits. Prerequisite: English 1102 or 1103.

ENG 2217. Post-colonial Literature in English. Readings in selected works by writers from former British and American colonies, with attention to the theoretical and aesthetic issues raised by the emergence of Anglophone literary traditions among formerly colonized peoples. Four credits. Prerequisite: English 1102 or 1103. Meets university core requirement in literature.



ENG 2225. African-American Literature. Examines the principal traditions and movements in African American writing and culture from the 1800s to the present, with a concentration on major themes and the evolution of African American voice and identity. Four credits. Prerequisite: English 1102 or 1103. Meets university core requirement in literature.

ENG 2239. Literature of the American South. Readings in the literature of the southern United States from colonization to the present, focusing on the historical and cultural contexts that shape the literary contours of the southern region. Some attention to recent southern literature and its global context. Four credits. Prerequisite: English 1102 or 1103. Meets university core requirement in literature.

ENG 2249. American Humor. Explores both literary and popular culture texts, including folk tales, urban tales, stories, sketches, parodies, comic strips, editorial cartoons, situation comedies, clips from film, caricatures, and stand-up comedy within the context of humor theory. Four credits. Prerequisite: English 1102 or 1103. Meets university core requirement in literature.



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ENG 2250. Literatures in English 1. Surveys the major texts and traditions of literature in English, from its beginnings to about 1800. English Literature majors must take either 2250 or 2255, and should complete this requirement by the end of the sophomore year. Four credits. Prerequisite: English 1102 or 1103.

ENG 2255. Literatures in English 2. Surveys majors works written in English between 1800 and the present day. English Literature majors must take either 2250 or 2255, and should complete this requirement by the end of the sophomore year. Four credits. Prerequisite: English 1102 or 1103.

ENG 2284. Survey of World Literature. Surveys

representative non-Anglophone literary works from antiquity to the present day, considering texts in their social and intellectual contexts. Four credits. Prerequisite: English 1102 or 1103.

ENG 2710. Mark Twain, the Mississippi River, and

American Culture. Explores the history and literature of the Mississippi River region through the life and works of Mark Twain. Meets during Spring semester on the High Point campus, and culminates in a faculty-guided study tour during the May term. Four credits. Prerequisite: English 1102 or 1103.

ENG 3111. Writing Fiction. Practice in analyzing, evaluating, and writing short fiction, focusing on elements of craft such as plot, characterization, point of view, and setting. Four credits. Prerequisite: ENG 2122.

ENG 3112. Writing Poetry. Practice in writing poetry, with particular attention to the nature of the poetic line, meter, rhyme, figures of speech, sound effects, forms like the ballad and sonnet, and ways to avoid sentimentality and triteness. Four credits. Prerequisite: ENG 2122.

ENG 3129. Writing Creative Non-fiction. Practice in analyzing, evaluating, and writing literary nonfiction, with particular attention to style, voice, point of view, and setting. Four credits. Prerequisite: ENG 2122.

ENG 3281. World Literature to 1600 C.E. Readings in major works of non-Anglophone literature from Western and non-Western traditions, with a focus on comparative mythology. Four credits. Prerequisite: ENG 1102 or 1103.

ENG 3300. Anglo-Saxon and Medieval British

Literature. Examines influential literary works from c. 750 to 1400 C.E., including the Old English epic of Beowulf and other

heroic poems in translation, Chaucer's major works, and the earliest compilations of the legends of King Arthur, Thomas Malory's Le Morte Darthur. Four credits. Prerequisite: ENG 2206 and ENG 2250.

ENG 3310. Early Modern British Literature. Readings in selected poems, plays, and prose from early modern Britain, c. 1500 to 1800. Four credits. Prerequisite: ENG 2206 and ENG 2250.

ENG 3330. Nineteenth-Century British Literature.

Readings in British literature from c. 1780 to 1900, with particular attention to the intersections between the arts and politics, science, and philosophy. Four credits. Prerequisite: ENG 2206.

ENG 3350. Twentieth-Century British Literature.

Readings in the major themes and aesthetic characteristics of British literature between 1900 and 2000, with particular attention to literature's role in social commentary, the depiction of warfare, and modernist poetic and narrative techniques. Four credits. Prerequisite: ENG 2206.

ENG 3400. American Literature: Colonial and Federal.

Readings in major genres and authors from the colonial and revolutionary eras of the future United States, with particular emphasis on understanding the texts in their historical, intellectual, and cultural frameworks. Four credits. Prerequisite: ENG 2206.

ENG 3410. American Literature: Romanticism.

Examines representative works of early nineteenth-century American romantic writing, emphasizing on the American Renaissance, 1830-1865, and on the relationship between literary developments and social change. Four credits. Prerequisite: ENG 2206.

ENG 3420. American Literature: Realism and Naturalism. Examines the development and evolution of literary realism and naturalism in the context of post-Civil War cultural history from 1865-1914. Four credits. Prerequisite: ENG 2206.

ENG 3450. Twentieth-Century American Literature.

Readings in major genres and works between 1900 and 2000, with particular attention to literature's relation to society, the meaning of America, and emergent poetic and narrative techniques. Four credits. Prerequisites: ENG 2206.

"In seven years as a newspaper reporter, I won 10 state press association awards, the most by a North Carolina writer since 1998."

Mike Graff, B.A. English, 2001

ENGLISH 139

ENG 3530. Shakespeare on Stage and Screen. Designed for non-English majors, this course examines the history, major traditions, and interpretive issues of performing Shakespeare's plays, both on the stage and in electronic media. Four credits. Prerequisite: ENG 1102 or 1103.

ENG 4110. Digital Storytelling. Practice in analyzing, evaluating, and producing creative works in a digital environment, weaving together images, music, narrative and voice in order to create characters, situations, experiences, and insights. This is a studio course with class hours divided between lecture/discussion and lab time. Four credits. Prerequisite: EITHER ENG 3111, ENG 3112, or ENG 3129.

ENG 4111. Advanced Techniques in Fiction. Advanced work in writing fiction, focusing on voice, perspective, characterization, style, and form. Four credits. Prerequisite: ENG 3111.

ENG 4112. Advanced Techniques in Poetry. Advanced work in writing poetry, focusing on unified sound, imagery, and structure. Four credits. Prerequisite: English 3112.

ENG 4113. Advanced Techniques in Creative Non-fiction.

Advanced work in writing creative nonfiction, focusing on developing techniques for creating plot and character under the factual constraints imposed by nonfiction, authorial subjectivity and presence, the faulty nature of memory, and the importance of speculation and attitude. Four credits. Prerequisite: ENG 3129.

ENG 4200. Studies in Critical Theory. Advanced study in the history, philosophy, methods, and practice of literary theory, emphasizing primary sources and application of theory to sample texts. Four credits. Prerequisites: ENG 2206.

ENG 4205. Genre Theory. Advanced examination of the theoretical underpinnings of genre, with particular emphasis on the philosophical, experiential, and aesthetic implications of classifying literature according to formal, contextual, and aesthetic categories. Four credits. Prerequisites: ENG 2206.

ENG 4220. Topics in Literary and Cultural Studies.

Advanced studies of the intersections between literature and popular culture. Topics vary from semester to semester; see English Department website for current and upcoming course descriptions. Four credits. Prerequisite: ENG 2206.

ENG 4305. Studies in Medieval Language and Literature.

In-depth study of topics in early English literature. Four credits. Prerequisites: ENG 2206 and 2250.

ENG 4315. Studies in Early Modern English Language

and Literature. In-depth study of the early modern period, focusing on individual authors, themes, schools of thought, formal considerations, or historical movements. Four credits. Prerequisites: ENG 2206 and 2250.

ENG 4355. Studies in Nineteenth-century British

Language and Literature. In-depth examination of topics, literary characteristics and trends, and themes in British literature and culture between 1790 and 1900. Four credits. Prerequisites: ENG 2206.

ENG 4370. Studies in British Modernism and

Postmodernism. Advanced study of topics in British literature, language, and culture between 1900 and the present day. Four credits. Prerequisites: ENG 2206.

ENG 4410. Studies in Early American Literature and

Culture. In-depth examination of critical issues, themes, and topics surrounding the intersection of American literature and culture between first European contact and 1865. Four credits. Prerequisites: ENG 2206.

ENG 4460. Studies in American Modernism and

Postmodernism. Advanced study of topics in twentiethcentury American literature and culture. Four credits. Prerequisites: ENG 2206.

ENG 4531. Shakespeare: Comedies and Romances. Indepth study of selected Shakespeare comedies and romances. Four credits. Prerequisites: ENG 2206 and 2250 or 2255

ENG 4532. Shakespeare: Histories and Tragedies. Indepth study of selected Shakespeare histories and tragedies. Four credits. Prerequisites: ENG 2206 and 2250 or 2255.

ENG 4540. Studies in Shakespeare. Advanced study of topics in Shakespeare. Four credits. Prerequisites: ENG 2206 and 2250 or 2255.

ENG 4600. Major Authors. In-depth study of the works of 1-2 significant authors. Authors studied will vary from semester to semester; see English Department website for current and upcoming course descriptions. Four credits. Prerequisites: ENG 2206 and 2250 or 2255.

ENG 4999. Senior Project. Individually-directed course in completing a substantial research or creative work and compiling a major portfolio. Four credits. Prerequisite: Senior standing.

EXERCISE & SPORT SCIENCE

Dr. Tony Kemerly, *Chair*; Dr. Nancy Groh, Dr. Kimberly Reich, Mr. Dan Tarara.

The Department of Exercise and Sport Science offers two majors. The Athletic Training major prepares students to be athletic trainers in high school, clinical, collegiate, and professional settings. The Exercise Science major prepares students for graduate studies in exercise science as well as careers in the health and fitness field. It is also a preprofessional program for those students who wish to apply to medical school, physical therapy school, occupational therapy school, and other related allied health programs.

Athletic Training Education Program

Major in Athletic Training

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The purpose of CAATE is to maintain the quality of entry-level Athletic Training Education Programs. Admission to the ATEP is competitive and highly selective. Freshman Athletic Training majors are considered to be in application to the program. Upon formal admission to the ATEP, students must complete specific academic requirements and an extensive field experiences under the supervision of an approved clinical instructor (ACI). Students who complete the Athletic Training Education Program will receive a Bachelor of Science in Athletic Training and will be eligible to sit for the Board of Certification, Inc certification examination.

The ATEP reserves the right to admit a limited number of qualified students in order to maintain appropriate instructorto-student ratios in clinical course and supervised field experiences. The size of each class formally admitted to the ATEP will be determined on an annual basis. Admission to the ATEP is based upon three selection criteria: over all GPA, athletic training core GPA, and application essay. Each candidate will receive a composite application score derived from the selection criteria. The candidate pool will be competitively rank-ordered based upon their composite application scores. The ATEP Admission Committee will select and grant program admission only to the top qualified candidates.

Candidates must also meet the ATEP's Technical Standards for admission which are published in the HPU ATEP Student

Handbook and the Athletic Training website: http://ess. highpoint.edu/

Students applying to the ATEP must have a minimum overall GPA of 2.75 and an Athletic Training core GPA of 2.75 at the end of the freshmen year. Candidates who meet the minimum 2.75 GPA requirements are not guaranteed admission into the program. The ATEP Admissions Committee looks for students who demonstrate consistent academic performance. Students with GPAs below a 2.75 will not be granted formal admission into the program.

The following courses are required for application to the ATEP and comprise the athletic training core.

BIO 2060 Human Physiology BIO 2070 Human Anatomy ATR 1211 Introduction to Athletic Training ATR 1311 Emergency Care

Students will receive notification of their acceptance into the ATEP during the summer prior to the start of the fall semester of the sophomore year. Admission into the program is contingent upon maintaining a minimum 2.75 GPA and successful completion (C or higher) of upper-level athletic training courses. Students who do not maintain a 2.75 GPA or do not successfully complete upper-level athletic training courses will be subject to academic disciplinary actions as outlined in the HPU ATEP Student Handbook.

Athletic training education programs are specifically designed to meet the needs of the institution and the standards and guidelines set forth by CAATE. Although accredited athletic training programs may share similarities, each institution is novel in its curriculum design. It is difficult to make direct comparisons between the athletic training course work offered in High Point University's athletic training education program and other accredited institutions. Subsequently, transfer students must meet the same application requirements set for traditional incoming freshmen. Once accepted into the program, students will spend three years of study in the program. Students who wish to transfer to High Point University for athletic training are strongly encouraged to contact the Program Director to discuss the program requirements and curriculum design.

Additional program information is available on program's website: http://ess.highpoint.edu/ ATEP policies and procedure are published in the HPU ATEP Student Handbook.

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Requirements for a B.S. in Athletic Training (61 Credits)

BIO 2070 Human Anatomy (4) BIO 2060 Human Physiology (4) EXS 1150 Health & Nutrition (4) EXS 3250 Physiology of Exercise (4) EXS 3150 Biomechanics (4) ATR 1211 Introduction to Athletic Training (4) ATR 1300 Medical Terminology (1) ATR 1311 Emergency Care (4) ATR 2101 Lower Extremity Injury Assessment (3) ATR 2111 Clinical in Lower Extremity Injury Assessment (1) ATR 2202 Upper Extremity/Injury Assessment (3) ATR 2222 Clinical in Upper Extremity Injury Assessment (1) ATR 2130 General Medical & Pharmacology (2) ATR 2230 Psychosocial Aspects in Athletic Training (2) ATR 2231 Organization, Administration, Ethics in Athletic Training (2) ATR 3101 Therapeutic Modalities (4) ATR 3202 Therapeutic Exercise & Manual Techniques (4) ATR 4180 Seminar in Athletic Training (4) ATR 2117 Field Experience in Athletic Training (1) ATR 2217 Field Experience in Athletic Training (1) ATR 3117 Field Experience in Athletic Training (1) ATR 3217 Field Experience in Athletic Training (1) ATR 4117 Field Experience in Athletic Training (1) ATR 4217 Field Experience in Athletic Training (1)

Students seeking admission to a school of Physical Therapy must also complete the following:

CHM 1010-1020 General Chemistry I and II(8) PHY 1510-1520 General Physics I and II(8) STS 2020 Introduction to Statistics(4)

Suggested Electives:

SOC 1010 The Individual in Society(4) PSY 2250 Abnormal Psychology(4) PSY 3610 Health Psychology(4) MTH 1410 Calculus I(4)

Additional courses may also be required for application to the physical therapy school of the student's choice.

Requirements for a B.S. in Exercise Science (56 Credits)

The Exercise Science major is for students interested in graduate studies in Exercise Science as well as careers in

the health and fitness fields. The major may also be used as a pre-professional program for those students who wish to apply to medical school, physical therapy school, occupational therapy school and other related allied health programs.

BIO 2060 Human Physiology (4) BIO 2070 Human Anatomy (4) CHM 1010/1011 General Chemistry I (with Lab) (4) CHM 1020/1021 General Chemistry II (with Lab) (4)



EXS 1150 Health and Nutrition (4) EXS 2250 Introduction to Exercise Science (4) EXS 3150 Biomechanics (4) EXS 3175 Exercise Testing and Programming (4) EXS 3250 Exercise Physiology (4) EXS 3275 Strength and Conditioning (4) EXS 4150 Health Behavior Change (4) EXS 4999 Senior Seminar (4) PHY 1510/1511 General Physics I (with Lab) (4) PHY 1520/1521 General Physics II (with Lab) (4)



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Sports Medicine Minor (18 Credits)

Choose from the following:

ATR 1311 Emergency Care (4) ATR 1211 Introduction to Athletic Training (4) ATR 2101 Lower Extremity Injury Assessment (3) ATR 2202 Upper Extremity Injury Assessment (3) ATR 2130 General Medicine and Pharmacology (2) ATR 2230 Psychosocial Aspects in Athletic Training (2) ATR 2231 Organization, Administration, Ethics in Athletic Training (2) ATR 3202 Therapeutic Exercise & Manual Techniques (4)

ATR 3202 Therapeutic Exercise & Manual Techniques (4) ATR 3101 Therapeutic Modalities (4)

ATR 1234. First Aid and CPR. It is the purpose of this course to develop the student's knowledge and understanding of emergency techniques to assist others in case of injury or sudden illness. Students will also develop an understanding of the indicated and contraindicated action steps to take in common emergency situations. Two credits.

ATR 1300. Medical Terminology. An online course relating to the study of the basic structure of medical words, including prefixes, suffixes, word roots, combining forms, singulars and plurals. Student will study and demonstrate the use of medical word by combining roots, suffixes and prefixes as related to the body systems and associated diseases. One Credit.

ATR 1211. Introduction to Athletic Training. A lecture and clinical experience providing an introduction to the field of athletic training. Students will study and demonstrate entry-level knowledge relating to the foundations of athletic training profession, the responsibilities of the sports medicine team, injury prevention techniques, conditioning techniques, mechanisms of sports trauma, bloodborne pathogens, foundations of sports trauma, pathology, tissue healing, and basic injury management. The laboratory component of the course will provide students the opportunity to learn and demonstrate psychomotor skills related to basic injury prevention and management techniques. Four credits.



ATR 1311. Emergency Care. A lecture and clinical experience pertaining to the introduction of emergency and immediate care of athletic injuries and illnesses. Students will study and demonstrate knowledge related to medical emergencies, physical trauma, various disease pathologies, bleeding, respiratory and cardiac emergencies, and transportation of the injured will be explored. Student will also learn and demonstrate psychomotor skills relating to first aid techniques, CPR, and AED. Upon completion students will be certified in CPR/AED for the Professional Rescuer. Four credits.

ATR 2101. Lower Extremity Injury Assessment. A lecture course providing an in-depth study of advanced athletic training concepts and skills related to the clinical assessment of the lower extremity, lumbar spine, reproductive organs and abdominal injuries. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. Three Credits. Prerequisites BI02070 and ATR1211 or permission of instructor.

ATR 2111. Clinical in Lower Extremity Assessment. A clinical laboratory experience providing an in-depth study of advanced athletic training concepts and psychomotor skills related to the clinical assessment of the lower extremity, lumbar spine, reproductive organs and abdominal injuries. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. One Credit. Prerequisite Admission to the ATEP.

ATR 2202. Upper Extremity Injury Assessment. A lecture providing an in-depth study of advanced athletic training concepts and skills related to the clinical assessment of the upper extremity, thoracic region, cervical spine, and head. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. Three Credits. Prerequisites BI02070 and ATR1211 or permission of instructor.

ATR 2222. Clinical in Upper Extremity Assessment. A clinical laboratory experience providing an in-depth study of advanced athletic training concepts and psychomotor skills related to the clinical assessment of the upper extremity, thoracic region, cervical spine, and head. This course will include an exploration of the injury/etiology, pathology, tests and measures, and referred pain patterns associated with specific injuries. One Credit. Prerequisite Admission to the ATEP.

ATR 2130. General Medical & Pharmacology. An

exploration of the physical, mental, and social health problems seen in the physically active individual, emphasizing the recognition of signs, symptoms, and predisposing conditions related to the specific illness or disease. This course will include the pharmacological treatment for these conditions and the indications, contraindications, precautions and interactions of commonly prescribed and over-thecounter medications. Two credits. Prerequisites ATR1211.

ATR 2230. Psychosocial Aspects in Athletic Training.

A study of the psycho-social foundations of athletic training, including psychosocial issues and trends, skills and applications, systematic referrals, substance abuse issues, disordered eating, psychological response to injury, mental health issues, catastrophic injuries, nutritional supplements, and age related differences. This course will enhance the understanding of dealing with clients with various psychosocial issues that may be encountered by the athletic trainer. Two credits. Prerequisites ATR1211.

ATR 2231. Organization, Administration, Ethics in Athletic Training. A lecture course providing an overview of the policies and procedures relating to managing an athletic training room or sports medicine clinic. The course will include facility design, budgetary processes, organization of pre-participation physical examinations, record keeping, and developing an understanding of legal issues, personnel, event coverage, computer-based information management and insurance issues such as filing/tracking claims and third-party reimbursement. Two credits. Prerequisites ATR1211.

ATR 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

ATR 3101. Therapeutic Modalities. A lecture and laboratory experience focusing on the theory, principles, techniques and application of therapeutic modalities in the treatment of injuries seen in the physically active individual. This course will include a discussion of the physiological effects, indications, contraindications, dosage, and maintenance for each modality, including electrotherapy, ultrasound, diathermy, infrared, cold therapies, heat therapies, and various mechanical modalities. Four credits. Prerequisite BIO 2070 and ATR 1211 or permission of instructor.

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ATR 3202. Therapeutic Exercise & Manual Techniques.

The theory and application of the principles associated with therapeutic exercise throughout the rehabilitation process in relation to the physically active individual. This course will include a discussion of various rehabilitation techniques and procedures to address the needs of the patient focusing on attaining normal range of motion, strength, flexibility, proprioception and balance, cardiovascular endurance, agility, coordination, and the functional return to sport or activity. Four credits. Prerequisite BIO 2070 and ATR 1211 or permission of instructor.

ATR 3803. Interpretation and Critique of Sports

Medicine Research. An exploration of injury management theories and the application of their techniques in athletic populations. Three credits. Prerequisites: ATR 210 and ATR 364 or permission of the instructor. Note: ATR 3803, formerly ATR 380, will no longer be offered after 2010-2011.

ATR 4180. Seminar in Athletic Training. A reading and writing intensive course that focuses on critical analysis of important issues central to athletic training. Topics to be covered will be based upon current, positional statements, peer-reviewed literature, and conference proceedings. Emphasis will be placed on critical thinking skills, independent research and scholarly writing. Four Credits. Prerequisite Admission to the ATEP.

ATR 4993. Senior Seminar. Independent study, research, and reports in exercise science and athletic training. Three credits. Note: ATR 4993, formerly ATR 499, will no longer be offered after 2011-2012.

ATR 2117. Field Experience in Athletic Training. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. One credit. Prerequisite Admission to the ATEP.

ATR 2217. Field Experience in Athletic Training. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. One credit. Prerequisite Admission to the ATEP.

ATR 3117. Field Experience in Athletic Training. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. One credit. Prerequisite Admission to the ATEP.

ATR 3217. Field Experience in Athletic Training. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. One credit. Prerequisite Admission to the ATEP.



Exercise & Sport Science 145



ATR 4117. Field Experience in Athletic Training. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. One credit. Prerequisite Admission to the ATEP.

ATR 4217. Field Experience in Athletic Training. Field experience in the athletic training setting. The course is designed to develop competence in the athletic training proficiencies. One credit. Prerequisite Admission to the ATEP.

ATR 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

ATR 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

EXS 1150. Health and Nutrition. An introduction to the basic concepts involved in making healthy behavior choices. Topics included are regular physical activity, proper nutrition, stress management, substance abuse, disease prevention, human sexuality, and reproduction. Four credits.

EXS 2250. Introduction to Exercise Science. A study of the exercise science literature that includes both theories and applications of the major themes in the field as they pertain to a variety of populations. Four credits.

EXS 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

EXS 3150. Biomechanics. A study of the anatomical structures and mechanical aspects of human movement. Specific attention will be given towards examining the application of physical laws to human performance. Four credits. Prerequisite: BIO 2070 or permission of instructor.

EXS 3175. Exercise Testing and Programming. A study of the basic physiological principles and their application to the prescription of exercise and the administration of conditioning programs, for individuals of differing ages, health status, and occupational status. Four credits. Prerequisite: BIO 2070 or permission of instructor.

EXS 3250. Exercise Physiology. Provides students with understanding of factors affecting the physiological function of the body related to exercise and physical performance. Laboratory provides experiences in evaluating these physiological factors. Four credits. Prerequisite: BIO 2060.

EXS 3275. Strength and Conditioning. This course will introduce key principles of resistance training and conditioning based on anatomy, exercise physiology, and biomechanics. Practical applications for athletic performance training and fitness training will be emphasized. Four credits. Prerequisite: BIO 2070 or permission of instructor.



EXS 4150. Health Behavior Change. A study of the process of the theoretical and conceptual foundations of health-behavior change. This course will focus on developing interventions for individual health behavior change and will include behavior change strategies at multiple levels. Four credits. Prerequisite: PSY 2000.

EXS 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

EXS 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

EXS 4999. Senior Seminar. Independent study, research, and reports in exercise science. Four credits. Prerequisite: Senior Status.

GLOBAL STUDIES

Global Studies courses are offered by a wide array of departments across the university. While these courses cover diverse subjects, they share a commitment to educating students for global awareness and cross-cultural understanding.



Each undergraduate student must take at least one of these courses as part of the general education curriculum. Students may apply to the chair of the Global Studies committee to waive this requirement if they are international students enrolled for at least one semester at High Point University or if they have completed an academic course of study outside the U.S. lasting at least four weeks, conducted through an accredited institution, and bearing at least 3 credits recognized by High Point University. Students who participate in such study abroad through High Point University have the requirement waived automatically.

GBS 2003. Survey of Greek Mathematics. This course will focus on the works of Pythagoras, Archimedes and other Greek mathematicians. We will examine the works and accomplishments of other significant Greek mathematicians as well and the impact their work has had on present day society. Travel under the direction of university instructors to Greece and/or lands that were part of ancient Greek civilization is a required component of the course. Four credits. Prerequisite: One college-level mathematics course.

GBS/PSC 2510. Comparing Foreign Political Systems.

Using country case studies selected from Asia, Africa, Europe, Latin America, and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups, and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the class covers various cultural perspectives and surveys the basic geography, history, and the circumstances of everyday life in numerous foreign settings. Four credits.

GBS 3000. Modern Spain. This course will examine some of the important current issues and realities that define Spain today, and will explore some of the modem historical factors that contributed to those realities. Students will study and-discuss the culture of modern Spain in selected short works of Spanish literature (in English translation) and in modem Spanish film, music, art and architecture. Four credits.

GBS/MFL 3010. Intercultural Perspectives in Business.

A course designed to enhance cross-cultural communication skills through the study of the impact of culture on international business/professional interaction. Topics include issues of contexting and face-saving; individualism versus collectivism; conception of space, time; social organizations; attitudes toward authority; non-verbal communication; how language is used in different cultures. Four credits. Prerequisite: ENG 1102 or ENG 1103.

GBS/FRE 3040. France Today.* A course focusing on current events and issues in France and the French-speaking world today. Work with selected materials from the Internet, including televised news broadcasts and other programs in French, articles from French newspapers and from French publications online, and an audio magazine in French. Culture, conversation, composition. Four credits. Prerequisite: FRE 2130 or permission of instructor.

GLOBAL STUDIES 147



GBS/SPN 3045. Spanish-American Culture and

Civilization.** Overview of the culture and civilization of Spanish-American countries from the pre-Columbian period until the present. Reading and discussion of Spanish-American society, culture and the arts accompanied by a discussion of relevant historical background. Four credits. Prerequisites: Spanish 2130 with a grade of C or better, and Spanish 2140.

GBS/MIS 3110. Information Systems in a Global

Environment. The student will be introduced to the use of information systems in various regions of the world, paying special attention to the ways that IS and government policies concerning information systems affect the lives of individuals. Group research and presentations on specific topics during the term and a group research project are required. This course is reading and communications intensive. Four credits.

GBS/SPN 3150. Hispanic Culture Through Film.**

This course will familiarize students with contemporary Hispanic films. Students will explore how these films position themselves with respect to politics, cultural identity, society and the history of Spain and Latin America. Special attention is given to: Introducing the students to a basic reading of what is a movie, improving the students' linguistic context in a film context, and increasing the students' communicative skills, since they will be expressing themselves critically (in both oral and written Spanish) about art and culture. Four credits. Prerequisites: Spanish 2130 with a grade of C or better, and Spanish 2140.

GBS/INT 3310. Global Issues and the Built Environment. A cross-cultural study of the built environment in a global context. Students will investigate cultures other than their own. Special consideration will be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. Four credits. Prerequisite: Declared interior design major or permission of the instructor.

GBS/REL 3315. Globalization and Christian Ethics.

An examination of certain aspects of globalization from a variety of Christian ethical perspectives. Christian voices from the global North and global South shed light on the economic, cultural, and environmental impacts of the global integration of economies. Four credits. Prerequisite: Completion of the general education requirement in religion.

GBS/HRE 3317. Contemporary Ireland. A

comprehensive study of historical and contemporary Irish profit and nonprofit organizations, Irish culture and society, and Irish political and religious challenges. The student will explore Irish beliefs, norms, and behaviors from the perspectives of the Irish performing arts, traditions, and the visual arts. Extensive travel under the direction of the university instructors to Ireland is a required component of the course. Four credits.

GBS/REL 3327. World Christianity. An introduction to the Christianities of Latin America, Africa, and Asia. The focus is on the shape the church takes in an increasingly globalized world. The course examines the encounter between European religious traditions and indigenous peoples, changing understandings of Christian mission, and relations between Christians and people of other faiths. Four credits.





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GBS/REL/PHL 3331. Asian Thought & Global Concerns.

This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Daoist and Shinto views of nature with large scale construction projects such as the Three Gorges Dam in China; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China; as well as implications for the rise of democracy throughout Asia. Four credits. Prerequisite: Junior or Senior Status, or permission of instructor.



GBS/REL 3332. Fundamentalism & Violence. This global studies course will explore the phenomena of religious fundamentalism and religiously motivated violence. Topics that will be covered include religious sacrifice, scapegoating, surrogate vicitimization, "othering," holy wars, martyrdom, suicide terrorism and non-violent resistance. The course will involve an exploration of the major theoretical perspectives on religious violence, as well as an examination of several world religions' historical and contemporary perspectives on violence (Christianity, Judaism, Islam, Buddhism, Hinduism). The course will conclude with an investigation of non-violent resistance movements and the work of figures such as Martin Luther King Jr., Gandhi, and Thich Nhat Hanh. Four credits.

GBS/BIO 3350. Emerging Infectious Diseases: a

world perspective. This course is designed to provide the student with a strong foundation in the social, environmental, economic, and biological aspects of infectious disease (e.g. AIDS, malaria, SARS, Yellow Fever, Rabies). Students will develop a deeper understanding of the impact that infectious diseases have on the global community. Four credits.

GBS/HST 3501. United States and East Asia. This course is an examination of the evolution of U.S.-East Asian relations since 1800. Four credits.

GBS/PSC 3510. Latin American Politics. This seminar compares the sociopolitical histories, governance systems, and policy priorities of numerous Latin American societies. Through in-depth case country studies, including regional powers Brazil and Mexico, students investigate questions with considerable relevance throughout the Latin America and beyond: why is poverty widespread despite the region's rich natural resources, why have military rule and revolution found widespread public support, how have US security and economic preferences impacted regional politics, and what can be done to strengthen the rule of law and democracy in Latin America? Four credits.

GBS/HST 3511. Modern China. This is a study of the revolution and reform in modern China. Four credits.

GBS/PSC 3520. Religious Movements and Politics in Global Perspective. This course examines how different religions have served as a catalyst for significant political social movements. In turn, these political social movements have impacted the political behavior and policy of people and nations around the world. The class will explore issues such as the political implication of assimilation policies geared toward Muslims in Western Europe, the political impact of liberation theology in Latin America, the impact radicalization of religion has had on political systems throughout the world as well as policy-making in religiously diverse nations. Four credits.

GBS/HST 3521. Rise of Modern Japan. This is a study of the social, economic, political and cultural transformation in modern Japan. Four credits.

GBS/HST 3602. Native Peoples of Latin America. This course focuses on the enduring legacy and complexity of

the native societies from the post-colonial to modern times. This course examines the cases of Mesoamerica, Brazil, and the Andes. Topics to be discussed are the colonial conquest, native responses, and the ways in which the Amerindian societies have participated in politics during the modern period. Four credits.

GBS/HST 3603. Consumption, Material Culture, and Environment in Latin American History. This course examines the relevance of consumption and the study of physical objects (material culture) to understand the Latin American past. History is not only the study of written documents. Topics such as architecture, urban planning, environmental management, garbage, consumption, consumerism, environmental history, cuisine, clothes, fashion, and visual arts are important ingredients of this survey. Four credits.

GBS/HST 3621. History of Brazil. The largest country of Latin America (and the third one in the Americas) has a complex and rich history. This survey explores the history of 'Terra de Santa Cruz' (the colonial name of Brazil) from the pre-Columbian sedentary civilizations to the modern period. Major topics include the Africanization of Brazil, Portuguese rule, the Empire, the question of Amazonia, 'racial democracy', and modern Brazil. Popular culture is also an important issue of this course. Four credits.

GBS 3700. France and the Muslim World. The relationship between France and the Muslim world extends over a long historical period full of eventful meetings for both. This course is a study of this special relationship. Emphasis on how France and the Muslim world meet in and outside of France (in today's global international reality) will be the focus of the course. Topics that will be at the core of the course will include trade, emigration, gender issues, arts, religion, cultural identity and metissage, international cooperation, security and research. Taught in English. Four credits. Prerequisite: Eng 1102 or ENG 1103, and Junior status or permission of the instructor.

GBS/HST 3701. The United States and the Middle

East since 1945. This course is a diplomatic, political, and economic history of American involvement in the Middle East and Europe since World War II. The course presents different interpretations of the role the United States has played in the region. Four credits. Prerequisite: HST1701, HST2701, or permission of instructor.

GBS 3730. West Africa and the Caribbean: Societies and Cultures. This course provides students with general information on some of the most representative aspects of western African and Caribbean societies and cultures today. The majority of the course will be devoted to the study of contemporary western Africa and Caribbean societies from early 1950s to present. Four credits. Prerequisite: Eng 1102 or ENG 1103, and Junior status or permission of the instructor.

GBS/ECO 3740. Global Political Economy. A study of the interrelationship of economics and politics in the global system. Emphasis on public policy in areas such as trade, finance, security, foreign aid, MNCs, technology transfer, and the gap between rich and poor countries. Examination of arguments for and against globalization, by neo-mercantilists, structuralists, and free-market thinkers. Four credits.

GBS 3750. French Cinema: Text and Culture. This course emphasizes the role of film as a way to learn about people, places, systems of beliefs and cultural values. It presents some important French cultural perspectives that are also present in the US culture. It facilitates the student's reflection on explicit comparisons between the "home/native" culture and the "other" culture in order to discuss how each cultural system is both actively different, and more and more alike. Four credits. Prerequisite: ENG 1102 or ENG 1103, and junior status or permission of the instructor. Taught in English.

GBS/ECO 4430. Comparative Economics. A

comparison of capitalism and socialism, both in theory and practice. Students will gain an understanding of the economies and ways of doing business of the United States, Japan, Germany/EU, Russia, China, Mexico, and other representative countries. Four credits. Prerequisites: ECO 2010 or 2030.

GBS/ECO 4460. International Economics. An overview of international trade and finance. Students will learn comparative advantage theories, and practical lessons for exporting. Other topics will include national trade barriers and the WTO, trade deficits, exchange rates, and the debate about trade's impact on labor and the natural environment. Four credits. Prerequisites: ECO 2010 or 2030.

*taught in French **taught in Spanish

HISTORY

Dr. Larry Simpson, *Chair*; Dr. Michael Bennett, Dr. Lauren Brown, Dr. Peng Deng, Mr. Eric Duchess, Dr. Renzo Honores, Dr. Michael Kennedy, Dr. Philip Mulder, Dr. Paul Ringel, Dr. Frederick Schneid, Dr. James Stitt.

The goals of the department are to provide students with a comprehensive understanding of human society, past and present, and to develop the critical abilities which they will need to evaluate the modern world.

To further the general purpose of a liberal arts education, the department offers a wide variety of introductory courses covering such topics as the heritage of mankind, the mechanics of political organization, and the relationship of government to society.

The major programs are designed to serve the needs of those who intend careers in such fields as government service, law, business, and education.

The Department of History offers two major programs: History and History with Certification in Social Studies. (The History with Certification in Social Studies major is available only in conjunction with enrollment in the Teacher Education Program.) Minor concentrations are available in History, International Studies and Latin American Studies.

Requirements for a B.A. in History (40 Credits)

 1) 12 credits Introductory and Intermediate-Level Courses 4 hours 1xxx-or 2xxx-level courses in major field 8 hours 1xxx-or 2xxx-level courses in minor fields (4 hours from each of other fields)

At least 4 hours must be done at the 2xxx-level to satisfy this requirement.

- 2) 8 credits Research and Experiential Courses 4 hours 2xxx-level course 4 hours 3xxx-level course
- 3) 16 credits Advanced Courses
 8 hours 3xxx-level courses in major field
 8 hours 3xxx-level courses in minor fields (4 hours from each of other fields)

Students who elect to do a history internship for 4 hours or more may substitute 4 hours for a course in their major field.

4) 4 credits Senior Seminar

Major Fields: Area A Europe (11xx; 21xx; 31xx)

Area B United States (12xx; 22xx; 32xx) Canada (23xx)

Area C Africa (14xx) East Asia (15xx; 25xx; 35xx) Latin America (16xx; 26xx; 36xx) Middle East (17xx; 27xx; 37xx)

Students may elect to do a concentration in one of the following areas for their major: East Asia, Latin America, or the Middle East by taking at least 4 hours of introductory and intermediate courses and at least 8 hours of advanced courses in that area.

Minor in History (20 Credits)

Students who wish to minor in history must complete 20 credits in history with at least one research or experiential learning course (HST2901; HST3901; HST3902; HST3903; HST3904; HST3908; HST3909) and at least one 3000-level history course.

HST 1101. Foundations in Western Civilization from Ancient Times to the Enlightenment. This course is a survey of Western civilization from its foundations to the eighteenth century, including the evolution of Western society, politics, culture and ideas will be examined. Four credits.

HST 1102. Foundations in Western Civilization since the Enlightenment. This course is a survey of Western civilization since the eighteenth century including the emergence of modern thought, politics, economy, society and empire. Four credits.

HST1103. Topics in Western Civilization. This course explores special topics in Western Civilization. Four credits.

HST 1104. War in the West from Rome to the Present. This course is an exploration of war and society in Western Civilization from Rome to the present. The course will examine the nature of war and warfare, in addition to the social and cultural dynamic of conflict in the west. Four credits.

HST 1105. The Marketplace in Historical Change. This course is an analysis of economic factors and commercial activity in Western Civilization from the Ancient World to the present.



These factors will be used as the prism through which the class will study the transformation of societies in Western Civilization. Four credits.

HST 1201. American Beginnings [to 1800]. This course is a survey of Native American contact with Europeans, cultural interactions in the seventeenth and eighteenth centuries, and the Revolution that created the United States. Four credits.

HST 1202. American Expansions [1800-1918]. This course is a survey ranging from the presidency of Thomas Jefferson through World War I. This class will explore a variety of expansions that occurred in the United States over this period, including territorial increase and its consequences, the extension of markets, transportation and industry across the continent, the enlargement of the voting public and its access to the political system, and the shift in individual and community perspectives as the nation grew from a collection of relatively isolated rural communities into a mobile and increasingly connected national populace. Four credits.

HST 1203. American Aspirations [1914 to present]. This course is a survey covering World War I through the present day. This course will investigate America's rise to a world power during the 20th century, paying particular attention to moments when popular, groundswell movements either bolstered America's strength or shook its very structures. Topics covered will include: the state and social reform; structural expansion (physical and economic/domestic and international); (re)division of racial and gender roles; communist containment; the liberal arc and the reinvigorated right; and America's global role at the dawn of a new century. Four credits.

HST 1401. Foundations of African History. This course addresses the major themes in African history from earliest times through African independence. The course examines traditional African social, economic, religious, and political institutions, the African slave trade and the Continent's encounter with the West, the conquest of Africa, colonial rule, and decolonization and self-rule of African states. Four credits.

HST 1501. Introduction to East Asian Civilization. This survey aims to introduce students to the cultural foundations of East Asia. In a chronological order, it will illustrate and discuss the origins and evolution of East Asian traditions such as Confucianism, Daoism, Buddhism, Shinto religion and their role in shaping institutions such as the state and family. Four credits.

HST 1601. Foundations of Latin American Civilization.

This course is a general introduction to the history and society of the region. Major topics to examine are the development of the pre-Columbian civilizations, the Spanish and Portuguese colonialism, the modern societies, and the current challenges of globalization. Four credits.

HST 1701. Foundations of Middle Eastern History. This course examines the history of the Middle East from the time of Muhammad and the establishment of Islam in the early seventh century, through the Arab conquest and the time of the Arab caliphates, the time of the Ottoman Empire, the age of European imperialism, and into the modern era. Four credits.



HST 2103. The Second World War: A Global History.

This course will explore the military history of the Second World War in the Mediterranean, European and the Pacific Theaters. It will examine the origins and course of the war, strategy, operations, occupation policy and the Holocaust. Four credits.

HST 2111. Britain, Pre-Roman to 1660. This course is a survey of Britain from the earliest times until the Restoration in 1660. Featured will be studies of constitutional development, the role of religion, and interplay with the continent of Europe. Four credits.



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HST 2112. Britain, 1660-1990. This course is a survey of Britain and its empire from Charles II to the end of Mrs. Thatcher's term as prime minister. Featured will be studies of growth of parliament, the economic transformation of Britain, the creation and end of empire, and Britain as a world power. Four credits.

HST 2201. American Identities. This course will explore the factors that have helped Americans to shape their own biographical identities and how those factors have changed over time. Students will examine a variety of biographical and autobiographical projects as a vehicle for exploring the disparate methods for constructing an American identity. Four credits.

HST 2202. American Moments. A course focused on particular years or decades in American history, studying decisive events, people, and changes in the context of broader themes in the United States. The course will focus on the chronological moment and its legacy in historical and popular memory. [Selection of chronological moments will vary with the assigned instructors for the sections of the course.] Four credits.

HST 2205. North Carolina: Perspectives on a State's **History.** This course addresses selected topics in the history of the state of North Carolina, its people, and its role in national and international contexts. Four credits.

HST 2212. Native Americans and Europeans: Encounters in Early America. A study of exploration, exchange, and settlement as Native Americans and newcomers negotiated over territories and land usage, and a newly created United States developed continental ambitions. Students will explore the geography of expansion and land use, cultural clashes and exchanges, debates and negotiations over control, and many intermediary contested grounds. Four credits.

HST 2215. Comparative Slavery and Bound Labor

Systems. This course is a comparative exploration of several slave systems in the world (African/Southwest Asian/ American) with consideration of slavery's development and evolution over time. Students would have readings on all topic areas, discussions, and both topically specific AND comparative paper assignments based on scholarly secondary sources. Four credits.

HST 2217. Slavery and Freedom in America. This course explores systems of labor, exploitation, and racism, which

developed in the American colonies and early United States. We will also study African American cultures and anti-slavery movements emerging in America during the enlightenment and revolutionary age. Four credits.

HST 2220. Revolutionary America. This course will trace the origins, experience, and legacies of the independence movement of the American colonists from England. We will explore the tensions leading to the break, the many participants and their quests, and the contests over the meaning and memory of the revolution and creation of the American republic. Four credits.

HST 2223. American Legal History. This course will provide an introduction to the history of American law and its relationship to other aspects of American society. We will explore topics such as the origins of American law, the legal aspects of revolution and building a new federal nation, the impact of law on the territorial and economic expansions of the nineteenth century, and the rise to prominence of issues of civil rights and civil liberties during the twentieth century. In addition, students will learn introductory components of legal research, reading and writing. Four credits.

HST 2227. The Struggle for Control: A History of American Business and Labor. This course examines the rise of American industry across the 19th and early 20th century, the development of monopoly capitalism, and the managerial middle class and the consequent creation of a working-class consciousness and the labor union movement. Coverage would include both agricultural and industrial labor from the late colonial period through the 20th century; the importance of technology; the labor union movement and labor struggles; women's labor; and the impact of globalization. Students would, of course, have readings in all areas and written papers; but would also have possibilities of individual or group projects, including oral histories of farmers/industrial workers/skilled craftspeople/union or anti-union supporters, etc., taken in the general High Point/ Central Carolina area and used for class reports/papers. Four credits.

HST 2230. Civil War and Reconstruction. This course will explore sectional discord and secession, the war and its impact on the soldiers and the home front, the efforts to reconstruct the nation in the decade after the war, and the contests over the meaning and memory of war. Four credits.

HST 2235. U.S. in the World: American Foreign Relations. This course will serve as an introduction to

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America's relationship with the broader world, with a specialized sub-focus on policy developments in one of four regions: Asia; Latin America; the Middle East; and Europe. Special attention will be paid to the concept of the nation-state and discussion surrounding empire, imperialism, colonialism (Orientalism, colonial and postcolonial theory), containment, dependency theory, and globalization. Four credits.

HST 2242. Men/Women, War/Peace: American Gender History, 1840-1990. This course will allow students to evaluate the role gender has played in shaping American society, with particular attention paid to how moments of stability (peace) or instability (war) prompted either the revision or affirmation of standard gender roles. Topics covered will include: Seneca Falls Women's Convention, the Civil War's impact on femininity, the emergence of the Dandy and the Fop, Progressivism and birth control, Depression-era manhood, Rosie the Riveter, the Feminine Mystique, NOW, Roe v. Wade and the ERA. Four credits.

HST 2247. Race Relations: America's Long Civil

Rights Movement. Popular conceptions of the civil rights movement center around the 1950s and 60s: Brown v. Board of Education, Greensboro's Woolworth sit-in, Rosa Parks and Martin Luther King, Jr., SNCC and CORE. But equal rights agitation did not appear whole cloth postwar. This course will introduce students to the long civil rights movement. Students will chart, from the turn-of-the-century forward, the ways the movement started and stalled, changed players and paths, and finally birthed the action of the 1960s and beyond. Particular attention will be paid to local individuals and locations for case studies and sources. Four credits.

HST 2251. Hollywood and American History. In this course, students will examine a variety of events, issues, and eras of American history as seen through the lens of Hollywood studios. Students will be introduced to the field of history and memory as we watch one film each week, compare the film treatment to other interpretations of the same subject, and discuss how our collective memories of our past are constructed and revised. Four credits.

HST 2301. The Canadian Experiment. This course examines Canadian history from the perspective of the peculiar arrangement of its population. Approximately eighty percent of Canada's population resides in a ribbon about one hundred miles deep and about three thousand miles wide. This pattern underpins the study of Canadian history and its institutions. Four credits. **HST 2511. Chinese History.** This course surveys the origins and evolution of the Chinese nation from ancient times to the early 20th century. It will discuss and explain the emergence of the Chinese nation, the development of Chinese culture in the pre-modern period and the revolutionary transformation of Chinese culture in modern times. Four credits.

HST 2521. Japanese History. This course surveys the origins and evolution of the Japanese nation from ancient to modern times. It will illustrate and explain topics such as the beginnings of the Japanese nation, the rise of the Yamato state, Japanese adoption of Chinese culture in medieval times, the Meiji Revolution and Japan's self-destruction in the 20th century. Four credits.



HST 2601. Colonial Latin America. This survey explores the history of the region after the 'discovery' of the New World. This course explores the interactions between Amerindians, Europeans, and Africans. The experiences of Spaniards and Portuguese are contrasted and compared as well as the vibrant and creative responses of the native populations. Four credits.

HST 2602. Modern Latin America. The independence of Latin American countries marks a turning point in the history of the region. This course examines the significant changes occurred from the 1820s to the present times. Changes in terms of economy, politics, ideas, and society are some of the major issues discussed in this course. Four credits.

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HST 2701. The Modern Middle East. This course examines political, economic, intellectual and religious, and cultural developments that have occurred in the Middle East from the late seventeenth century through recent times. The course emphasizes the challenges that political and economic modernity as well as imperialism have made to indigenous institutions and the responses that arose to such challenges. Four credits.



HST 2901. Historiography. This course is required for all history majors, and will initiate the student to the method and orientation of historical research. Prerequisites: History majors with sophomore or advanced standing; or permission of instructor. Four credits.

HST 3104. Renaissance and Reformation. This course attempts to integrate the Renaissance and Protestant Reformation through a focus on humanism and its role in the creation and spread of the Reformation. Prerequisite: HST1101 or permission of instructor. Four credits.

HST 3105. Empires, Soldier Kings and Philosophers. The course will explore the history of Early Modern Europe from 1603-1789. It was an age of profound change that included the Military Revolution, absolutism, Enlightenment, state-building, cultural and social developments, and the emergence of commercial economies. Prerequisite: HST 1100 level or permission of instructor. Four credits.

HST 3106. The French Revolution and Napoleon. This course will explore the political, diplomatic, military, social and intellectual impact of the French Revolution and Napoleonic Era upon France and Europe. Themes will include the origins and course of the Revolution, the Reign of Terror, Europe's response to the Revolution, and the rise and fall of Napoleon's empire. Prerequisite HST 1100 level or permission of instructor. Four credits.

HST 3107. The Age of Revolutions and the Birth of Modern Europe, 1815-1914. The course will examine the political, diplomatic, economic, social, military and intellectual development of Europe from the Congress of Vienna to the First World War. The industrial revolution, the revolutionary movements, unification of Italy and Germany, and the age of imperialism are all topics to be explored. Prerequisite HST 1100 level or permission of instructor. Four credits.

HST 3108. Europe in Crisis, 1914 to 1945. This course will explore the political, diplomatic, military, social and economic developments in Europe from World War I through World War II. Themes will include the changing nature of European politics and society, the rise of Communism, Fascism and Nazism and the impact of the World Wars upon Europe. Prerequisite HST 1100 level or permission of instructor. Four credits.

HST 3121. Modern Russia. This course is a study of political, economic, social, and intellectual developments that occurred in Russia and the former Soviet Union during the last two centuries. Prerequisite HST 1100 level or permission of instructor. Four credits.

HST 3191. European Economic History. This course will be an examination of the role economic activity played in the rise of Europe in world affairs. The course will review the "early Renaissance" of the 11th and 12th centuries along with a critique of medieval commerce prior to a more thorough examination of how the "commercial revolution" and banking changes of the early Renaissance era began the integration of the European economy. The course will end with the creation of the integrated European community, post WWII. Featured in the length of the course will be studies of the industrial revolutions,





technological changes, modern banking, alteration of government laws to facilitate trade, and the role of empire in economic strength. Prerequisite: HST1102 or permission of instructor. Four credits.

HST 3211. Case Studies in American Legal History.

This course will focus on a single topic in American legal history; possibilities include constitution writing, the history of family law, or interpretations of the 14th Amendment. Through this more focused process, students will gain more insight into the factors that cause interpretations of law to change over time. Prerequisite: American Legal History (HST2223) or permission of the instructor. Four credits.

HST 3212. American Thought and Culture. This class will introduce students to the ideas that have shaped American cultures. Students will explore writings, paintings, films, and other forms of expression in an effort to understand how the ideas of both elites and less reputable members of society become absorbed into the mainstreams of American society. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3214. Place and Space in American History. A

study of American historical geography and the importance of place and space in American history. Topics will include the study of rural, urban, and suburban regions, their development, and their relationships, regionalism and regional identities, and the role of expansion in American history. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3218. Asian America. This seminar will introduce students to the experiences of Asian Americans. In an interdisciplinary approach, it will combine history with literary texts to demonstrate and explain the trials and triumphs of Asian immigrants and their descendants in the United States. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3221. The Atlantic World in Transition. This is a reading/discussion/writing course---with a heavy emphasis on cultural development and gaining a better understanding of America's connections to the world. The Atlantic World in Transition is an examination of European, Native American and West African cultures from the immediate "pre-exploration" period of the early 15th century, through first contact situations and the transitional period of cultural exchange from the 17th through 18th centuries. Concentration is given to 1) Western European societies

(Spain/Portugal/England/France/The Low Countries) from the eve of exploration through early colonization efforts, including the developing rivalries over territory in the Americas; 2) Meso-American and Eastern Woodland civilizations in the pre-contact period, the effects of early contact and how relationships evolved with various European arrivals; 3) West African societies and the changes wrought in them by increased European contact, both at home and in the transition of enslaved populations to the Americas. The final portion of the course covers the development of creolized societies in the Caribbean and the early settlements of North, South and Central America as the various cultures cross, intertwine and blend. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3222. Enlightenment and Revelation: Rational and Irrational in America. Cases studies in the intermingling of rational and traditional perspectives as science and enlightenment are developed and unevenly applied in an era of discovery. The case studies will focus on science, discovery, and exploration; popular traditions; the emergence of religious freedom; and clashes and alliances of reason and revelation. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3231. Creating the American Consumer, 1850-

1929. This class will explore the growth of consumer culture in the United States. Topics addressed will include corporate efforts to nurture consumption, shifting ideas about the propriety of consuming and about the intersection of consumption and gender, and conflicting interpretations of the positive and negative impacts of consumerism on American society during this period. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3241. Sex and the City: American Women and the Urban Landscape. In this seminar students will examine the relationship between the urban environment and women's history. Special attention will be paid to changes in work—working conditions, types of employment offered, the shifting nature of domestic labor—and leisure. Sample class activities include film viewings and analysis of physical structures (such as multiple readings of New York's Central Park—a place for genteel gender performance in the early 20th century or a dangerous urban wilderness in the 1980s?) Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.



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HST 3243. Cuba Libre: American & Cuban Culture

under Castro. Ernest Hemingway once said, "in terms of beauty, only Venice and Paris surpass Havana." Indeed, from the 1930s to late-1950s, Havana, Cuba was the destination of choice for Americans of means. Frank Sinatra, Ava Gardner, Gary Cooper, and Marlene Dietrich made it their retreat while gangsters like Meyer Lansky and Lucky Luciano ran the hotels' gambling scenes. All of this changed with the Revolution of 1959. This course will chart the cultural relationship between Cuba, Russia, and the United States over the past fifty years as well as evaluate the ways minor isolation may have nurtured a particular brand of Cuban cultural development. Specific attention will be paid to the relationship between the state and the arts under Castro. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3245. Bombs and Ballet: the Cultural Cold War.

How does a nation win a war without military action? As "containment" came to dominate post-war American foreign policy, it became clear both to American politicians and the public that perception and propaganda would play an important, if not the most important, role in fending off the Soviets and protecting the American Way of Life. This course will introduce students to major battles of the Cultural Cold War; amongst them the activities of Voice of America, Texan pianist Van Cliburn, the exchange of the New York City Ballet and the Bolshoi, and the international tours of artists Martha Graham, Dizzy Gillespie, and the musical Porgy and Bess. Particular attention will be paid to issues of cultural hierarchy, government support of the arts, conceptions of the "American" or "Soviet," the role of consumer culture, and the relationship between the Cold War and civil rights. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3262. America Consumed: Mall Rats & Made in the U.S.A.: Postwar Consumption at Home & Abroad.

Students will be introduced in this course to the study of postwar U.S. history through the lens of consumption: what we buy, where we buy it, how we pay for it, and why purchasing power is important personally and politically. Special attention will be paid to the emergence of credit, the development of overseas markets, the landscape of consumption, and contemporary advertising. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits. **HST 3501. United States and East Asia.** This seminar explores the origins and development of the relationship between the United States and East Asia. Major topics dealt with in this seminar include the development of trade between the U.S. and China, the opening of Japan, the United States and the Chinese Revolution, world wars in the Pacific world, Korean War, Vietnam War, and the Cold War in East Asia. Prerequisite: HST1501 or permission of the instructor. Four credits.

HST 3511. Revolutionary China. This seminar explores the origins, evolution, and decline of the Chinese revolution in the 20th century. Major topics dealt with in this course include the Chinese republican revolution, the early Chinese republic, the rise of the Chinese communist movement, the Chinese civil war, the early People's Republic, and the Great Cultural Revolution. Prerequisite: HST1501 or permission of the instructor. Four credits.

HST 3521. Rise of Modern Japan. This seminar explores the experiences of the Japanese in modern times. In an interdisciplinary approach, it will explain the foundations of modern Japan, the Meiji Revolution, Japan's continental expansion to its defeat in World War II and its transformation in the post-WWII period. Prerequisite: HST1501 or permission of the instructor. Four credits.

HST 3601. Pre-Columbian Civilizations. This course studies four of the major civilizations of the pre-Columbian world: Mayas, Aztecs, Chibchas, and Incas. This course explores their ideology, economic organization, religion, social structure, and government. Finally, this course also discusses the legacy of these four civilizations. Prerequisites: HST1601 or permission of instructor. Four credits.

HST 3602. Native Peoples of Latin America. This course focuses on the enduring legacy and complexity of the native societies from the colonial to the contemporary scenario. This course examines the cases of Mesoamerica, Brazil, the Caribbean, and the Andes. Topics to be discussed are the colonial conquest, native responses, and the ways in which the Amerindian societies have participated into politics during the modern period. Prerequisites: HST1601 or permission of instructor. Four credits.

HST 3603. Consumption and Material Culture in Latin America. This course examines the relevance of consumption and the study of 'objects' (material cultural) to understand the Latin American past. History is not only the study of 'written' documents. Topics such as environmental management, garbage, architecture, urban planning, consumerism, cuisine, clothes, fashion, and visual arts are important ingredients of this course. Prerequisites: HST1601 or permission of instructor. Four credits.

HST 3611. History of Mexico. A survey of the Mexican history since the pre-Conquest period. This course examines the most significant events of Mexican past. This course also examines the rise of the idea of 'Mexicanness' and shows the complexity, diversity, and vibrant elements of the Mexican culture. Prerequisites: HST1601 or permission of instructor. Four credits.

HST 3621. History of Brazil. The largest country in Latin America (and the third one in the Americas) has a complex and rich history. This survey explores the history of the 'Terra de Santa Cruz' from the pre-Columbian nomadic civilizations to the modern period. Major topics include the Africanization of Brazil, the Portuguese, Spanish, and Dutch rules, the Empire, the question of the Amazonia, race relations and the concept of 'racial democracy.' Popular culture is also an important issue of this course. Prerequisites: HST1601 or permission of instructor. Four credits.

HST/PSC 3701. The United States and the Middle

East since 1945. This course is a diplomatic, political, and economic history of American involvement in the Middle East and Europe since World War II. The course presents different interpretations of the role the United States has played in the region. Prerequisite: HST1701, HST2701, or permission of instructor. Four credits.

HST 3702. The Arab-Israeli Conflict. This course is an examination of the dispute that arose between Arabs and Jews from the time of Zionist colonization during the late nineteenth century and the developments that have occurred in this controversy through recent times. Prerequisite: HST1701, HST2701, or permission of instructor. Four credits.

HST 3901. History Detectives. In this course, students will gain hands-on experience of how historians pursue their craft. Students and the professor will spend the semester working collaboratively to research, interpret, and present their findings on a single historical problem selected by the professor. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3902. A Lens on History. This course will introduce students to the production of history using analytical categories such as race, class, or gender. Students will

investigate how the method emerged, its basic theories, and most importantly—how the category changes the type of questions history can ask and the evidence used to answer. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3903. Public History. This course is an introduction to the theory and practices of public history, including applications in museum work, historical sites, and archives and public records. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3904. Oral History. This class will introduce students to the research technique of oral history. Students will study the benefits and pitfalls of oral history as a source of historical evidence, take a seminar that trains them to conduct oral history interviews, and interview local community members on a topic collaboratively constructed by the student and professor. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3905. Student Intern Program. Four to twelve hours credit. (See program description.)

HST 3908. History on the Road. A course that will combine an intensive classroom experience with an experiential learning trip to historical sites. Prerequisite: One 1000 or 2000 level history course or permission of the instructor. Four credits.

HST 3909. Collaborative Research. This course emphasizes active student involvement in the research and writing process with a student working individually with a member of the department faculty. Prerequisites: One 1000 or 2000 level history course, a 3.45 minimum GPA, and permission of both the instructor and the department chair. Four credits.

HST 4001. Senior Seminar. This course is required of all history majors. It is a reading and discussion course that covers a specific topic in history. The course emphasizes historiography and considers various interpretations. The student's work in the course will culminate in a substantial research paper done with the close collaboration with a faculty member from the department. Prerequisite: History majors with senior standing or permission of instructor. Four credits.

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HUMAN RELATIONS, SOCIOLOGY AND NONPROFIT STUDIES

Dr. David Bergen, *Chair*; Dr. Christine Cugliari, Dr. Joshua Fisher, Dr. Allen Goedeke, Dr. Patrick Haun, Dr. Terrell Hayes, Mrs. Pamela Palmer, Mr. David Walker.

Human Relations:

The major provides an academic base for students pursuing careers involving interpersonal relationships and emphasizes the human side of professional organizations. Human relations is an academic program grounded in organizational



behavior that embraces the theory to practice perspective. Program content integrates an interdisciplinary approach providing a broad-based curriculum based in analytical, conceptual and behavioral studies drawing from the social sciences and organizational theory. Examples of instructional activities utilized within the major that serve to complement the traditional lecture format include group discussions, student debates, panel presentations, individual and group research projects, service-learning, civic engagement, external organizational consultation, practica and internships, off-campus observations and interviews, and case study analysis and presentation. Unique to the major in Human Relations is that these nontraditional approaches strengthen student learning while simultaneously demonstrating the very outcomes valued within the curriculum. With emphasis on a pedagogical approach that is both theoretical and experiential in nature, academic focus is on contemporary knowledge related to the optimization of human interaction for increased performance within the work environment.

The academic major is based upon a core curriculum that addresses the primary competencies in interpersonal and group dynamics, organizational behavior, leadership, conflict resolution, public relations, project management, policy, and research methods. Pedagogical approach is consistent across the curriculum with experiential components integrated into every class. Some courses will meet the experiential component within scheduled class time while other courses will require a significant out-ofclass component that solidifies student learning through diverse and comprehensive application of course material. Additionally, a practicum and internship continue to be an integral and required dimension of the major. Required elective choices are personalized to strengthen the major through meeting student interest as related to individualized professional work and graduate study goals.

Graduates with a B.A. in Human Relations are prepared to pursue leadership and management positions within local, national, and international organizations. Examples of post-graduation professional roles of majors include management, sales, human resources, marketing, public relations, project management, training and development, and diverse additional areas. Many majors pursue graduate study in programs within business management, marketing, international management, public relations, conflict resolution, and training and development areas.

Nonprofit Leadership and Management:

The Nonprofit Leadership and Management major prepares students for leadership and management positions in the nonprofit sector. Students learn the primary theoretical frameworks of nonprofit management, engage in participatory assignments and projects related to leadership, organizational and community development, and gain professional experience working in a nonprofit organization. Each student develops a career portfolio that outlines and documents professional experiences they obtain throughout various aspects of the program. As students grow and develop, from their experiences, they are advised in preparing for a career in the nonprofit sector.

Graduates with a B.A. in Nonprofit Leadership and Management are prepared to pursue leadership and management positions on the local level, nationally and internationally. Examples of professional roles in a nonprofit organization are Volunteer Management, Executive Leadership, Fundraising and Development, Financial Management, Human Resources, Marketing and Public Relations and Program Development and Management.



Sociology:

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. The inevitability of social change means that students need to be prepared for future uncertainties. The sociology program at HPU is designed to provide students with a broad-based understanding of human behavior and society applicable to many professional areas and one that provides students with an incredible opportunity to engage with the world sociologically through internships research practicum's and collaborative research with faculty and other students while also positioning them well as they enter the job market or graduate school. Our program emphasizes the practical application of sociological theory and research methodologies in order to critically assess situations, beliefs, policies, and practices in an effort to resolve problems and facilitate positive social change locally, nationally, and globally.

Requirements for a B.A. in Human Relations (38 credits)

HRE 1550 Human Relations and Interpersonal Dynamics COM 2235 Public Relations Techniques HRE 2370 Conflict Resolution and Stress Management HRE 3220 Leadership Development and Group Dynamics HRE 4220 Advanced Leadership and Team Development HRE 3710 Service Learning Practicum (2 credits) HRE 4811-4815 Internship HRE 4880 Policy and Research Methodology

Two of the following courses: HRE 2200 Advanced Interpersonal Relations HRE 3550 Project Development and Management HRE 4110 Undergraduate Research HRE 4444 Independent Study HRE 4450 Seminar in Training and Organizational Development NPL 3300 Counseling and the Helping Professions SOC 3040 Social & Global Inequalities

Requirements for a B.A. in Sociology (36 credits):

SOC 1010 The Individual and Society or ANT 1020 Cultural Anthropology

SOC 2050 Classical Theory and Contemporary Applications SOC/PSC 2018 Research Methods in Political Science and Sociology

Six additional courses (24 credits) in Sociology with the following guidelines: only 4 hours of internship can be counted toward fulfilling major requirements and no more than 8 hours of SOC 4018. Majors must complete at least 4 hours toward major in a 4000 level course. In addition only 2 of 6 SOC

electives may be fulfilled with cross-listed courses. SOC 2020 Sociology of Mass Communication SOC 2030 Sociology of the Family SOC 2040 Race and Ethnicity SOC 2060 Sociology of Culture, Religion, and Society SOC 2070 Sociological Social Psychology SOC 3020 Appalachian Society and Nonprofits (A Travel America Course) SOC 3030 Sociology of Health and Illness SOC 3040 Social & Global Inequalities SOC 3060 International Migration SOC 3070 The Social Construction of Deviance SOC 3090 Professional Internship in Sociology SOC 3091 Professional Internship in Sociology SOC 3092 Professional Internship in Sociology SOC 3093 Professional Internship in Sociology SOC 4000 Environment & Society SOC 4010 Visual Sociology and Social Documentation SOC 4015 Sociology of Work and Family SOC 4018 Research Practicum SOC 4020 Senior Thesis I SOC 4021 Senior Thesis II SOC/COM 2282 Players, Gamers, and Game Cultures SOC/COM 3344 Media Representations: Race, Class and Gender SOC/COM 3374 Women and Culture SOC/COM 3384 Hip-Hop Culture

Requirements for a B.A. in Nonprofit Leadership and Management (34 credits):

NPL 1250 Nonprofit Organizations and the Voluntary Sector NPL 2750 Volunteerism and Philanthropy NPL 3250 Fundraising and Program Evaluation NPL 3300 Counseling and the Helping Professions NPL 3710 Service Learning Practicum NPL 4811-4815 Internship NPL 4880 Policy and Research Methodology HRE 3220 Leadership Development and Group Dynamics One course selected from:

COM 2235 Public Relations Techniques HRE 3550 Project Development and Management HRE 4220 Advanced Leadership and Team Development HRE 4450 Seminar in Training and Organizational Development NPL 4110 Undergraduate Research NPL 4444 Independent Study SOC 3040 Social & Global Inequalities



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Requirements for a minor in Human Relations (20 credits):

HRE 1550 Human Relations and Interpersonal Dynamics HRE 3220 Leadership Development and Group Dynamics HRE 4220 Advanced Leadership and Team Development

Two additional courses in HRE excluding: HRE 3710 Service Learning Practicum HRE 4110 Undergraduate Research HRE 4120 Independent Study



Requirements for a minor in Sociology (20 credits):

Any five (5) Sociology courses with the exception of: SOC 3090 Professional Internship in Sociology SOC 3091 Professional Internship in Sociology SOC 3092 Professional Internship in Sociology SOC 3093 Professional Internship in Sociology SOC 4020 Senior Thesis I SOC 4021 Senior Thesis II No more than two cross-listed courses may be counted toward the minor.

Requirements for a minor in Nonprofit Leadership and Management (20 credits):

NPL 1250 Nonprofit Organizations and the Voluntary Sector NPL 2750 Volunteerism and Philanthropy NPL 3250 Fundraising and Program Evaluation Two additional courses in NPL or HRE excluding: NPL/HRE 3710 Service Learning Practicum NPL/HRE 4110 Undergraduate Research NPL/HRE 4120 Independent Study

Requirements for a minor in Leadership (18 credits):

HRE 3220 Leadership Development and Group Dynamics

HRE 4220 Advanced Leadership and Team Development HRE 3710 Service Learning Practicum (2 credits) HRE 4711** Internship

One additional approved course in HRE, HST, or PSC (Approved by the appropriate department chair)

**HRE 4711 is a unique internship experience and is in addition to internships required within a student's major/ minor

Requirements for a minor in Anthropology (20 credits):

ANT 1020 Introduction to Cultural Anthropology ANT 2270 Anthropology in Contemporary Society ANT 3120 Ethnographic Studies Plus two additional courses in Sociology at or above the 2000 level

ANT 1020. Introduction to Cultural Anthropology.

Cultural anthropology is the comparative study of society, culture, and human diversity. This class will focus on the various ways that peoples' lives are shaped by social relations, history, political economy, and cultural images. In this course, anthropology will be explored through diverse readings from within the discipline as well as present a survey of the different theoretical approaches that anthropologists have taken in their studies of various cultures and societies. The course will introduce students to the areas of inquiry of cultural anthropology: family and social organization, religion, beliefs and rituals, conflict, social control, exchange and transactions, social suffering and healing, globalization, transformations of citizenship, alterations in local worlds, individual agency and social structure, and other topics. This course will also serve to introduce students to ethnographic fieldwork methods and to the practice of anthropology. Four credits.

ANT 2270. Anthropology in Contemporary Society.

This course examines a broad range of theories in contemporary cultural anthropology and investigates how these frameworks are applied to important issues and questions in today's society. Focus will include how these theories relate to various methodologies for understanding different aspects of culture. The course is organized around readings, discussions, and writing assignments that reflect a wide range of important contemporary topics. These include consideration of the role of structure and agency in shaping social and cultural phenomena, as well as an assessment of several central intellectual constructs in anthropology, including the body, gender, power, and property. A central question of the course is: What critical issues do anthropologists attempt to address as they develop and "Human Relations has provided me with so many opportunities to grow personally and professionally with the support of my professors and the knowledge gained from my classes."

Cassidy Cloyed (graduating 2010)

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apply explanatory frameworks to contemporary social and cultural processes? Four credits. Prerequisite: ANT 1020.

ANT 3120. Ethnographic Studies. This course is an introduction to the practice of ethnography. Utilizing both classic and contemporary ethnographic studies, students will explore and investigate a variety of intersecting cultural anthropological topics, in each case examining what evidence is available, how this information is packaged, and what is revealed about human nature. Students will not only be exposed to a wide variety of topics within cultural anthropology but will also have the opportunity to conduct their own ethnographic projects both independently and in collaboration with others. Four credits. Prerequisite: ANT 1020 and ANT 2270.

HRE 1550. Human Relations and Interpersonal

Dynamics. An examination of the multiple constructs of interpersonal relations linked to achieving both organizational and individual goals and objectives by developing an understanding of human behavior within organizations. Contributing constructs in communication, perception, personality, leadership, motivation, group behavior, organizational structure, change, power, stress, creativity, and values are examined from both theoretical and practical application viewpoints. Topics will include: the interpersonal, technical, and administrative systems of an organization; an overview of project development and management; organizational behavioral effectiveness; and the challenges of the contemporary work environment. Four credits. Prerequisites: Freshman, Sophomore or Junior status or permission of instructor.

HRE 2200. Advanced Interpersonal Relations. The course addresses the challenge of effective interpersonal relationships and organizational success combined with the ability to relate and respond effectively with customers, coworkers, superiors, and important others through a mastery of human communication skills. Giving and receiving constructive feedback, effective listening, responding to organizational communication challenges in a manner that facilitates creative problem solving, accurately interpreting nonverbal messages, and interpersonal communication strategies will be introduced and demonstrated. Four credits. Prerequisite: HRE 1550.

HRE 2370. Conflict Resolution and Stress

Management. An exploration of the changing nature of work relationships, interpersonal conflict, and stress in contemporary organizations and personal lives. An

understanding of conflict resolution, stress management, negotiation, and mediation in work and personal environments will be developed. Consideration is given to interpersonal interactions, individual performance objectives, social structures, the pressure to achieve, job characteristics, the political climate, and finding nonviolent and constructive outlets to manage and dissipate stressful feelings while creating positive solutions to resolve and strengthen human relationships. Role play, simulations, and small group stress management exercises will be demonstrated. Four credits. Prerequisite: HRE 1550.

HRE 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.



HRE 3220. Leadership Development and Group

Dynamics. An exploration of workplace strategies individuals can utilize to develop high performance groups resulting in the completion of organizational objectives and the development of job satisfaction. Methodologies to be addressed include the identification of leadership style and skills, empowerment, cooperation and motivation strategies, the implementation of creative problem solving techniques, and the process through which group dynamics and leadership are developed and maintained. The student will experience a broad range of leadership and team building exercises through a significant project involving in-depth observation and feedback. Four credits. Prerequisite: HRE 1550.

HRE 3550. Project Development and Management.

Introduces specific techniques and insights required to implement projects; explores problems of selecting, initiating, operating and controlling projects; addresses the demands

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and skills needed by project managers; and encompasses the challenges associated with conducting a project involving diverse people and organizations. A faculty supervised project is coordinated and completed in a workplace setting. The project requires implementation and management of a project proposal and action plan. Four credits. Prerequisite: HRE 1550 and HRE 3220.



HRE 3710. Service Learning Practicum. An exploration and practical application of the human relations skills necessary to strengthen a student's ability for successful career development. The student will identify and develop strategies supporting professional objectives and goals. An internship portfolio, personal self-assessment inventories, a professional resume, and 40 hours of service learning within a student-selected and instructor approved professional environment will be completed. Two credits. Prerequisite: HRE and NPL majors only or permission of instructor.

HRE 4110. Undergraduate Research. Undergraduate Research is designed to allow students to develop and practice research methods, such as independent project design, data gathering techniques, data analysis, and report writing, in collaboration with a faculty member. The course will expand on topics covered in the Policy and Research Methodology course. Students must contract with a faculty member to work on an existing research project or to develop a new project, and a specific list of responsibilities must be developed prior to approval. Credit is variable, and depends on the quantity and depth of work. Prerequisite: HRE 4880.

HRE 4220. Advanced Leadership and Team Development.

An advanced leadership development seminar designed to inform and challenge the student on themes of leadership principles and practices. The student will be exposed to a broad range of leadership issues through readings, interactions and discussions with practitioners, and an in-depth group supervisory experiential activity offering in-depth analysis and feedback. Implications of human relations in the team management process are investigated. Emphasis will be on the study of management concepts and practices and include planning and strategic management, organization behavior and leadership, operations management, and the management of human resources. Four credits. Prerequisite: HRE 1550 and HRE 3220, junior or senior status.

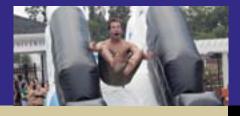
HRE 4444. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in Human Relations.

HRE 4450. Seminar in Training and Organizational

Development. Provides an overview of the training and development functions in business, education, government, and nonprofit organizations. Students will be introduced to major topics in training and development, including organizational strategy, needs assessment, adult learning, training evaluation, management development, selection of appropriate instructional methods, computer and web-based training, and organizational change and development. Issues in employee development including assessment of employee competencies, opportunities for learning and growth, and the roles of managers in employee development are explored. Application of course concepts will be based in program marketing, proposal writing, funding, workshop development, and evaluation. Four credits. Prerequisite: HRE 1550 and HRE 3220.

HRE 4811-4815. Internship. Off-campus internship experience for junior and senior human relations majors. With faculty sponsorship and department approval, students extend their educational experience through internships in diverse settings related to their major studies. Prerequisite: HRE 3710, Human Relations major and 20 credits in human relations. Four credits may be counted toward fulfilling major requirements.

HRE 4880. Policy and Research Methodology. Policy development, analysis, and implementation are examined within



a variety of organizational contexts. Research methods are explored through a practical approach to research and writing in the social sciences. Topics include evaluation of published research, hypothesis development and testing, data collection and analysis, and the writing of a major research report. Emphasis will be placed on the use of empirical evidence in policy creation and writing. Research projects will be formally presented to the public through the Human Relations, Sociology, and Nonprofit Senior Symposium. Four credits. Prerequisite: Human Relations major and 20 credits in human relations.

NPL 1250. Nonprofit Organizations and the Voluntary

Sector. An overview of the role nonprofit and human service organizations hold in contemporary global society. Primary emphasis will focus on the development, leadership, and administration of human services, community programs, and nonprofit organizations. Topics include needs assessments, program development and planning, case management, organizational structure, and working with diverse populations. Readings and discussions will include the political, social, cultural, and economic impacts including advocacy roles involving scientific, environmental, human services, and human rights issues. This course will include a community service component. Four credits.

NPL 2750. Volunteerism and Philanthropy. An indepth understanding of volunteerism and philanthropy is explored through the review of current research, principles for practice and theory from the field of management in relation to volunteer administration and philanthropic studies. Specific subtopics include volunteer administrator as leader and manager, recruiting volunteers, designing a volunteer program, training volunteers, understanding philanthropy, philanthropy in society and strengthening philanthropic practice. Four credits. Prerequisite: NPL 1250.

NPL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

NPL 3250. Fundraising and Program Evaluation.

Fundraising methods, strategies, and techniques are explored. Evaluation concepts, frameworks, and approaches are explained relevant to monitoring the effectiveness of human services, community programs, and nonprofit organizations. Specific topics include fundraising campaigns and events, grant writing, outcome based evaluation, and development of evaluation plans. Prerequisite: Four credits. NPL 1250.

NPL 3300. Counseling and the Helping Professions.

Introduction to the practice and field of counseling and related helping professions through an examination of the history and theoretical basis of the field. Topics include the ethical, moral and legal issues of professional practice and the skills and techniques required of a counselor. Students gain skills in applying theories and methods through use of case studies, role playing, simulations, off-campus observations, and other experiential strategies. Four credits.



NPL 3710. Service Learning Practicum. An exploration and practical application of the human relations skills necessary to strengthen a student's ability for successful career development. The student will identify and develop strategies supporting professional objectives and goals. An internship portfolio, personal self-assessment inventories, a professional resume, and 60 hours of service learning within a student-selected professional environment will be completed. Two credits. Prerequisite: HRE and NPL majors only or permission of instructor.

NPL 4110. Undergraduate Research. Undergraduate Research is designed to allow students to develop and practice research methods, such as independent project design, data gathering techniques, data analysis, and report writing, in collaboration with a faculty member. The course will expand on topics covered in the Policy and Research Methodology course. Students must contract with a faculty member to work on an existing research project or to



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develop a new project, and a specific list of responsibilities must be developed prior to approval. Credit is variable, and depends on the quantity and depth of work. Prerequisite: NPL 4880.



NPL 4444. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in Nonprofit Leadership and Management. Four credits. Prerequisite: Permission of instructor.

NPL 4811-4815. Internship. Off-campus internship experience for junior and senior nonprofit leadership and management majors. With faculty sponsorship and department approval, students extend their educational experience through internships in diverse settings related to their major studies. Prerequisite: NPL 3710, Nonprofit Leadership and Management major and 20 credit hours in nonprofit leadership and management. Four hours may be counted toward fulfilling major requirements.

NPL 4880. Policy and Research Methodology. Policy development, analysis, and implementation are examined within a variety of organizational contexts. Research methods are explored through a practical approach to research and writing in the social sciences. Topics include evaluation of published research, hypothesis development and testing, data collection and analysis, and the writing of a major research report. Emphasis will be placed on the use

of empirical evidence in policy creation and writing. Research projects will be formally presented to the public through the Human Relations, Sociology, and Nonprofit Senior Symposium. Four credits. Prerequisite: Nonprofit Leadership and Management major and 20 credits in nonprofit leadership and management.

SOC 1010. The Individual in Society. This course serves as an introduction to the science of sociology. Through sociological readings, class discussions, and visual media we will explore prominent sociological principles, concepts, theories, and ideas. Emphasis will be placed on applying sociological insights to understanding various facets of contemporary life and how we as individuals are influenced by the various social environments and social institutions in which we interact. Four credits. Fulfills Area II social science requirement

SOC/PSC 2018. Research Methods in Political Science

and Sociology. Research in the social sciences has transformed public policy in recent decades, but how can we be confident that this research is yielding valid results rather than just the biased preferences of researchers? This course answers this question by surveying the primary techniques that political scientists and sociologists use to describe and explain individual, group, and national behaviors. Course topics will include ethical considerations, project design, hypothesis development and testing, and the reporting of results. The methodologies investigated will include practices such as interviewing and observation, focus groups, survey research, content analysis, and various types of statistical analysis. Students will gain hands-on research experience in exercises and small projects. Four credits. Prerequisite: Except by instructor consent, this class is restricted to political science and sociology majors.

SOC 2020. Sociology of Mass Communication. The course examines the complex interplay between mass communication and social life and the messages that are communicated and received. Students will critically engage all forms of mass media, ranging from traditional print, radio, and television to the new information technologies: the Internet, facebook and youtube. Discussions will involve the mass media's role in socializing mass audiences. The social, economic and political systems that influence and are influenced by the mass media will also be explored. Four credits. Fulfills Area II social science requirement.

SOC 2030. Sociology of the Family. The course will provide a survey of the American family, including racial-

"As a sophomore at High Point University, I have been awarded extraordinary opportunities. Through the Human Relations program, I will be traveling to Ireland this summer and completing my internship with the Disney College Program at Walt Disney World."

Stephanie Hawley (graduating in 2012)

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ethnic variation within the family. Recent transformations of the family will be emphasized. Topics will include cohabitation, civil unions, marriage, divorce, remarriage, parenting, provision of care to aging family members, and domestic violence. The effect of public policy on family formation and function will be examined. Four credits. Fulfills Area II social science requirement.

SOC 2040. Race and Ethnicity. This course is an introduction to the sociology of race and ethnicity. The course surveys general theoretical approaches to race and ethnicity and applies them to specific historical developments in American race relations. Specific contemporary issues will be addressed in the course, including: racial/ethnic identity, residential segregation, immigration, education, and affirmative action. Emphasis will be given to the intersection of race/ethnicity, class and gender. Four credits. Fulfills Area II social science requirement.

SOC 2050. Classical Theory and Contemporary

Applications. An overview of key axioms and principles in social thought and their importance in the development of classical and contemporary sociological theory. Emphasis will be placed on the contributions of Karl Marx, Max Weber, Emile Durkheim and Georg Simmel to classical sociological theory and the practical application of their theoretical insights to understanding select facets of modern life. Major themes to be examined include the effects of social distance and separation on community and the contemporary process of rationalization as reflected in the McDonaldization of society. Four credits. Prerequisite: One other sociology course.

SOC 2060. Sociology of Culture, Religion, and Society.

This course is designed to explore the role of religion in U.S. society. Three key questions will guide the course: How does religion influence society and individual or group behavior? How does society influence religion? What role does religion play in modern society? Particular attention will be given to unconventional religious groups, religious practices and beliefs of recent immigrants, as well as significant changes in U.S. society and the effect of those changes on religious practices and attitudes. Four credits. Fulfills Area II social science requirement.

SOC 2070. Socialogical Social Psychology. Social psychology is a field that bridges the disciplines of sociology and psychology. Broadly defined, social psychology is the study of the individual in society: how individuals, as social beings, are created by society and how society is in turn created and sustained by individuals. This course will focus primarily on

the sociological side of social psychology from the symbolic interactionist perspective. This means our analysis will focus on social interaction as the means by which "reality" is created and sustained. We will be especially attentive to talk-in-interaction as the central activity through which the social organization of our everyday lives is produced. Four credits. Fulfills Area II social science requirement.



SOC/COM 2282. Players, Gamers, and Game Cultures. Examination of games and gaming culture with a focus on players. Particular emphasis on emergent cultures, socialization processes and normative practices, and identity. Four credits. Prerequisite: ENG 102.

SOC 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

SOC 3020. Appalachian Society and Nonprofits (A **Travel America Course).** This course is designed to integrate a sociological examination of a specific region with knowledge regarding how nonprofits respond to the challenges and strengths of their community. The culture, social institutions, social problems and the organizational responses to them in the Appalachian region will be examined. Fall Break will be spent exploring a specific region of Appalachia to learn more thoroughly about the culture of the region, the challenges facing the locale, and how specific nonprofits are addressing the needs of their community. Student self-directed research will be emphasized throughout the course. Four credits. Prerequisite: One other sociology course or permission of instructor, Junior or Senior status.

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SOC 3030. Sociology of Health and Illness. Medical knowledge, practice, and technology, as well as the experience of health and illness, are socially shaped and organized. This course will examine how health is defined in society, the meaning and experience of physical and mental illness, the organization of the U.S. health care system, the profession of medicine, and bioethical issues. Four credits. Prerequisite: One other course in sociology or permission of instructor. Fulfills Area II social science requirement.



SOC 3040. Social & Global Inequalities. A study of the various factors that both contribute to and reduce social and global inequalities. Emphasis is placed on the intersection of race, ethnicity, class, and gender as a basis for inequality. The effects of globalization on inequality are also considered and various theoretical explanations for inequality are examined. Four credits. Prerequisite: One other sociology course.

SOC 3060. International Migration. International migration is a global phenomenon and is increasing as more and more people move from their place of birth to live, work, and possibly settle in other countries. The course will examine the factors that contribute to the increase in international migration as well as the effect of migration on nations, particularly receiving nations. In addition, the course will address the process by which immigrants become integrated in their new country. Issues of membership and belonging, both in terms of group identification as well as in the context of citizenship will also receive attention in the course. An analysis of race, class, and gender will be integrated into the course. Four credits. Prerequisite: One other sociology course. Fulfills Area II Social Science Requirement.

SOC 3070. The Social Construction of Deviance. How sociologists think of deviance is much different than the view held by the general public. Sociology does not classify behaviors as absolutely moral or immoral but views behavior in relative terms. This course will focus on the following aspects of deviance: How it is defined; the theoretical explanations offered for it: the methodologies used by sociologists who study it; the process by which deviance is socially constructed; how individuals and groups manage the shame and stigma accompanying a deviant identity; how deviants organize their lives; the characteristics associated with the different types of deviant acts; and how individuals enter into and exit out of deviant careers. Students will be expected to engage in observational research and may collaborate with the instructor in performing field experiments with IRB approval. Four credits. Prerequisite: None. Fulfills Area II Social Science Requirement.

SOC 3090, 3091, 3092, 3093. Professional Internship

in Sociology. Internship experience at the advanced level for junior and senior sociology majors. With faculty sponsorship and department approval, students may extend their educational experience through internships in human service agencies, the criminal justice system, business, governmental, and other formal organizations, community groups, and related areas. Prerequisite: Sociology major and 12 credits in sociology. May be repeated for up to 16 credits. Only 4 credits may be counted toward fulfilling major requirements.

SOC/COM 3344. Media Representations: Race,

Class and Gender. A study of the assumptions and representations of mainstream media, concerning matters of gender, race and ethnicity, sexuality, ability and more. Round-table discussion class. Four credits. Prerequisite: ENG 102.

SOC/COM 3374. Women and Culture. An interdisciplinary survey of a wide range of topics and themes that are important to an understanding of women's status, roles, and experiences. Four credits.

SOC/COM 3384. Hip-Hop Culture. A theoretical exploration of the social impact and cultural contributions of hip hop. Emphasis is given to its intersection with race, gender, sexuality, nationality, economics, and politics as well as its rhetorical roots. Four credits. Prerequisite: ENG 102.

SOC 4000. Environment & Society. Throughout history humans have altered their environments to suit their purposes and desires often with little thought give to



possible long-term consequences. This course explores those purposes and analyzes from both a sociological and anthropological perspective the social causes and consequences of environmental change. Specifically, we will focus on the relationships between the social and physical environments and the role politics, technology, and global inequalities play. We will also explore how humans might reverse the destructive course we are on in a way that is both responsible and sustainable for future generations of humans and other species. Four credits. Prerequisite: One other sociology course. Fulfills Area II social science requirement.

SOC 4010. Visual Sociology and Social

Documentation. Visual sociology explores the social world through both the content and context of visual mediums such as film, photography and video. Topics to be explored include: How meaning is created and transmitted visually; how visual media can be used to communicate sociological understandings to professional and public audiences; how innovative 21st century technologies are transforming contemporary social life and the consequences associated with these changes. In addition, appropriate methodologies and theories applicable to the collection and analysis of all kinds of visual texts will be discussed so that students may engage in social documentation with an aim toward capturing social conditions with the use of the camera and video recorder as an observational and documentary tool. Four credits. Prerequisite: Permission of Instructor.

SOC 4015. Sociology of Work and Family. Work and family are social institutions that around which many individuals organize their lives. The course will explore questions that address the interconnection of work and family: How do jobs affect family life? What effect does family life have on men's and women's experiences in the paid labor market? How effectively do existing policies address the challenges faced by working families? Although the course will focus on contemporary U.S. society, comparison to one or more non-US countries will be made. Four credits. Prerequisite: One other sociology course.

SOC 4018. Research Practicum. Students collaborate with one or more members of the sociology faculty on a research topic the faculty member is conducting or on a research topic initiated by the student. Opportunities may also exist for students to participate in research projects being conducted by the university survey research center. One to four credits. No more than four credits per semester and no more than eight credits counted toward major

requirements. Prerequisites: SOC / PSC 2018 and SOC 2050; permission of instructor and department chair.

SOC 4020. Senior Thesis I. Independent research leading to a thesis examining a sociological question in depth. This represents the first part of a two semester project which focuses on the design and completion of a year-long research project. Students select a member of the sociology faculty to serve as their thesis advisor. In consultation with their advisor, students will select a research topic, write a literature review, choose a data collection method, write and defend a research proposal and submit a research application for IRB approval. Two credits. Prerequisite: Sociology major and Senior status, SOC / PSC 2018 and SOC 2050.



SOC 4021. Senior Thesis II. Independent research leading to a thesis examining a sociological question in depth. This represents the second part of a two semester project which focuses on the design and completion of a year-long research project. In consultation with their thesis advisor, students will collect data, analyze results, write up a research report and make an oral defense of their thesis before a panel consisting of sociology faculty and one faculty member outside sociology. Students will also be expected to make a public presentation of their findings to either an academic or non-academic audience. Two credits. Prerequisite: SOC 4020 with a grade of C-or higher.

SOC 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

SOC 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

INTERNATIONAL RELATIONS

Dr. Mark Setzler, Program Director.

The interdisciplinary major in International Relations (INR) prepares students for professional careers and programs of graduate study that require a deep and nuanced understanding of the cultural, economic and political forces that shape relations among different social systems, nations and regions. The program combines the resources and unique perspectives of four distinct disciplines—economics, foreign languages, history and political science. Required coursework provides majors with a strong foundation in a foreign language, quantitative reasoning, and the application of diverse methodologies and perspectives to understand interactions among different societies. Students choose from



a broad range of electives to develop one or more areas of substantive or regional expertise that reflect their primary areas of interest and their expected career path. INR majors are encouraged strongly to complement their coursework with practical, hands-on learning experiences; thus, a portion of their requirements are fulfilled by conducting original research, studying abroad, or completing internships with international organizations, institutions or agencies. The major provides a strong academic foundation for students who desire to pursue graduate-level studies in law, business, foreign relations, international security, international development, economics, history or political science.

B.A. in International Relations (40-48 credits)

PSC 2710 International Relations ECO 2010 Modern Economics PSC/SOC 2018 Research Methods in Political Science and Sociology Foreign language: 2020-level or higher. After fulfilling the University's general educational requirement for foreign language, majors will complete at least four additional hours in the same language. At least one foreign language course must be taken at the Intermediate-II level or higher.

Choose two courses from PSC/GBS 2510, ECO 4430, ECO 4460 Choose one course from HST 1102, 1401, 1501, 1601, 1701 Choose two courses outside of those taken to meet the requirements above from ECO 4430, ECO 4460, GEO 3001, HST 2103, HST 2235, HST 2602, HST 2701, HST 3107, HST 3108, HST 3191, HST 3245, HST 3501, HST 3702, HST/PSC 3701, PSC 4099, PSC 4710, PSC 4720, PSC/GBS 3510, PSC/ GBS 3520

Choose one of the following three options: PSC 4099 Senior Seminar.

- Four credits earned in INR 4810-4815 Student Internship. The internship must be undertaken in the junior or senior year and credit is subject to departmental approval.
- Four credits earned in the completion of a semester-long study abroad experience undertaken in the junior or senior year. The hours used to fulfill this requirement may not satisfy other requirements in the major.

Other Requirements: At least three courses at the 3000-level or higher; at least one class must be at the 4000-level.

No more than four classes may count toward both a major in International Relations and Political Science.

International Relations majors may not minor in Political Science.

INR 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

INR 4444. Independent Study. Individual study and research under the guidance of a faculty member who offers coursework in the INR program. One to four credits each semester.

INR 4810-4815. Student Internship. Variable credit. Creditbearing internships are arranged through the University's Experiential Learning Office.

For other course descriptions, please consult the sections of this bulletin that pertain to the academic programs from which the classes originate (i.e., Modern Foreign Languages, History, Political Science, and the School of Business for coursework in economics).





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MATHEMATICS & COMPUTER SCIENCE

Dr. Robert Harger, *Chair*; Dr. Lisa Carnell, Dr. Edward Fuselier, Dr. Jenny Fuselier, Ms. Maxine Guzman, Dr. Bill Hightower, Mr. Chirag Lakhani, Dr. Ron Lamb, Ms. Patricia O'Connor, Dr. Karen O'Hara, Mr. Roger Shore, Dr. Kim Titus, Dr. Laurie Zack.

The department offers programs leading to the B.S. degree with majors in mathematics, computer science, actuarial science, and mathematical economics. The department also offers programs leading to the B.A. degree with majors in mathematics and computer science and minors in mathematics, computer science, and statistics. Through these programs, the department's primary goal is to develop the aptitudes and analytical skills required for use and understanding of each discipline. The curricula are designed around the abilities and needs of average students but allow exceptional students to excel in their area of interest. In each discipline, the instructor quides the student in discovery and learning of new ideas rather than presenting carefully structured theories. Applications are used throughout to illustrate and motivate new material. Most topics are developed by means of an interplay between applications, problem solving, and theory. Early courses are designed to appeal to a broad audience of university students, while higher level courses are more focused.

In addition to those who choose to major in mathematics or computer science, students enrolled in mathematics, computer science, and statistics courses have varying backgrounds and interests:

- those needing the mathematical and computational skills required in such fields as science and engineering;
- persons enrolled in the Teacher Education Program;
- students of business, economics, and the social sciences who must be familiar with statistics and matrix operations;
- students in Information Systems who wish to round out their education with additional coursework in computer programming, computer architecture or operating systems;
- students who wish to strengthen their background in preparation for graduate or professional examinations to attend graduate school.

Students applying for teacher certification in secondary

mathematics must meet the requirements for the major in mathematics and complete certain courses specified by the School of Education. To satisfy the North Carolina Department of Public Instruction's requirements for certification, students must include in their program of study MTH 4110 Abstract Algebra, MTH 3710 Geometry, and either STS 2020 Introduction to Statistics or STS 3200 Mathematical Statistics and Data Analysis.

Bachelor of Science in Mathematics (56 credits)

MTH 1410 Calculus I MTH 1420 Calculus II MTH 2410 Calculus II MTH 2210 Introduction to Mathematical Thought MTH 2310 Linear Algebra MTH 4110 Abstract Algebra MTH 4310 Introduction to Real Analysis CSC 1710 Introduction to Programming One Course Selected from: MTH 3150, STS 3200, or STS 3210 Three MTH electives at the 2000 level or above (Not to include MTH 3610, MTH 4910 or MTH 4920) PHY 2010 & 2020

Bachelor of Arts in Mathematics (40 credits)

MTH 1410 Calculus I MTH 1420 Calculus II MTH 2210 Introduction to Mathematical Thought MTH 2310 Linear Algebra MTH 3960 Historical Development of Mathematics MTH 4110 Abstract Algebra or MTH 4310 Introduction to Real Analysis CSC 1710 Introduction to Programming Three MTH electives at the 2000 level or above (Not to include MTH 3610. MTH 4910 or MTH 4920)

In addition to the courses required for the major, students wishing to graduate with departmental honors need to also complete MTH 4910 and MTH 4920.

Bachelor of Science in Computer Science (64 credits)

MTH 1410 Calculus I MTH 1420 Calculus II MTH 2210 Introduction to Mathematical Thought MTH 2310 Linear Algebra CSC 1710 Introduction to Programming CSC 1720 Advanced Programming with Data Structures CSC 2710 Advanced Data Structures with Algorithm

Development CSC 3310 Theory of Computation



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CSC 3410 Assembler Language and Architecture CSC 4210 Operating Systems CSC 4510 Programming Language Design and Translation Select 3 courses from: CSC 3360, CSC 3460, CSC 3710, MTH/CSC 3910, CSC 4310, and CSC 4360

One of the following science sequences: BIO 1399 and one of BIO 2110, 2120, 2139 CHM 1510, 1511, 1520, 1521 PHY 2010 & 2020

Bachelor of Arts in Computer Science (44 credits)

MTH 1410 Calculus I MTH 1420 Calculus II MTH 2310 Linear Algebra CSC 1710 Introduction to Programming CSC 1720 Advanced Programming with Data Structures CSC 2710 Advanced Data Structures with Algorithm Development CSC 3410 Assembler Language and Architecture Four CSC electives -At least one at the 4000 level (Not to include CSC 4910 or CSC 4920)

In addition to the courses required for the major, students wishing to graduate with departmental honors need to also complete CSC 4910 and CSC 4920.

Bachelor of Science in Actuarial Science (66 Credits)

ACC 2010 Financial Accounting ACC 2020 Managerial Accounting ECO 2030 Principles of Macroeconomics ECO 2050 Principles of Microeconomics FIN 3010 Financial Management FIN 3020 Investment Analysis MTH 1410 Calculus I MTH 1420 Calculus II MTH 2410 Calculus III MTH 2310 Linear Algebra MTH 3110 Financial Mathematics MTH 3150 Probability MTH 3910 Numerical Methods STS 3200 Mathematical Statistics and Data Analysis STS 3210 Linear Statistical Models STS 3250 Time Series and Forecasting STS 4110 Actuarial Models and Life Contingencies CSC 1710 Introduction to Computer Programming

Bachelor of Science in Mathematical Economics (62-63 Credits)

MTH 1410 Calculus I MTH 1420 Calculus II MTH 2410 Calculus III MTH 2310 Linear Algebra MTH 3410 Differential Equations STS 2610 or STS 3200 STS 3210 Linear Statistical Models STS 3250 Time Series and Forecasting ACC 2010 Financial Accounting ACC 2020 Managerial Accounting FIN 3010 Financial Management ECO 2030 Principles of Macroeconomics ECO 2050 Principles of Microeconomics ECO 3030 Intermediate Macroeconomics ECO 3050 Intermediate Microeconomics Three ECO electives at the 3000 level or above OR MTH 4910, MTH 4920 and two ECO electives at the 3000 level or above (Not to include ECO 3740)



Minor in Mathematics (20 Credits) MTH 1310 or MTH 1410 MTH 1420

MTH 2310 Linear Algebra Two MTH electives at the 2000 level or above

Minor in Computer Science (20 Credits)

CSC 1710 CSC 1720 Three CSC electives

Minor in Statistics (20 Credits)

MTH 1310 or MTH 1410 One Course from STS 2020, STS 2610, and PSY 2100 STS 3200 Two Courses selected from MTH 3150 and courses with an STS designation at the 3000-level or above



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MTH 1010. Functions and Graphs. By creating, using, and interpreting graphs, students will investigate real world applications of linear, exponential, power, and logarithmic functions. Topics will include scientific notation, units and significant figures, curves and data, and systems of equations. Not open to students who have credit for any other mathematics course. Four credits. *This course does not meet the general education requirement in mathematics*.

MTH 1110. Topics in Contemporary Mathematics.

Illustrations of contemporary uses of mathematics, varying from semester to semester, frequently including topics from: graph theory, theory of apportionment, voting theory and methods, counting methods, probability, personal finance, and game theory. Four credits.

MTH 1130. Finite Mathematics. A study of sets, counting techniques, basic probability theory, stochastic processes, random variables, probability distributions, descriptive statistics, matrices, and linear systems of equations. Emphasis is on mathematical model comprehension and problem solving in the areas of business and the life and social sciences. Four credits. Prerequisite: MTH 1010 or placement.

MTH 1180. Mathematics for Elementary Education. Elementary set theory, number theory, an intuitive development of the real number system, and basic concepts of algebra, measurement, intuitive geometry, functions, probability and statistics. Four credits. Prerequisite: MTH 1010 or placement.

MTH 1210. Precalculus. Functions and graphs, exponential and logarithmic functions, trigonometric functions. The emphasis is on topics and concepts that are needed in mathematics, science, or business. Applications play a central role and lead to graphing, data analysis, and modeling. Four credits. Prerequisite: MTH 1010 or placement.

MTH 1310. Calculus for Business & Social Sciences.

An introduction to the concepts of differentiation and integration with emphasis on their applications to solving problems that arise in business, economics, and social sciences. Four credits. Prerequisite: MTH 1010 or placement.

MTH 1410. Calculus I. Differential and integral calculus of functions of a single real variable, including trigonometric, exponential, and logarithmic functions. The course will cover limits, continuity, differentiation, applications of derivatives, introduction to integration, techniques of integration and the fundamental theorem of calculus. Derivatives and integrals are explored graphically, symbolically, and numerically. Four credits. Prerequisite: MTH 1210 with a grade of C-or higher or placement.



MTH 1420. Calculus II. Applications of integration, sequences, series, power series, Taylor's Theorem, and elementary differential equations. Vectors and geometry in space. The dot and cross products, lines, planes, surfaces in space and cylindrical and spherical coordinates. Four credits. Prerequisite: MTH 1410 with a grade of C-or higher or MTH 1310 with a grade of B-or higher.

MTH 2210. Introduction to Mathematical Thought.

An introduction to mathematical proof. Topics to include elementary symbolic logic, mathematical induction, algebra of sets, finite probability, relations, functions, and countability. Four credits. Prerequisite: MTH 1410.

MTH 2310. Linear Algebra. Systems of linear equations and matrices, determinants, vector spaces and innerproduct spaces, linear transformations, eigenvalues and eigenvectors. The emphasis is on computational techniques and applications. Four credits. Prerequisite: MTH 1410.

MTH 2410. Calculus III. Calculus of vector functions, including functions of several variables, partial derivatives, gradients, directional derivatives, maxima and minima. The course will also cover multiple integration, line and surface integrals, Green's Theorem, Divergence Theorems, Stokes' Theorem, and applications. Four credits. Prerequisite: MTH 1420 with a grade of C-or higher.

MTH 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MTH 3110. Mathematics of Finance. A study of the theory of interest and its applications. Topics include compounding, nominal and effective rates of interest, force of interest, valuation of annuities, amortization, bond valuation, asset liability management, and derivative investment. Four credits. Prerequisite: MTH 1420.

MTH 3150. Probability. Set functions, events, addition and multiplication rules, combinatorial probability, conditional probability and independence, Bayes' Theorem, discrete distributions, continuous distributions, multivariate distributions, transformations, expectation and moments, moment generating functions, and the Central Limit Theorem. Four credits. Prerequisite: MTH 1420.

MTH 3410. Differential Equations. First order and second order linear differential equations, systems of differential equations, numerical methods and series solutions. Applications and the development of mathematical models.

Four credits. Prerequisite: MTH 1420 and MTH 2310, or permission of instructor.

MTH 3510. Complex Variables. Operations with complex numbers, derivatives, analytic functions, integrals, definitions and properties of elementary functions, multivalued functions, power series, residue theory and applications, conformal mapping. Four credits. Prerequisite: MTH 2410.

MTH 3610. Mathematical Methods for the Physical Sciences. Survey of mathematical methods for the physical sciences. Somplex numbers and Euler's formula; partial differentiation, multi-variable integration and vector analysis; ordinary differential equations and Green's functions; partial differential equations and series solutions of differential equations; coordinate transformations, eigenvectors, and matrix manipulation; Fourier series; distribution functions of probability. Applications to the physical sciences. Four credits. Prerequisite: MTH 1420. This course does not satisfy requirements towards a major or minor in mathematics.

MTH 3710. Geometry. Incidence and affine geometry, parallel postulates, Euclidean and non-Euclidean geometry. Models and the development of Euclidean geometry. Four credits. Prerequisite: MTH 2210.

MTH 3810. Combinatorics. Basic principles of counting: addition and multiplication principles, enumeration techniques, including generating functions, recurrence formulas, rook polynomials, the principle of inclusion and exclusion, and Polya's theorem. This course will also cover basic concepts of graph theory: graphs, digraphs, connectedness, trees and graph colorings. Four credits. Prerequisite: MTH 2210.

MTH/CSC 3910. Numerical Methods. Algorithm behavior and applicability. Interpolation, roots of equations, systems of linear equations and matrix inversion, numerical integration, numerical methods for ordinary differential equations, and matrix eigenvalue problems. Four credits. Prerequisites: MTH 2310 and CSC 1710.

MTH 3960. Historical Development of Mathematics.

The major mathematical developments from ancient times to the 21st century. The concept of mathematics, changes in that concept, and how mathematicians viewed what they were creating. Four credits. Prerequisites: MTH 1420, 2210, and 2310.

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MTH 4010. Number Theory. Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n, linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems. Four credits. Prerequisite: MTH 2210.

MTH 4110. Abstract Algebra. An introduction to groups, homomorphisms, cosets, Cayley's Theorem, symmetric groups, rings, polynomial rings, quotient fields, principal ideal domains, and Euclidean domains. Four credits. Prerequisite: MTH 2210.

MTH 4210. Introduction to Topology. Set theory, topological spaces, metric spaces, continuous functions, separation, cardinality properties, product and quotient topologies, compactness, connectedness. Four credits. Prerequisite: MTH 2210.

MTH 4310. Introduction to Real Analysis. The real number system, sequences, limits and continuity, differentiation, integration, sequences of functions, infinite series and uniform convergence. Four credits. Prerequisite: MTH 2210.

MTH 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

MTH 4560. Problem Solving Seminar. Techniques for attacking and solving challenging mathematical problems and writing mathematical proofs. One credit. Prerequisite: MTH 1420 or permission of instructor.

MTH 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

MTH 4910. Undergraduate Research I. Investigation of some topic in mathematics to a deeper and broader extent than typically done in a classroom situation. Two credits. Prerequisite: Junior status or permission of instructor.

MTH 4920. Undergraduate Research II. A continuation of MTH 4910. At the conclusion of the course, results will be given in both a written paper and an oral presentation to the seminar participants and the department faculty. Two credits. Prerequisite: MTH 4910.

CSC 1210. Web Development I. An introduction to the technologies related to creation of a World Wide Web site.

Emphasis will be placed on the latest languages and techniques used to create a dynamic site. Other topics may include image editing, simple animations, human-computer interaction and multimedia. Each student will participate in a series of projects that focuses on the creation of a dynamic interactive web site. Four credits.

CSC 1710. Introduction to Programming. An introduction to the fundamentals of programming using a high-level, object oriented language such as C++ or Java. Emphasis will be placed on syntax and semantics of the language to write correct, efficient, and easily modifiable programs. Topics include but not limited to assignment statements, conditional and iterative control structures, functions, simple data structures, and software development. Four credits.

CSC 1720. Advanced Programming with Data Structures.

This is a continuation of CSC 1710 covering more advanced fundamentals of programming including problem-solving strategies, the concept of an algorithm and basic data structures. Various programming concepts will be introduced such as recursion, string processing, records, sorting, searching, linked lists, trees and object oriented programming. Four credits. Prerequisite: CSC 1710.

CSC 2210. Web Development II. A continuation of CSC 1210 with the emphasis on human-computer interface and the usage of a database to facilitate the retention and delivery of information. Various scripting languages such as Perl, Php, and Python will be used during the course. Other topics may include Deamweaver and Flash. Each student will participate in a series of projects that will focus on creation of a dynamic interactive web site. Four credits. Prerequisite: CSC 1210 or CSC 1710.

CSC 2710. Advanced Data Structures with Algorithm **Development.** This is a continuation of CSC 1720 where the focus is on algorithm development utilizing advanced data structures such as graphs and trees. Various programming strategies will be addressed such as greedy, Divide and Conquer, backtracking, branch and bound and dynamic programming. Other topics include recursion, algorithm analysis, object oriented programming with inheritance and event driven programs. Four credits. Prerequisite: CSC 1720.

CSC 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

CSC 3310. Theory of Computation. An in-depth study of finite state machines, pushdown machines, context free grammars and Turing machines along with their variations. The notions of



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decidability, computability, complexity theory and a complete discussion of NP-Complete problems will also be addressed. Four credits. Prerequisite: MTH 2210.

CSC 3360. Visual Effects, Animation and Computer

Graphics I. An in-depth examination of how graphics are implemented on a computer, with an emphasis on creating two-dimensional graphics using a standard API. Students will use the facilities provided by a standard API to express basic transformations such as scaling, rotation, and translation. Additional topics include: introduction to Maya, performance issues, input devices, real-time graphics and interaction, collision detection, and sound. Four credits. Prerequisite: CSC 2210 or CSC 1720 or permission from instructor.

CSC 3410. Assembly Language and Architecture.

An introduction to instruction set architecture, microarchitecture, and system architecture. Topics include basic computer organization, digital logic circuits, design of the central processor and memory, addressing techniques, data representation, and fundamental programming techniques in assembly and machine language as it relates to operating systems and high level languages. Four credits. Prerequisite: CSC 1720.

CSC 3460. Networking and Network Programming. An

introduction to the basic concepts of network technologies and network programming. Attention will be given to a layer model such as the Open System Interconnect (OSI) model. Students will be engaged in projects that may include the implementation of a network application, networking technology assessment, network performance evaluation, and network administration. Four credits. Prerequisite: CSC 1720.

CSC 3710. Software Design and Engineering. Study

of the principles and practices of software engineering covering the software development life cycle. The focus will be software design from an object-oriented perspective, covering abstraction, encapsulation, data protection, inheritance, composition and polymorphism. Students will demonstrate their understanding of the software development life cycle through team projects. Four credits. Prerequisite: CSC 2710.

CSC 4210. Operating Systems. An introduction to the various components of an operating system, including schedulers, memory management, interrupt handling, resource allocation, security and protection. Examples presented will be based on UNIX and other popular operating





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systems. Each student will participate in projects that involve kernel modifications, shell scripting, and simulations of components within the operating system. Four credits. Prerequisite: CSC 3410

CSC 4310. High Performance Computing. A study of both hardware and software issues connected with solving a problem in a parallel processing environment which may include grid computing, cluster computing, or special hardware configurations such as a multi-core processor. Emphasis will be placed on identifying the basic properties of bandwidth, latency, scalability and granularity as it relates to an algorithmic solution to a problem. Students will design, code, test and debug programs for stated environments. Four credits. Prerequisite: CSC 2710.

CSC 4360. Visual Effects, Animation and Computer Graphics II. A continuation of CSC 3360 with an emphasis on creating three-dimensional graphics using a standard API. Additional topics include: game engines, performance issues, input devices, real-time graphics and interaction, collision detection, sound, artificial intelligence and terrain rendering. Four credits. Prerequisite: CSC 3360 and CSC 2710 or permission from instructor.

CSC 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

CSC 4510. Programming Language Design and

Translation. A study of the various programming language paradigms and basic program language translation. Emphasis will be on run-time behavior, lexical analysis, parsing context-free languages, translation specifications, and machine-independent code improvement. Each student will participate in programming projects to demonstrate various concepts. Four credits. Prerequisite: CSC 1720 and CSC 3310.

CSC 4560. Problem Solving Seminar. Techniques for attacking and solving challenging problems from a variety of fields. Solutions will be implemented with a programming language such as Java or C++. Each student will be



given the opportunity to participate in Local, Regional and International programming competitions. One credit. Prerequisite: CSC 1720 or permission of instructor.

CSC 4610. System Administration. A practical course in the maintenance of hardware and software on departmental equipment. Each student will assist in system administration activities such as: user account generation, software installation, web site maintenance, workstation cloning, clustering, and backups in a variety of environments including Linux, Mac OS X and Microsoft Windows. One credit. Prerequisite: CSC 1720 or permission of instructor.

CSC 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits

CSC 4910. Undergraduate Research I. Investigation of some topic in computer science to a deeper and broader extent than typically done in a classroom situation. Two credits. Prerequisite: Junior status or permission of instructor.

CSC 4920. Undergraduate Research II. A continuation of CSC 4910. At the conclusion of the course, results will be given in both a written paper and an oral presentation to the seminar participants and the department faculty. Two credits. Prerequisite: CSC 4910.

STS 2020. Introduction to Statistics. An introduction to statistical reasoning and practice. Topics include, descriptive statistics, probability, experimental design, estimation, hypothesis testing, analysis of variance, categorical data analysis, and linear regression. Four credits. Prerequisite: MTH 1130 or higher. Credit may not be earned for both STS 2020 and STS 2610.

STS 2610. Quantitative Methods. An introduction to statistical applications from a business perspective. Topics include: probability, estimation, hypothesis testing, categorical data analysis, linear regression, statistical quality control, and time series forecasting. Four credits. Prerequisite: MTH 1310 or higher. Credit may not be earned for both STS 2020 and STS 2610.

STS 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

STS 3109. Nonparametric Statistics. A study of nonparametric procedures for analysis of data from single samples, two or more independent samples and two or more related samples; tests of independence and homogeneity;

goodness-of-fit tests; rank correlation. Four credits. Prerequisite: STS 2020, STS 2610, or PSY 2100.

STS 3200. Mathematical Statistics and Data Analysis.

A study of probability and the mathematical foundations of basic inference techniques. Topics include discrete and continuous probability distributions, sampling distributions, estimation, hypothesis testing, and linear regression. Four credits. Prerequisite: MTH 1310 or MTH 1410.

STS 3210. Linear Statistical Models. A study of simple linear regression, multiple regression, residual analysis, simultaneous confidence intervals, multicollinearity, single-factor and two-factor analysis of variance. Emphasis is on model understanding, data analysis, and interpretation of results. Four credits. Prerequisite: STS 2020, STS 2610, STS 3200, or PSY 2100.

STS 3250. Time Series and Forecasting. Box-Jenkins analysis, tests for nonstationarity, ARIMA models, estimation and hypothesis tests for model parameters, seasonality, heteroskedasticity, and forecasting. Four credits. Prerequisite: STS 3210.

STS 3410. Surveys and Sampling. Design of sample surveys and analysis of survey data. Simple random, stratified random, systematic, cluster, and multistage sampling designs, sample size determination, variance estimation, ratio and regression estimation, imputation, nonresponse. Four credits. Prerequisite: STS 2020, STS 2610, STS 3200, or PSY 2100.

STS 4110. Actuarial Models and Life Contingencies. A study of the theoretical basis for common actuarial models and their application to insurance and other financial risks. Topics include survival time models, Markov chain models, Poisson processes. single-and multiple-decrement models, calculation of premiums, and present value of loss. Four credits. Prerequisites: MTH 2410, MTH 3110, and MTH 3150.

STS 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

STS 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.



Modern Foreign Languages

Dr. Carole Head, *Chair*; Mrs. Carolyn Adams, Mr. Jody Bowman, Ms. Patricia Burns, Mr. David Cane, Dr. Hayden Carron, Mrs. Judy Yuen Danley, Dr. Claudia Femenias, Mr. Frank Freeman, Mrs. Elena Jimenez-Richards, Mrs. Maria Laquale, Dr. Jean-Francois Llorens, Mrs. Virginia Nunez, Mrs. Teresa Parker, Ms. Sarah Tyler.

Programs Offered

The Modern Foreign Languages Department offers majors and minors in French and Francophone studies, Spanish, and several levels of instruction in Arabic, Chinese, German, Italian, Japanese and Portugese. The department also offers the business language courses in French and Spanish needed for completion of the major in international business. Additionally, the department offers foreign language courses to complement the major in International Relations and the Spanish courses needed for the minor in Latin American Studies. The department also offers the core of Spanish courses needed for K-12 certification.

The language ability and cross-cultural awareness of Americans are of vital concern to American higher education. They are essential to the growing influence and everdeepening involvement of this country in world affairs.

The principal goals of the Modern Foreign Languages Department are:

- 1. to help students develop an awareness of and a respect for other cultures;
- 2. to foster tolerance for cultural differences;
- 3. to encourage students to expand their thinking process;
- 4. to foster creativity;
- 5. to provide a venue for social interaction;
- to help students develop an awareness of their own value system;
- 7. to enhance the student's linguistic and cultural skills;
- 8. to help students improve their communication skills;

- 9. to help students understand the value of language study as a vehicle for learning in a variety of areas;
- 10. to help students become aware of career options involving active use of foreign language in such fields as teaching, international business, international studies, communications, science, the arts, etc.

Requirements

The General Education Requirements include credit in a foreign language as a basic requirement for graduation. The entering student may earn this foreign language credit prior to or at the time of entering the University by receiving qualifying scores on the CEEB test. If the entering student does not earn credit by such testing, he must satisfy the General Education foreign language requirement as follows:

- a. The student must begin language study at the placement level, as determined by the Modern Foreign Languages Department.
- b. The student must complete 4 hours of foreign languages with the minimum level being completion of 1020.

With approval of the Dean of the College of Arts and Sciences and the chair of the Modern Foreign Languages Department, the language requirement may be fulfilled with credits in a modern foreign language not offered at High Point University. The foreign language requirement for graduation will be waived for a non-native speaker of English once the student demonstrates proficiency in English, as certified by the Modern Foreign Languages Department. The non-native speaker of English may also satisfy the foreign language requirement by taking 4 hours of ESL.

Placement

Students entering High Point University with high school credit in foreign language and wishing to continue in the same language are placed in a course at the level deemed appropriate by the Modern Foreign Languages Department. In some cases, a placement examination may be necessary to determine this level.

Foreign Language Study Abroad

Affiliation Agreements

Through special affiliations with a number of institutions, High Point University is able to offer students the opportunity to spend a semester or year studying foreign language in "The foreign language department is amazing at fulfilling the 'extraordinary' standards at High Point University with many courses and incredible professors to educate us on areas elsewhere in this world." Claire Allison, 2013

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Ecuador, France, Germany, Mexico or Spain. Costs of the programs vary depending on the institution involved.

Participants in these study abroad programs are representatives of High Point University abroad and are expected to act in a mature and responsible manner. Applicants for study abroad programs must undergo a rigorous screening process. Selection criteria include academic achievement, evidence of ability to work and function independently in unfamiliar surroundings, and evidence of mature and responsible behavior.

Semester Programs

Ecuador: Qualified students may apply to study Spanish during their junior year at the Universidad San Francisco de Quito, Ecuador. Students take some of their courses in Spanish language, literature and culture and some courses in other academic disciplines.

France: Qualified students may apply to study French during their junior year at the University of Paris (The Sorbonne). Students live with French families.

Qualified students may apply to spend a semester at the prestigious Ecole Supérieure de Commerce de Pau (ESC-Pau) in the southwest of France. The program is designed for students in the School of Business with some knowledge of French. In addition to studying French, students will choose from courses in management, marketing, economics, management information systems taught in English.

Germany: Qualified students may apply to study German during their junior year at Schiller International University in Heidelberg. Students may live in student housing or with German families.

Mexico: Qualified students may apply to spend a semester of their junior year at the Universidad Madero in Puebla, Mexico. All courses are taught in Spanish, and students may choose from a variety of disciplines. Students live with Mexican families.

Spain: Qualified students may apply to study Spanish during their junior year at the Spanish-American Institute in Sevilla, where they live with Spanish families.

Summer Programs

France: Qualified students may apply to spend five to six

weeks studying French at the Burgundy School of Business in Dijon, France, or at the Euromed-Centre for European and International Management Studies in Marseilles, France. Students take a combination of French and Business courses. An optional three-week internship is available at the end of the program for qualified students who possess the necessary skills in French.



Mexico: Students spend three to four weeks studying Spanish at the Universidad Madero in Puebla, Mexico. A High Point University faculty member accompanies the group and teaches a Spanish course. Students receive a total of 8 credits for two courses, one of which may be taught in English in another subject area. Students live with Mexican families.

Qualified students may also apply to study Spanish at the Universidad Madero during the summer by an independent arrangement.

Students who successfully complete the specified study abroad program will be granted credit by High Point University. The study abroad experience will satisfy the General Education Requirement in international perspectives.

International Business Major

The student of business administration may obtain a major in international business, which permits him to supplement the core of business courses with studies having an international focus and to obtain a minor in French or Spanish. The international business courses required for this major are MKT 3750, International Marketing; ECO 4430, Comparative Economics; ECO 4460, International Economics; and BUA 4990, Senior Seminar: Business Policy and Strategy.

The foreign language courses required for the international business major are the following: FRE/SPN 2130, Hispanic Cultures: Intermediate Readings and Conversation; FRE/SPN 2140 Grammar Review (2 credits), FRE/SPN 3030 (or SPN 3040), Culture and Civilization; FRE/SPN 3180, Business Language I. (See the School of Business section).

"The French program provides students with an incredible educational opportunity to learn and excel in a variety of challenging and interesting courses offered by the motivating professors at High Point University."

Samantha Baumgartner, 2011

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Latin American Studies Minor

The department also offers the Spanish courses needed for the Latin American studies minor: SPN 3040, Spanish American Culture and Civilization and SPN 3240 or 3250, Spanish American Literature.

Teacher Certification in Foreign Language

Students applying for teacher certification in Spanish must meet the requirements for the major in Spanish and complete certain courses specified by the Education Department. Students must also complete a one-credit independent study in History of the Spanish language. Formal approval for entrance into the Teacher Certification Program in Spanish is given by the MFL Department upon satisfactory performance on the Teacher Certification Entrance Examination in Spanish. Students should consult the chair of the MFL Department for full details.

Special Topics Courses

The Modern Foreign Languages Department offers a series of special topics courses in French/Spanish language, literature, and culture. Areas of study in special topics courses in French/Spanish language and culture (FRE/SPN 2880) include advanced conversation, study and analysis of a particular aspect of contemporary French/Spanish society, educational travel/experience in a French/Spanish-speaking country. Areas of study in special topics courses in French/Spanish literature (FRE/SPN 3880) include works in the original language from a particular genre or period, such as contemporary literature, survey of theatre, survey of short fiction.

Special topics courses in MFL (MFL 2880 and 3880) include the study of contemporary culture and society dealing with a region outside the U.S. and/or literary works in English translation.

Honors in Modern Foreign Language

Acceptance into the Honors Program will be determined by members of the Modern Foreign Languages Department.

Graduation with Honors in Modern Foreign Language will include:

 fulfillment of the requirements for a major in French/Spanish or Modern Languages with a 3.5 grade point average overall and in the major;

- 2. one intensive independent study, to be written in the target language, in addition to the senior seminar;
- a formal presentation of the independent study to the entire Modern Foreign Languages faculty or at the University Honors Symposium.

Students wishing to graduate with honors in Modern Foreign Language should make application to the chair of the Modern Foreign Languages Department no later than the second semester of the junior year.

Requirements for a B.A. in French & Francophone Studies (38 credits)

I. Core: FRE 2020 Intermediate French II FRE 2130 Readings in French FRE 2140 Grammar Review (2 credits) FRE 3030 Culture & Civilization of France: Past & Present FRE 4010 Advanced Grammar & Composition FRE 4990 Senior Seminar

II. One of the following two courses: FRE 3040 France in the World Today OR FRE 3080 Francophone Cultures Outside of France

III. One of the following literature courses: FRE 3210 French Lit. & Society I: Love & Honor FRE 3220 French Lit. & Society II: Freedom & Identity FRE 3330 French Lit. & Society III: Revolution & Métissage FRE 3400 Francophone Voices: French-speaking Literatures

IV. One 4-credit elective not selected in II or III or from: FRE 3180 Business French FRE 3880 Special Topics in Literature

V. Four credits from courses not selected above or from the following: FRE 2090 Sounds of French (1 credit) FRE 2150 Images, Texts & Visual Texts (2 credits) FRE 2500 Conversation I (2 credits) FRE 3000 Conversation II (2 credits) FRE 3180 Business French FRE 3880 Special Topics

Or one of the following: GBS 3700 France & The Muslim World GBS 3730 West Africa & The Caribbean GBS 3750 French Cinema: Text and Culture

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Note: The major requires 34 credits if a student begins at a level higher than FRE 2020.

Requirements for a B.A. in Spanish (38 credits)

- SPN 2020 Intermediate Spanish II
- SPN 2130 Hispanic Cultures: Intermediate Readings and Conversation
- SPN 2140 Grammar Review (2 credits)
- SPN 3000 Advanced Conversation and Pronunciation
- SPN 4010 Advanced Grammar and Composition
- SPN 4990 Senior Seminar
- SPN 3030 Spanish Culture and Civilization or SPN 3040 Spanish-American Culture and Civilization

One course selected from: SPN 3050 Hispanic World Today SPN 3150 Hispanic Culture through Film SPN 2880 Special Topics in Culture and Language

One course selected from: SPN 3020 Contemporary Hispanic Literatures SPN 3060 Hispanic Short Story SPN 3230 Literary Genre in Latin American Literature SPN 3880 Special Topics in Literature

One course selected from: SPN 3210 SPN Lit I: The Birth of the Spanish Nation SPN 3220 SPN Lit II: Centrism and Diversity in Contemporary Writers SPN 3240 SPN-American Lit I: In Search of an Identity SPN 3250 SPN-American Lit II: Voices of the Writers SPN 3260 Caribbean Literature: Images of a Region

Note: The major requires 34 credits if a student begins at a level higher than SPN 2020.

Requirements for a minor in French & Francophone Studies (22 credits)

FRE 2020 Intermediate French II

- FRE 2130 Readings in French
- FRE 2140 Grammar Review (2 credits)
- One of the following: FRE 3030 or FRE 3080
- One 4-credit course in French from: FRE 3030, 3040, 3080, 3180, 3210, 3220, 3330, 3400, and 3880

4 more credits in FRE to be selected from the following 2-credit courses or from any 4-credit FRE course not selected above: FRE 2150, 2500, 3000

Note: The minor requires 18 credits if a student begins at a

level higher than FRE 2020.

Requirements for a minor in Spanish (22 credits)

SPN 2020 Intermediate SPN II

- SPN 2130 Hispanic Cultures: Intermediate Reading & Conversation
 SPN 2140 Grammar Review (2 credits)
 One of following culture courses: SPN 3030, 3040, 3050, 3150,
- or 2880
- One of following literature courses: SPN 3020, 3060, 3230, 3880, 3210, 3220, 3240, 3250, 3260 One elective above 2020

Note: The minor requires 18 credits if a student begins at a level higher than SPN 2020.

MFL 1010. English as a Second Language: Grammar

and Composition I. Instruction and practice in the use of the English language, with primary emphasis on writing. Four credits. Required of all non-native speakers of English, unless exempted by the placement exam in English as a Second Language. Only nonnative speakers of English may enroll in this course.

MFL 1020. English as a Second Language: Grammar

and Composition II. Instruction and practice in the use of the English language, with primary emphasis on writing. Four credits. Prerequisite: MFL 1010 or permission of the instructor. Required of all non-native speakers of English, unless exempted by the placement exam in English as a Second Language. Only non-native speakers of English may enroll in this course.

MFL 1030. Oral Communication Skills in English as a Second Language. A course designed to help non-native speakers of English develop the practical skills necessary for academic success. Intensive work in speaking and in listening comprehension, with attention to improving pronunciation . Work with a tutor outside of class is required. Four credits.

Required of all non-native speakers of English, unless exempted by the placement exam in English as a Second Language. Restricted to non-native speakers of English. Placement or permission of instructor.

MFL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

MFL 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.



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MFL 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

ARA 1010. Elementary Arabic I. An introductory course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Training in listening, speaking, reading and writing the Arabic script. Focus on simple communicative tasks in everyday situations and on development of cultural skills. Four credits.

ARA 1020. Elementary Arabic II. A high beginner course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Continued training in listening, speaking, reading and writing the Arabic script. Focus on basic communicative tasks in everyday situations and on continued development of cultural skills. Four credits. Prerequisite: ARA 1010 or equivalent.

ARA 2010. Intermediate Arabic I. An intermediate course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Continued training in listening and speaking; expansion of writing and reading skills, to include some use of authentic materials. Four credits. Prerequisite: ARA 1020 or equivalent.

ARA 2020. Intermediate Arabic II. ARA 2020, a continuation of ARA 2010, is an intermediate course in Modern Standard Arabic (MSA), the official medium of oral and written communication in the Arab countries. Continued enhancement of listening and speaking skills. Expansion of writing skills to a length of several paragraphs on various topics. Expansion of reading skills to include more complex selections and greater use of authentic materials. Four credits. Prerequisite: ARA 2010 or equivalent.

CHI 1010. Elementary Chinese I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading in simple characters with the help of Pinyin (phonetics) and writing simple Chinese characters. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet basic survival needs and limited social demands. Four credits.

CHI 1020. Elementary Chinese II. CHI 1020 is a continuation of CHI 1010. This course begins with a review of the material covered in CHI 1010 and continues with further study of Chinese, emphasizing the development of all four major communicative skills: listening, speaking, reading all in characters and writing more Chinese characters instead of Pinyin (phonetics). Students will continue with the



"HPU brings a whole new meaning to Romance languages. With enthusiastic and talented faculty, French becomes a language of discovery, culture and sophistication."

Tabatha B. Davis, 2010

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acquisition of cultural knowledge about China. Four credits. Prerequisite: CHI 1010 or equivalent.

CHI 2010. Intermediate Chinese I. CHI 2010 is an intermediate level course designed for students who have completed the 1020 level or its equivalent. Students will review and expand their skills in reading in Chinese characters, writing characters instead of Pinyin (Chinese phonetics), listening, and speaking with the focus on expanded vocabulary and the accuracy of the tones. Culturally based readings in both Chinese and English, videos and audio materials will be included. Four credits. Prerequisite: CHI 1020 or equivalent.

CHI 2020. Intermediate Chinese II. This course is designed for students who have completed CHI 2010 or its equivalent. Students will expand upon and reinforce their skills in reading in Chinese characters, writing characters instead of Pinyin (Chinese phonetics), listening and speaking with the focus on expanded vocabulary and accuracy of the tones. Culturally based readings in both Chinese and English, videos and audio materials will be included. Four credits. Prerequisite: CHI 2010 or equivalent.

CHI 2050. Oral Communication. Students will expand upon and reinforce their skills in pronunciation, listening comprehension, conversation and grammar. This course will focus on: accuracy of tones and syllables; comprehension of articles and conversations with expanded vocabulary and more complex grammar; communication with greater accuracy and grammatical complexity. Videos and audio materials will be included. Students will be exposed to more cultural aspects of China. Four credits. Prerequisite: CHI 2020 with a grade of C- or higher or placement.

CHI 2080. Grammar & Composition. Students will expand upon and reinforce their skills in reading, grammar and composition. This course focuses on the practice of various aspects of basic Chinese grammar patterns and language structures and acquisition of proficiency in writing. Some readings, videos and audio materials will be included. Four credits. Prerequisite: CHI 2020 with a grade of C- or higher or placement.

FRE 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading, and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. On-line workbook required. Four credits.

FRE 1020. Basic Skills Acquisition II. French 1020 begins with a review of the material covered in French 1010. Further study of French with emphasis on the development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. On-line workbook required. Four credits. Prerequisites: FRE 1010.

FRE 2010. Intermediate French I. Review and expansion of skills in reading, writing, listening and speaking. Culturally based readings, videos and audio materials will be included. Audio component required. Four credits. Prerequisites: FRE 1020 or equivalent.

FRE 2020. Intermediate French II. Expansion and reinforcement of listening, reading, writing and speaking skills acquired from FRE 2010. Culturally based readings, videos and audio materials will be included. Audio component required. Four credits. Prerequisites: FRE 2010 or equivalent.

FRE 2090. Sounds of French. A course designed to help students develop a more authentic pronunciation of French through phonetic exercises and some use of song, poetry and humoristic short passages. One credit. Prerequisite: FRE 2020 or permission of the instructor. Not open to native speakers of French.

FRE 2130. Readings in French. A course focusing on further development of the skill of reading, using a selection of short stories and other brief readings. Some in-class writing. Some review of selected grammatical structures. A grade of "C" or better must be earned in order to continue the study of French at the 3000 level. Four credits. Prerequisite: FRE 2020 or equivalent.

FRE 2140. Grammar Review. A review of high intermediate grammatical structures and concepts with emphasis on tense usage and verb conjugation. Attention to enhancing sophistication in sentence structure. Two credits. Prerequisite: FRE 2130 or permission of the instructor.

FRE 2150. Images, Texts & Visual Texts. Students will explore the cultural meaning and the persuasive power of a number of texts, while considering the different cultural ways in which we give meaning to images as we consume and circulate them. Students will also design, create and present to each other a number of "visual texts" that represent their personal understanding and/or their opinion about the cultural theme under study. Two credits. Prerequisites: FRE 2130 or equivalent or permission of the instructor.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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FRE 2500. Conversation I. Speaking and listening practice, accompanied by acquisition of the vocabulary required to engage in casual conversation related to everyday situations, and to express opinions in concrete situations. Some work on pronunciation. Two credits. Prerequisite: FRE 2130 or permission of instructor. Native speakers of French may not receive credit for this course.



FRE 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

FRE 3000. Conversation II. Expansion of listening and speaking skills and acquisition of a broader and more sophisticated range of vocabulary. Emphasis on the development of oral communication skills sufficient to discuss complex issues and express abstract notions. Some work on

pronunciation as needed. Two credits. Prerequisite: FRE 2130 and FRE 2500 or permission of instructor. Native speakers of French will not be allowed credit for FRE 3000.

FRE 3030. Culture and Civilization of France:

From Past to Present. Overview of the culture and civilization of France, accompanied by discussion of the relevant historical background. Some attention to artistic contributions, colonization and present-day issues. Four credits. Prerequisite: FRE 2130 with a grade of C or better or permission of instructor.

FRE 3040. France Today. A course focusing on current events and issues in France and the French-speaking world today. Work with selected materials from the Internet, including televised news broadcasts and other programs in French, articles from French newspapers and from French publications online, and an audio magazine in French. Culture, conversation, composition. Four credits. Prerequisite: FRE 2130 with a grade of C or better or permission of instructor.

FRE 3080. Francophone Cultures Outside of France.

A course focusing on the cultures of French-speaking areas (other than France) in Europe, the Americas, Africa, the Pacific and Asia. Four credits. Prerequisites: FRE 2130 with a grade of C or better or permission of instructor.

FRE 3180. Business French. Study of the vocabulary, customs and practices of the French-speaking business/ professional world. Cultural differences, organizational patterns, marketing strategies, advertising, business documents and correspondence. Practice of speaking skills in a business/professional context, including job interviews, discussion of personnel and management issues, analysis of advertising. Four credits. Prerequisite: FRE 2130 with a grade of C or better or permission of instructor.

FRE 3210. French Literature and Society I: Love and Honor. A study of selected works of French literature from the Middle Ages to the end of the 17th century, with particular attention to the themes of love and honor. Four credits. Prerequisite: FRE 2130 with a grade of C or better or permission of the instructor.

FRE 3220. French Literature and Society II: Freedom and Identity. A study of selected works of French literature from the Enlightenment to the first world war, with particular attention to the themes of freedom and identity. Four credits. Prerequisite: FRE 2130 with a grade of C or better or permission of the instructor.



FRE 3330. French Literature and Society III:

Revolution and Métissage. A study of selected works of French literature from the first world war to the present, with particular attention to the themes of Revolution and Métissage. Four credits. Prerequisite: FRE 2130 with a grade of C or better or equivalent, or permission of the instructor.

FRE 3400. Francophone Voices: French-speaking

Literatures. A study of selected works from Francophone literatures from independence in the 1960's to the present. Particular attention to the themes of identity, tradition, modernity and métissage. Four credits. Prerequisites: FRE 2130 with a grade of C or better or permission of the instructor.

FRE 4010. Advanced Grammar and Composition.

Study and practice of advanced grammatical structures and continued development of more advanced types of writing such as literary analysis, expository writing, analytical writing, etc. Four credits. Prerequisites: FRE 2130 with a grade of C or better and a FRE 3000-level course, or permission of instructor.

FRE 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

FRE 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

FRE 4990. Senior Seminar. Individual study and research under the guidance of a member of the MFL faculty. Periodic discussion of research with faculty and students in a formal seminar setting. Paper must be written in French. Seminar students are required to take the exit competency exam in French and to present the final research in English to all faculty in the Modern Foreign Language Department. Four credits. Prerequisites: Senior standing, major in French.

GER 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio component required. Four credits.

GER 1020. Basic Skills Acquisition II. German 1020 is a continuation of German 1010. The course begins with a review of the material covered in GER 1010.

Further study of German with emphasis on development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Audio component required. Four credits. Prerequisite: GER 1010 or equivalent.

GER 2010. Intermediate German I. Review and practice of basic communication skills, with emphasis on the expansion of listening, speaking, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio component required. Four credits. Prerequisite: GER 1020 or equivalent.

GER 2020. Intermediate German II. Continued review and practice of basic communication skills, and expansion of listening, speaking, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio component required. Four credits. Prerequisite: GER 2010 or equivalent.

GER 2130. Readings/Conversation in German. Practice and expansion of reading skills at the intermediate level. Intensive practice in speaking German. Readings are selected to provide exposure to fields such as literature, culture, history, etc., and to provide the basis for oral interaction on these topics. Four credits. Prerequisite: GER 2020 or equivalent.

ITA 1010. Basic Skills Acquisition I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading and writing. Designed to provide the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio component required. Four credits.

ITA 1020. Basic Skills Acquisition II. Italian 1020 is a continuation of Italian 1010. The course begins with a review of the material covered in Italian 1010. Further study of Italian with emphasis on development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Audio component required. Four credits. Prerequisite: ITA 1010 or equivalent.

ITA 2010. Intermediate Italian I. Italian 2010 is an intermediate level course designed for students who have completed the 1020 level or its equivalent. Students will review and expand their skills in reading, writing, listening, and speaking in the target language through the inclusion of grammar and culturally based readings, videos and ancillary materials. Four credits. Prerequisite: ITA 1020 or equivalent.



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ITA 2020. Intermediate Italian II. This course is designed for students who have completed 2010 or its equivalent. Students will expand upon and reinforce their listening, reading, writing, and speaking skills acquired from 2010. Culturally based readings, videos and audio materials will be included. Four credits. Prerequisite: ITA 2010 or equivalent.

JPN 1010. Elementary Japanese I. Acquisition of basic communication skills in Japanese. Emphasis is placed on the development of oral communication skills, training in standard pronunciation, vocabulary usage, acquisition of basic sentence patterns, with practice in reading and writing basic Japanese. Acquisition of basic cultural knowledge. Four credits.

JPN 1020. Elementary Japanese II. Japanese 1020 curriculum is designed for students who have satisfactorily completed Japanese 1010, or who have been advised to take the classes on the basis of their level of proficiency in spoken and written Japanese. This course is a continuation of Japanese 1010, and focuses on development of oral proficiency, acquisition of advanced sentence patterns, and reading and writing practices in Japanese. This course emphasizes learning cultural patterns of behavior, as well as spoken Japanese. Four credits. Prerequisite: JPN 1010 or equivalent.

JPN 2010. Intermediate Japanese I. The Japanese 2010 curriculum is designed for students who have satisfactorily completed Japanese 1020, or who have been advised to take the classes on the basis of their level of proficiency in spoken and written Japanese. This course emphasizes exposing students to authentic materials such as newspapers, magazines, and documentary films, as well as learning spoken Japanese. Four credits. Prerequisite: JPN 1020 or equivalent.

JPN 2020. Intermediate Japanese II. The Japanese 2020 curriculum is designed for students who have satisfactorily completed Japanese 2010 or who have been advised to take the classes on the basis of their level of proficiency in spoken and written Japanese. This course emphasizes exposing students to authentic materials such as newspapers, magazines, and documentary films, as well as learning spoken Japanese. Students will also learn cultural patterns of behavior. Four credits. Prerequisite: JPN 2010 or equivalent.

POR 1010. Beginning Portuguese I. Acquisition of cultural awareness and basic communicative skills in listening, speaking, reading, and writing. Designed to provide

the student with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio component required. Four credits.

POR 1020. Beginning Portuguese II. This course begins with a review of the material covered in POR 1010. Further study of Portuguese with emphasis on the development of the communicative skills of listening, speaking, reading and writing. Enhancement of cultural awareness. Audio component required. Four credits. Prerequisite: POR 1010 or equivalent.

SPN 1010. Basic Skills Acquisition I. Acquisition of basic communication skills in listening, speaking, reading, and writing. Designed to provide the students with the tools necessary to develop a level of competency sufficient to meet survival needs and limited social demands. Audio-component required. Four credits. May not be taken after the completion of SPN 1020 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 1010.

SPN 1020. Basic Skills Acquisition II. Continued development in and improvement of basic communication skills in listening, speaking, reading, and writing. Designed to provide the student with the tools necessary to meet survival needs and limited social demands. Audio-component required. Four credits. Prerequisite: SPN 1010 or equivalent. May not be taken after the completion of SPN 2010 or higher level course. Bilingual students or native speakers of Spanish may not receive credit for SPN 1020.

SPN 2010. Intermediate Spanish I. Review and practice of intermediate communication skills, with emphasis on the expansion of listening, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio-component required. Four credits. Prerequisite: SPN 1020 or equivalent. May not be taken after the completion of SPN 2020 or higher level course. Bilingual students and native speakers may not receive credit for SPN 2010.

SPN 2020. Intermediate Spanish II. Continued review and practice of intermediate communication skills, and expansion of listening, reading, and writing skills on the intermediate level. Further development of listening/viewing skills and cultural awareness. Audio-component required. Four credits. Prerequisite: SPN 2010. May not be taken after the completion of SPN 2130 or higher level course. Bilingual students and native speakers may not receive credit for SPN 2010.

"The French major introduced me to a new culture and language that broadened my horizons and reconnected me with my creativity."

Dianne Dau, 2010

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SPN 2130. Hispanic Cultures: Intermediate Reading and Conversation. Practice and expansion at the intermediate level of all four linguistic skills with a special emphasis on reading, and speaking in Spanish. Readings provide exposure to fields such as literature, culture, history, and communications. The selection allows students to express themselves critically, both orally and in writing about Hispanic cultures. This course is designed to prepare students for upper-level spanish courses. A grade of C or better must be earned in order to continue studying Spanish at the 300-level. Four credits. Prerequisite: SPN 2020 or its equivalent. Bilingual students and native speakers of Spanish may not receive credit for SPN 2130.

SPN 2140. Spanish Grammar Review. A review of higher intermediate grammatical structures and concepts with emphasis on tense usage and verb conjugation. Attention to enhancing sophistication in sentence structure. Two credits. Prerequisites: SPN 2020. Bilingual students and native speakers of Spanish may not receive credit for SPN 2140.

SPN 2141. Spanish for the Medical Professions. The course provides the student with practice in speaking, listening, reading and writing centered on the vocabulary,

customs and practices used by health professionals in the workplace. Four credits. Prerequisites: SPN 2130 and SPN 2140 or permission of the instructor. Bilingual students and native speakers may not receive credit for 2141.

SPN 2142. Spanish for Social Services and Non-Profit Professionals. The course provides the student with practice in speaking, listening, reading and writing centered on the vocabulary, customs and practices used by social services and non-profit professionals in the workplace. Four credits. Prerequisites: SPN 2130 and SPN 2140 or permission of the instructor. Bilingual students and native speakers may not receive credit for 2142.

SPN 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

SPN 3000. Advanced Conversation and Pronunciation. Expansion of listening and speaking skills in Spanish. Special focus on helping students to develop a more authentic pronunciation of Spanish. Four credits. Prerequisites: SPN 2130 with a grade of C or higher and SPN 2140 or permission of instructor. Bilingual students and native speakers of Spanish may not receive credit for SPN 3000.



At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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SPN 3020. Contemporary Hispanic Literatures. Reading, study and discussion of contemporary literature and literary trends in Spain and Spanish America. Reading, interactive analysis and discussion of literary selections from Spanish speaking areas of the world. Special consideration will be given to the understanding of the literary genres and literary techniques. Four credits. Prerequisites: SPN 2130 with a grade of C or higher and SPN 2140 or permission of instructor.

SPN 3030. Cultures and Civilizations of Spain. Reading and discussion in Spanish of peninsular culture and civilization from the pre-historical times until the present, accompanied by a discussion of the relevant historical background. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor.

SPN 3040. Spanish-American Culture and Civilization. Overview of the culture and civilization of Spanish-American countries from the pre-Columbian period until the present. Reading and discussion of Spanish-American society, culture and the arts accompanied by a discussion of relevant historical background. Four credits. Prerequisites: Spanish 2130 with a grade of C or better, and Spanish 2140 or permission of instructor. **SPN 3050. Hispanic World Today.** A course focusing on current events in Spain and the Spanish-speaking world today. Materials include selected televised news broadcasts in Spanish, current articles from newspapers and magazines in Spanish. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140, or permission of the instructor.

SPN 3060. Hispanic Short Stories. The study, analysis, and discussion of Hispanic short stories of the XX and XXI centuries. The class will discuss themes such as social inequalities, the power of imagination, gender issues, among others. Special consideration will be given to the understanding and application of techniques for literary analysis. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor.

SPN 3150. Hispanic Culture Through Film. This course will familiarize students with contemporary Hispanic films. Students will explore how these films position themselves with respect to politics, cultural identity, society and the history of Spain and Latin America. Special attention is given to: Introducing the students to a basic reading of what is a movie and improving the students' linguistic context in a film context. Four credits. Prerequisites: SPN 2130 with a grade of C or better and SPN 2140 or permission of instructor.



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SPN 3180. Business Spanish. This course seeks to develop the ability to conduct business Spanish successfully. As such, it is a course in language for special purpose. Within the context of the development of great cross-cultural awareness and competency, it will develop the following skills for business purposes: speaking, listening comprehension, reading, writing and translation/ interpretation. Four credits. Prerequisites: SPN 2130 with a grade of C or better and SPN 2140 or permission of instructor.

SPN 3210. Spanish Literature I: The Birth of the

Spanish Nation. A study of the concept of national identity as it is developed in Spanish Literature. Discussion of key works from the Jarchas until the 19th century. The course will consider the cultural, historical and literary context which produce the texts. Four credits. Prerequisites: SPN 2130 with a grade of C or higher and SPN 2140 or permission of the instructor.

SPN 3220. Spanish Literature II: Voices of the

Regions. This course studies the main literature movements from the late XIX to XXI century in Spain, focusing in the contradictions between the central Castilian culture and the peripheral discourses of the different Regions, and how this dichotomy has shaped contemporary Spain. Four credits. Prerequisites: SPN 2130 with a grade of C or higher and SPN 2140, or permission of the instructor.

SPN 3230. Literary Genres in Latin American

Literature. Studying, analysis and discussion of the development of different literary genres that have emerged in Latin America during the 20th century. The content of the course will vary each semester and it will cover works on genres such as Testimonial Poetry, Fiction of the Dictatorship, The Detective Fiction, The Novel of the Mexican Revolution, etc. The course will explore how these specific genres develop as social and political commentary of the society in which they took form. Special consideration will be given to the understanding and application of techniques for literary analysis. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor.

SPN 3240. Spanish-American Literature I: In Search

of an Identity. A study of the theme of identity as seen in Spanish-American Literature from the pre-Columbian times to the beginning of the 20th century. Particular attention will be given to the major literary movements, works and figures. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor.

SPN 3250. Spanish-American Literature II: The Voices

of the Writers. Study of how social, historical and political issues affecting Spanish-American countries during the 20th and 21th century are reflected in literature. The class will explore how literary works position themselves with regards to issues such as authoritarianism, inequality, women's rights and the role of art in society among others. Particular attention will be given to the major literary movements, works and figures. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor.

SPN 3260. Caribbean Literature: Images of A Region.

A general overview of the Spanish Caribbean Literature throughout its most representative authors. The works will be discussed within the cultural, historical and literary context attending to the particularities of each country. Special consideration will be given to the understanding and application of techniques for literary analysis. Four credits. Prerequisites: SPN 2130 with a grade of C or higher, and SPN 2140 or permission of the instructor.

SPN 4010. Advanced Grammar and Composition.

Study and practice of advanced grammatical structures and continue the development of more advanced types of writing such as literary analysis, expository writing, analytical writing, etc. Four credits. Prerequisites: SPN 2140 and a 3000-level literature or cultural course, or permission of the instructor. Bilingual students or native speakers of Spanish may not receive credit for SPN 4010.

SPN 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

SPN 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

SPN 4990. Senior Seminar. Individual study and research under the guidance of a member of the MFL faculty. Periodic discussion of research with faculty and students in a formal seminar setting. Paper must be written in Spanish. Seminar students are required to take the exit competency exam in Spanish and to present the final research in English to all faculty in the Modern Foreign Language Department. Four credits. Prerequisites: Senior standing, major in Spanish, permission of the instructor. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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Music

Dr. Marc Foster, *Chair*; Mrs. Marcia Dills, Dr. Evelyn Fair-Baker, Dr. Danny Frye, Dr. Alexa Schlimmer, Dr. John Turner.

The Music Department offers a comprehensive bachelor of arts degree, combining a diverse and rigorous curriculum with applied study and ensemble performance experiences, providing students with the training necessary to become leaders in their fields.

Requirements for a BA in Music with Concentration in Voice: (50 credits)

MUSIC CORE 16 credits MUS 1000. Music Core I (4) MUS 1100. Music Core II (4) MUS 2000. Music Core III (4) MUS 2100. Music Core IV (4)

ENSEMBLE 8 credits selected from: MUS 1310. University Singers MUS 1320. Chapel Choir MUS 1300. Chamber Singers PERFORMANCE AND MUSICIANSHIP 14 credits MUS 1200. Voice Lessons (2) MUS 2200. Voice Lessons (2) MUS 3200. Voice Lessons (2) MUS 4200. Voice Lessons (2) MUS 1400. Diction for Singers I (2) MUS 2400. Diction for Singers II (2) MUS 3400. Vocal Pedagogy I (2)

DEPARTMENTAL ELECTIVES 12 credits

IN ADDITION, EACH BA VOICE MAJOR MUST COMPLETE:

Half solo recital at the 3000 level Full solo recital at the 4000 level Keyboard proficiency Concert attendance as outlined in the Music Student Handbook

Requirements for a BA in Music with Concentration in Piano or Organ: (50 credits)

MUSIC CORE 16 credits MUS 1000. Music Core I (4) MUS 1100. Music Core II (4) MUS 2000. Music Core III (4) MUS 2100. Music Core IV (4)





ENSEMBLE 8 credits selected from: MUS 1310. University Singers MUS 1300. Chamber Singers MUS 1320. Chapel Choir MUS 1340. Instrumental Ensembles PERFORMANCE AND MUSICIANSHIP 14 credits

MUS 1210. Piano Lessons (2) MUS 2210. Piano Lessons (2) MUS 3210. Piano Lessons (2) MUS 4210. Piano Lessons (2) ---or --MUS 1220. Organ Lessons (2) MUS 3220. Organ Lessons (2) MUS 4220. Organ Lessons (2) MUS 4220. Organ Lessons (2) ---and--MUS 3430. Piano Pedagogy (2) MUS 3510. Piano/Organ Literature (2) MUS 3410. Conducting I (2)

DEPARTMENTAL ELECTIVES 12 credits

IN ADDITION, EACH BA PIANO OR ORGAN MAJOR MUST COMPLETE: Half solo recital at the 3000 level Full solo recital at the 4000 level Keyboard proficiency Concert attendance as outlined in the Music Student Handbook

Requirements for a BA in Music with Concentration in Instrumental Studies: (50 credits)

MUSIC CORE 16 credits MUS 1000. Music Core I (4) MUS 1100. Music Core II (4) MUS 2000. Music Core III (4) MUS 2100. Music Core IV (4)

ENSEMBLE 8 credits selected from: MUS 1330. Pep Band MUS 1340. Instrumental Ensembles MUS 1341. Jazz Ensemble

PERFORMANCE AND MUSICIANSHIP 14 credits MUS 1230. Brass Lessons (2) MUS 2230. Brass Lessons (2) MUS 3230. Brass Lessons (2)

MUS 4230. Brass Lessons (2)

---or --

MUS 1240. Woodwinds Lessons (2) MUS 2240. Woodwinds Lessons (2) MUS 3240. Woodwinds Lessons (2) MUS 4240. Woodwinds Lessons (2) ---0r --MUS 1250. Percussion Lessons (2) MUS 2250. Percussion Lessons (2) MUS 3250. Percussion Lessons (2) MUS 4250. Percussion Lessons (2) ---or --MUS 1280 Composition Lessons (2) MUS 2280 Composition Lessons (2) MUS 3280 Composition Lessons (2) MUS 4280 Composition Lessons (2) ---or --MUS 1290. String Lessons (2) MUS 2290. String Lessons (2) MUS 3290. String Lessons (2) MUS 4290. String Lessons (2) ---0r --MUS 1291 Guitar Lessons (2) MUS 2291 Guitar Lessons (2) MUS 3291 Guitar Lessons (2) MUS 4291 Guitar Lessons (2) ---and---MUS 3420. Instrumental Pedagogy (2) MUS 3520. Instrumental Literature (2) MUS 3410. Conducting I (2)

DEPARTMENTAL ELECTIVES 12 credits

IN ADDITION, EACH BA INSTRUMENTAL STUDIES MAJOR MUST COMPLETE: Half solo recital at the 3000 level Full solo recital at the 4000 level Keyboard proficiency Concert attendance as outlined in the Music Student Handbook

Requirements for a Minor in Music with Concentration in Voice: (22 credits)

MUSIC CORE 8 credits MUS 1000. Music Core I (4) MUS 1100. Music Core II (4)

ENSEMBLE 4 credits selected from: MUS 1310. University Singers MUS 1300. Chamber Singers MUS 1320. Chapel Choir



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PERFORMANCE AND MUSICIANSHIP 6 credits MUS 1200. Voice Lessons (2) MUS 2200. Voice Lessons (2) MUS 1400. Diction for Singers I (2)

DEPARTMENTAL ELECTIVES 4 credits

Requirements for a Minor in Music with Concentration in Piano or Organ: (22 credits)

MUSIC CORE 8 credits MUS 1000. Music Core I (4) MUS 1100. Music Core II (4)

ENSEMBLE 4 credits selected from: MUS 1310. University Singers MUS 1300. Chamber Singers MUS 1320. Chapel Choir MUS 1340. Instrumental Ensembles

PERFORMANCE AND MUSICIANSHIP 6 credits MUS 1210. Piano Lessons (2) MUS 2210. Piano Lessons (2) ---or--MUS 1220 Organ Lessons (2)

MUS 2220 Organ Lessons (2)

---and--MUS 3510. Piano or Organ Literature (2)

DEPARTMENTAL ELECTIVES 4 credits

Requirements for a Minor in Music with Concentration in Instrumental Studies: (22 credits)

MUSIC CORE 8 credits MUS 1000. Music Core I (4) MUS 1100. Music Core II (4)

ENSEMBLE 4 credits selected from: MUS 1330. Pep Band MUS 1340. Instrumental Ensembles MUS 1341. Jazz Ensemble

PERFORMANCE AND MUSICIANSHIP 6 credits MUS 1230. Brass Lessons (2) MUS 2230. Brass Lessons (2)

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MUS 1240. Woodwind Lessons (2) MUS 2240. Woodwind Lessons (2)

MUS 1250. Percussion Lessons (2) MUS 2250. Percussion Lessons (2)



"Being a part of the Department of Music at HPU has helped ignite my passion for music and is preparing me for a career in the industry."

Ben Hensley, senior music major

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---Or--MUS 1280 Composition Lessons (2) MUS 2280 Composition Lessons (2) ---Or--MUS 1290. String Lessons (2) ---Or--MUS 1291. Guitar Lessons (2) MUS 2291. Guitar Lessons (2) ---and--MUS 3520. Instrumental Literature (2)

DEPARTMENTAL ELECTIVES 4 credits

MUS 1000. Music Core I. An integrative course of study in music history, music theory, aural skills, and music literature of the Medieval through Renaissance periods. Four credits. Fulfills General Education Requirement.

MUS 1100. Music Core II. An integrative course of study in music history, music theory, aural skills, and music literature of the Baroque through Classical periods. Four credits. Prerequisite: MUS 1000.

MUS 1200, 2200, 3200, 4200. Voice Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester (two credits available with permission of Department Chair). One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1210, 2210, 3210, 4210. Piano Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester (two credits available with permission of Department Chair). One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1220, 2220, 3220, 4220. Organ Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1230, 2230, 3230, 4230. Brass Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1240, 2240, 3240, 4240. Woodwind Lessons.

Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester (two credits available with permission of Department Chair). One or two private half-hour lessons per week. Each level may be repeated or credit.



MUS 1250, 2250, 3250, 4250. Percussion Lessons.

Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1260, 2260, 3260, 4260. Vocal Conducting

Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1270, 2270, 3270, 4270. Instrumental Conducting Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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MUS 1280, 2280, 3280, 4280. Composition Lessons. Technical studies and development of artistic technique. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1290, 2290, 3290, 4290. String Lessons. Technical studies, building of repertoire, and development of artistic technique. Selected literature for each level of development. One credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1291, 2291, 3291, 4291. Guitar Lessons. Technical studies, building or repertoire, and development of artistic technique for contemporary, classical, and jazz guitar. Selected literature for each level of development. One hour credit each semester. One or two private half-hour lessons per week. Each level may be repeated for credit.

MUS 1300. Chamber Singers. Chamber Singers is a small ensemble of advanced singers, admitted through a competitive audition. The choir performs advanced choral literature and sings frequently throughout the semester. The choir tours regionally, nationally, and internationally on a regular basis. One credit each semester. Prerequisite: Audition with the director. May be repeated for credit.

MUS 1310. University Singers. The University Singers is a large choral ensemble that performs a variety of demanding choral literature, including large-scale choral/orchestral works. No audition is required. One credit each semester. May be repeated for credit.

MUS 1320. Chapel Choir. The Chapel Choir is an auditioned choral ensemble that participates in and provides primary worship leadership for weekly Chapel services. This choir performs a variety of demanding sacred choral literature. One credit each semester. Prerequisite: Audition with the director. May be repeated for credit.

MUS 1330. Pep Band. The Pep Band is open to all interested brass, woodwind, and percussion students. Enrollment is open to music majors and non-majors. Various styles of contemporary music, including popular, jazz, funk, and Latin music, are studied and performed. One credit each semester. May be repeated for credit.

MUS 1340. Instrumental Ensembles. Participation in ensembles appropriate to instrument specialty. Includes, but not limited to, Jazz Ensemble, Percussion Ensemble,

Chamber Winds, String Ensemble. One credit each semester. May be repeated for credit.

MUS 1341. Jazz Ensemble. An instrumental ensemble focusing on the standards of Jazz Repertoire. Will perform several times at various events each semester. One credit hour each semester. May be repeated for credit.

MUS 1350. Opera/Opera Scenes. Performance of opera or opera scenes. One credit each semester. Prerequisite: Audition with the director. May be repeated for credit.

MUS 1360. Musical Theatre/Scenes. Performance of a musical theatre or musical theatre scenes. One credit each semester. Prerequisite: Audition with the director. May be repeated for credit.

MUS 1400. Diction I. A foundation course for clear and correct diction in singing of Italian, English, and Latin. Emphasis is placed on differences between spoken and sung diction in each language. Two credits each semester.

MUS 1600. Human Dimensions of Music. A study of the nature of music in Western culture from ancient to modern times, with a focus on how humankind perceives self through music. Four credits each semester. Fulfills General Education Requirement.

MUS 2000. Music Core III. An integrative course of study in music history, music theory, aural skills, and music literature of the Romantic period. Four credits. Prerequisite: MUS 1100.

MUS 2100. Music Core IV. An integrative course of study in music history, music theory, aural skills, and music literature of the 20th and 21st centuries. Four credits. Prerequisite: MUS 2000.

MUS 2400. Diction II. A foundation course for clear and correct diction in singing of German and French. Emphasis is placed on differences between spoken and sung diction in each language. Two credits.

MUS 3400. Vocal Pedagogy I. A survey of vocal pedagogical concepts and their application in studio instruction. Structured opportunities to student teach will be provided under the supervision of a faculty member. Two credits. Prerequisite: Junior standing or by approval of the professor.



MUS 3410. Conducting I. A course designed to teach basic conducting techniques as well as score preparation and rehearsal techniques. Students will also become acquainted with significant choral and instrumental literature. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3420. Instrumental Pedagogy. Philosophies and methods of organizing and teaching instrumental music in the schools and in private lessons. Includes planning and implementing pedagogic techniques in laboratory sessions. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3430. Piano Pedagogy. A survey of piano pedagogical concepts and their application in studio instruction. Structured opportunities to student teach will be provided under the supervision of a faculty member. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3500. Vocal Literature. Designed as a study of vocal literature in which the students will explore and analyze

significant composers and their literature in each of the historical periods through the 21st century. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3510. Piano/Organ Literature. Designed as a study of piano literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3520. Instrumental Literature. Designed as a study of instrumental literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3530. Opera Literature. Designed as a study of opera literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. Two credits. Prerequisite: Junior standing or by approval of the professor.





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MUS 3540. Musical Theatre. Literature Designed as a study of musical theatre literature in which the students will explore and analyze significant composers and their literature in each of the historical periods through the 21st century. Two credits. Prerequisite: Junior standing or by approval of the professor.



MUS 3600. History of Musical Theatre. A historical study of the development of Musical Theatre, the composers, prominent theatres, and performers of the genre. Two credits. Fulfills General Education Requirement. Prerequisite: Junior standing or by approval of the professor.

MUS 3610. History of Opera. A historical study of the development of Opera, the composers, prominent theatres, and performers of the genre. Two credits. Fulfills General Education Requirement. Prerequisite: Junior standing or by approval of the professor.

MUS 3620. History of Pop Music. A historical study of the development of popular music, including genres from the beginning of the 20th century through current trends in the pop idiom. Two credits. Fulfills General Education Requirement. Prerequisite: Junior standing or by approval of the professor.

MUS 3630. History of Church Music. A historical study of the development of church music from pre-Gregorian music to current trends in the discipline. Two credits. Fulfills General Education Requirement. Prerequisite: Junior standing or by approval of the professor.

MUS 3640. History of Jazz. A chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. Two credits. Fulfills General Education Requirement. Prerequisite: Junior standing or by approval of the professor.

MUS 3700. Tonal Counterpoint. Contrapuntal techniques and musical forms of the middle and late Baroque period. Analysis of music by composers such as Bach, composition in representative forms, and aural training. Four credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3710. Part Writing. Study and practice of writing vocal music in four parts. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3720. Form & Analysis of Music. A review of western European music history from the Greeks to present day. Analysis of selected representative works, as well as readings and discussions of literature on theoretical concepts of form and analysis will be examined. Four credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3800. Music Business. A course which provides an overview of the inner workings of the recording industry including arts administration, artist and producer agreements, music publishing, copyright registration, music retailing, radio airplay and INDIE promotion, and career options for this field. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 3810. Sacred Music Studies. A study of current trends in sacred music in an historical perspective. Two credits. Prerequisite: Junior standing or by approval of the professor.

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MUS 3820, 4820. Special Topics in Music. A study of selected topics related to specific degree requirements in each of the music disciplines offered on a rotating basis. Topics include but are not limited to: Music History, Music Composition, Conducting, Sacred Music, Music Business, Jazz Studies, Accompaniment techniques, etc. Two or four credits. Prerequisite: Junior standing or by approval of the professor.

MUS 4400. Vocal Pedagogy II. A survey of advanced vocal pedagogical concepts and their application in studio instruction. Structured opportunities to student teach will be provided under the supervision of a faculty member. Two credits. Prerequisite: MUS 3400.

MUS 4410. Conducting II. A course designed to teach advanced conducting techniques as well as score preparation and rehearsal techniques. Students will also become acquainted with significant choral and instrumental literature. Two credits. Prerequisite: MUS 3410.

MUS 4420. Baroque Performance Interpretation. Vocal and instrumental performance techniques of the music of the Baroque period. Four credits. Prerequisite: Junior standing or by approval of the professor.

MUS 4430. Group Vocal Technique. The study of the pedagogy of singing in a group/choral setting. This course will explore methods for teaching healthy vocal production, uniformity of vowels and ensemble diction for choirs, and rehearsal techniques. This course is intended for those interested in becoming teachers or conductors of choirs and vocal ensembles. Two credits. Prerequisite: MUS 4410 or by approval of the professor.

MUS 4600. World Music Survey. A survey of nonwestern music, techniques, instruments, and a study of the interaction of music and society in various cultures throughout the world. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 4610. Advanced Studies in Music History.

Advanced studies in music history from the Renaissance through the Classical eras, including advanced research methods. Four credits. Prerequisite: MUS 2100 and Junior standing or by approval of the professor.

MUS 4700. Advanced Analytical Techniques. Advanced techniques in the analysis of tonal music. Four credits. Prerequisite: MUS 2100 and Junior standing.

MUS 4710. Jazz Analysis. Establishes a foundation of knowledge for the study of jazz improvisation and composition, stressing jazz nomenclature, chord/scale analysis, basic chord substitution, and voice leading. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 4720. Schenkerian Analysis. A method of musical analysis of tonal music based on the theories of Heinrich Schenker. Two credits. Prerequisite: MUS 2100 and Junior standing.



MUS 4800. Advanced Music Technology. Advanced techniques of music editing and engraving using a variety of engraving software and midi-technologies. Two credits. Prerequisite: Junior standing or by approval of the professor.

MUS 4810. Global Music in a Western Worship

Context. A study of the integration and use of non-western music in the context of worship within mainline western denominations. The course will cover global music from many cultures, performance techniques, and appropriate and practical ways of integrating global music in effective and meaningful ways in western worship. Two credits. Prerequisite: Junior standing or by approval of the professor. At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

POLITICAL SCIENCE

Dr. Mark Setzler, Chair; Dr. Martin Kifer, Dr. Alixandra Yanus.

The political science program focuses on the development of strong technical skills and an advanced understanding of political behavior and its consequences for citizens, leaders and political groups. The program's core courses permit students to explore a wide range of issues, methodological approaches and ideological perspectives. Required coursework prepares majors for professional careers that will demand effective critical thinking, logical and quantitative reasoning, analytical writing and public speaking. Plentiful electives guide students in the development of multiple areas of specialization as they study political institutions and behaviors in the United States, politics in foreign countries and power relations among nations. The department provides many opportunities to gain practical experience outside the classroom. Majors may fulfill a portion of their requirements while studying abroad or completing internships with campaigns, interest groups or political officials. Program graduates leave HPU ready to make an immediate professional impact; our recent alumni have launched successful careers in a wide range of fields, including public service, law, business, journalism, education, public interest advocacy, strategic communications and political campaigning. The major's curriculum also prepares students who wish to further their education beyond the undergraduate level, and a large portion of our alumni go into graduate and professional programs.

B.A. in Political Science (36 credits)

- PSC 1010 Contemporary Issues and Politics or PSC 1011 Enduring Issues in Political Thought
- PSC 2310 American Politics
- PSC 2018 Research Methods in Political Science and Sociology
- PSC/GBS 2510 Comparing Foreign Political Systems or PSC 2710 International Relations
- PSC 4099 Senior Seminar or PSC 4810-4815 Student Intern Program. The internship must be undertaken in the junior or senior year and credit is subject to departmental approval
- 16 credits of political science courses outside of the classes taken to meet the requirements listed above.

General elective coursework may include independent study coursework, special topic classes, and a maximum of four credits in the Student Intern Program if the student is not using internship hours to meet other major requirements. Other Requirements: Majors are required to take at least three courses at the 3000-level or higher; at least one class must be at the 4000-level.

Minor in Political Science (20 credits)

- Two courses selected from PSC 2310, PSC/GBS 2510 and PSC 2710 $\,$
- 12 credits of political science courses outside of the classes taken to meet the requirement listed above.

PSC 1010. Contemporary Issues and Politics. This course surveys many of the most pressing issues being explored by contemporary political scientists. Why are some communities plagued by violence while others live in peace? Why do mass poverty and war still exist on a global scale? Why do countries that have no intention of using weapons of mass destruction still seek to possess them? How are democratic values and behaviors first established in a society, and how are they passed on to future generations? Students will examine these and other central questions in political science as they learn how the systematic study of political ideas, institutions and behaviors offers unique insights into many of humanity's most profound social and political challenges. Four credits.

PSC 1011. Enduring Issues in Political Thought.

This course examines how various political theorists and philosophers have attempted to answer the most fundamental and enduring of political questions. Students will analyze numerous contentious topics from multiple perspectives including questions such as whether there is ever justification for war, what are the civic obligations of citizens and government and how should democracies incorporate peoples of different backgrounds. Four credits.

PSC/SOC 2018. Research Methods in

Political Science and Sociology. Research in the social sciences has transformed public policy in recent decades, but how can we be confident that this research is yielding valid results rather than just the biased preferences of researchers? This course answers this question by surveying the primary techniques that political scientists and sociologists use to describe and explain individual, group, and national behaviors. Course topics will include ethical considerations, project design, hypothesis development and testing, and the reporting of results. The methodologies investigated will include practices such as interviewing and observation, focus groups, survey research, content analysis and various types of statistical analysis. Students will gain hands-on research experience in exercises and small projects. Four credits.

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PSC 2310. American Politics. This course surveys the origins, institutions, and culture of the US political system. What kind of democracy did the nation's founders intend to build? How and why has American democracy changed over time? How can everyday people influence government? Do the media and pop culture help or hinder good governance? How well do the nation's political institutions serve the common good? Do state and local governments advance or inhibit policy innovation? Students will explore these and other enduring questions in order to reach to their own conclusions about the health and direction of American democracy in the 21st Century. Four credits.

PSC/GBS 2510. Comparing Foreign Political

Systems. Using country case studies selected from Asia, Africa, Europe, Latin America, and the Middle-East, this course compares the structure of political power across many of the world's most influential nations. Students will investigate why different types of governments vary in their capacity to develop modern economies, limit political violence, protect excluded groups and respond to their citizens' needs. While the primary focus is on governmental institutions and political behavior, the course covers multiple cultural perspectives on the role and optimal structure of government and it surveys the basic geography, history, and the circumstances of everyday life in numerous foreign settings. Four credits.

PSC 2710. International Relations. This course explores how global and domestic politics interact to shape foreign policy behaviors, strategic alliances, and interactions among nations. Students will investigate why countries choose to cooperate or engage one another in conflict, how globalization and the changing fortunes of the world's most powerful nations are reshaping the roles and power of international institutions and whether nations are likely to work together to solve the most pressing international problems of our day. Four credits.

PHL/PSC 3009. Political Philosophy. This course studies representative philosophies of Western political traditions from an historical perspective with emphasis placed upon modern European and American theories of state and society. Four credits.





PSC 3310. American Political Institutions. This course offers an in-depth analysis into the three principal institutions of the US political system: the Congress, the presidency, and the courts. The class will examine how political parties and interest groups affect these institutions in terms of public confidence, elections and policy outcomes. The goal of the course is to develop an advanced understanding as to how all of these institutions intertwine while attempting to function within the Constitutional framework of the United States. Four credits.



PSC 3317. Pop Culture, Media, and Politics. This course explores how popular culture shapes political actors, attitudes, and outcomes through mediums such as film, magazines, television shows and the internet. It will also analyze how mainstream and alternative news coverage have impacted American politics, seeking to understand how popular culture has changed over time and the extent to which it enhances or detracts from the quality of American democracy. Four credits.

PSC 3320. The Constitution, Civil Liberties, and the

Courts. This course provides an in-depth analysis of the legal foundations of our nation. Students will analyze how and why the meaning and scope of civil liberties have evolved over time. The course considers the Constitutional framework within which federal judges operate, dozens of pivotal Supreme Court cases, and the main factors behind judicial

decision-making. Course topics will include numerous enduring questions—such as what limits should be placed on freedom of speech or governmental involvement with religion—while also engaging contemporary issues and Constitutional questions. Four credits.

PSC 3330. Public Opinion. This course introduces students to the origins and effects of political attitudes as well as the methods that political scientists use to measure them. Students will learn about the impact of historic events, media, and elite rhetoric on public attitudes as well as how political figures react to public opinion in order to make their own decisions. The course will also draw on the resources of the university's survey research center to illustrate important concepts in writing and fielding public opinion surveys. While US political attitudes are the primary focus of the course, students will also learn about differences in public opinion across several countries. Students will gain hands-on experience analyzing and presenting the results of polls from political campaigns as well as policy areas such as education, health care and international affairs. Four credits.

PSC 3332. Campaigns and Elections. This course is a practical introduction to US elections that takes students behind the scenes of historic and on-going political campaigns. Students will learn about the challenges of running for public office, including how professional politicians build and manage campaign organizations, develop messages and strategies and promote their candidacies using television and new media. The course will expose students to the internal workings of ongoing local, state, and federal campaigns through visits by candidates and political operatives, opportunities to work on actual campaigns and exercises in which they will employ campaign techniques and tactics. Four credits.

PSC/GBS 3510. Latin American Politics. This seminar compares the sociopolitical histories, governance systems, and policy priorities of numerous Latin American societies. Through in-depth case country studies, including a close look at regional powers Brazil and Mexico, students will investigate issues of considerable relevance throughout Latin America and beyond. Such questions include: why is poverty so widespread despite the region's rich natural resources, why have military rule and revolution found such widespread public support, how have US security and economic preferences impacted regional politics and what can be done to strengthen the rule of law and democracy? Four credits.

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PSC/GBS 3520. Religious Movements and Politics in a Global Perspective. This course examines how different religions and religious movements have impacted political behavior, development, and policy throughout the world. It will explore issues such as the civic assimilation of Muslims in Western Europe, the revolutionary political impact of liberation theology in Latin America, the impact that the radicalization of religion has had on political systems throughout the world as well as the co-existence of Christianity, Islam and indigenous religions in Africa. Four credits.

HST/PSC 3701. The United States and the Middle

East since 1945. This course is a diplomatic, political, and economic history of American involvement in the Middle East and Europe since World War II. The course presents different interpretations of the role the United States has played in the region. Four credits. Prerequisite: HST1701, HST2701, or permission of instructor.

PSC 4099. Senior Seminar. This seminar is a capstone course to the political science and international relations majors. Working closely with one or more faculty mentors, students will complete and publicly present a substantial original research project on an approved topic of their choice. Students will also compile a professional portfolio designed to help them transition with success to professional employment or graduate school. Prerequisites: This course is open to INR and PSC majors only; senior standing is required except by instructor approval. Four credits.

PSC 4710. International Conflict and Security. This seminar provides an in-depth analysis of why interstate war, civil conflict, genocide and terrorism continue despite our growing capacity to address other sources of human suffering. The course will explore how international regimes, globalization, advances in military technology and evolving human rights norms are reshaping the causes and methods of warfare. Students will evaluate a wide range of strategies to reduce inter-and intra-state violence. Four credits. Prerequisite: PSC 2310 or PSC 2710 or permission of instructor.

PSC 4720. US Foreign Policy. This course investigates how the US government interacts with the world. Topics addressed in the class include: Who are the most powerful political actors in shaping the content and priorities of foreign policy? Why do we sometimes pursue relationships with foreign actors that some Americans view to be immoral? How do interest groups, the media, and public opinion affect the way the US interacts with other countries? Why do US priorities and relations with other countries vary so much across different world regions? Students will have numerous hands-on opportunities to explore these questions and others as they apply course concepts to realistic policy-making scenarios. Four credits. Prerequisite: PSC 2310 or PSC 2710 or permission of instructor.



PSC 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

PSC 4444. Independent Study. Individual study and research under the guidance of a member of the department. One to four credits each semester.

PSC 4810-4815. Student Internship. Variable credit. Credit-bearing internships are arranged through the University's Experiential Learning Office. *"The psychology professors really care about your progress as a student. They have helped me prepare for my future."*

Alec Cunningham (2010)

Psychology

- Dr. Greggory Hundt, Chair; Dr. Deborah Danzis,
- Dr.. Sadie Leder, Dr. Kirsten Li-Barber, Dr. Christopher Lootens, Dr. Jana Spain, Dr. Kimberly Wear.

The psychology department welcomes all those who are interested in the scientific study of human behavior and mental processes. The department offers a program leading to a Bachelor of Science in Psychology. This program provides many options, allowing students to create an individualized academic plan that meets their particular needs and prepares them for a variety of post-graduation options. Specifically, graduates of the psychology program continue their education with graduate training in sub-areas of psychology, such as clinical, social, personality, developmental, cognitive, and industrial/organizational psychology. Other graduates complete post-baccalaureate training in professional fields such as law, business, medicine, and education. Our psychology graduates also choose employment in a variety of business and human service organizations. Non-majors may take any psychology course provided they have met the appropriate prerequisites. All students wishing to major in psychology should consider their career options early in their academic program and seek appropriate information and assistance from the psychology faculty.

Requirements for a B.S. in Psychology (44 credits)

Required Core Courses: 16 credits Complete each of the following courses:

PSY 2000 Introduction to Psychology

- PSY 2100 Statistics for Psychology
- PSY 3100 Research Methods in Psychology
- PSY 4100 Advanced Research Methods in Psychology

Required Electives: (28 credits) -12 credits selected from area A, 8 credits from area B, and 8 credits from area C $\,$

A. Survey of Psychology: 12 credits Choose 12 credits from the following courses:

PSY 2200 Personality Psychology PSY 2250 Abnormal Psychology PSY 2300 Lifespan Development PSY 2400 Social Psychology PSY 2500 Cognitive Psychology PSY 2600 Biopsychology

PSY 2880 Special Topics

B. Psychological Processes: 8 credits Choose 8 credits from the following courses:

PSY 3210 Person Perception PSY 3250 Introduction to Clinical Psychology PSY 3310 Child Development PSY 3410 Social Cognition PSY 3420 Close Relationships PSY 3450 I/O Psychology PSY 3510 Language and Thought PSY 3610 Health Psychology PSY 3620 Human Sexuality PSY 3710 Career Development & Psychology PSY 3880 Special Topics

C. Applications of Psychology: 8 credits Choose 8 credits from the following courses:

PSY 4110 Undergraduate Research (no more than 4 credits) PSY 4120-4130 Independent Study PSY 4190 Tests and Measurement PSY 4200 Psychological Counseling PSY 4210 Social Development in Adolescence PSY 4342 Cognitive Aging PSY 4430 Social Influence PSY 4430 Organizational Behavior PSY 4510 Learning and Memory PSY 4510 Learning and Human Behavior PSY 4610 Drugs and Human Behavior PSY 4710-4750 Student Internship Program (no more than 4 credits)

PSY 4880 Special Topics

Required supporting courses: BIO 1100 or BIO 1399 Note: PSY 2100 has a prerequisite of MTH 1130 or higher.

Note: All psychology majors are expected to complete the Psychology Department Assessment Packet, including the Major Field Test, during their final semester before graduation. Please see your advisor for details.

Requirements for a minor in Psychology (20 credits)

PSY 2000 Introduction to Psychology 2 PSY courses at the 2000 level (excluding PSY 2000) 2 PSY courses at the 3000/4000 level

PSY 2000. Introduction to Psychology. An introduction to the major theories, concepts, and applications of

PSYCHOLOGY 203



psychological topics, includingneuropsychology, sensation and perception, human development, learning and memory, social, personality, and psychological disorders and therapy. Throughout the course, an emphasis is placed on understanding the link between theory and real-world application of psychologicalprinciples. Students also participate in experiential research activities, which includeresearch studies, reading journal articles, attending psychology media presentations or guest speaker presentations. Four hours credit. Fall/Spring.

PSY 2100. Statistics for Psychology. An introduction to descriptive and inferential statistics commonly used by psychologists, including measures of central tendency, variability, t-tests, correlation, regression, and analyses of variance. Emphasis is on hypothesis testing, interpretation, and application in psychological research. Students are introduced to psychological research methods and learn to use statistical software for analyses. Four hours credit. Fall/Spring. Prerequisites: MTH 1130 or higher.

PSY 2200. Personality Psychology. A survey of the major approaches to the study of human personality. Focusing on individual differences in affect, behavior, and cognition, the course reviews classic and contemporary personalityperspectives, including the biological, trait, behavioral, cognitive, psychoanalytic, and phenomenological perspectives. Students develop an understanding of the tools and methods currently used to assess and study personality and learn to evaluate the relevant scientific research. The relative validity of self-reports, informant reports, behavioral measures, and life outcomes as measures of personality is examined. Special attention is given to an examination of how personality is manifest in everyday life. Four hours credit. Spring. Prerequisite: PSY 2000.

PSY 2250. Abnormal Psychology. The study of abnormal behavior and psychological disorders in history and in recent times. Clinical assessment, research, and diagnostic methods are discussed. Multiple categories of disorders are reviewed, including but not limited to anxiety disorders, dissociative disorders, mood disorders, personality disorders, and schizophrenia. Special emphasis is placed on causes, symptom patterns, and current methods of treatment and prevention. Four hours credit. Fall. Prerequisite: PSY 2000.

PSY 2300. Lifespan Development. An integrative introduction into the theories, concepts and applied issues related to the study of the human lifespan. The course provides a balanced examination of the

developmentalprocesses that underlie child, adolescentand adult development. Special emphasisis placed on an examination of how biological precursors, as well as social and cultural experiences can shape an individual's development throughout the lifespan. Four hours credit. Spring. Prerequisite: PSY 2000.

PSY 2400. Social Psychology. An examination of how people think about, influence, and relate to one another in various social contexts. The course emphasis is applying the scientific method to the study of social perception and cognition, attitudes and persuasion, interpersonal attraction, social influence, altruism, aggression, and group decision-making. The application of social psychological research and theory to everyday social behavior is emphasized. Four hours credit. Fall. Prerequisite: PSY 2000.



PSY 2500. Cognitive Psychology. An introduction to the field of cognitive psychology. Students may expect to learn how humans identify, represent, and process information from their environment. Topics covered within the course include, perceptual recognition, attention, memory, language, problem solving, and decision making. Theory and empirical evidence are used to examine the processes underlying these areas. This includes hands-on involvement with different tasks used in these areas of research. Four hours credit. Spring. Prerequisite: PSY 2000.



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PSY 2600. Biopsychology. An introduction to the field of biopsychology. Students may expect to learn about current and past methodologies and research on the interplay of the brain and behavior. Topics covered within the course include investigation of behavioral genetics, evolutionary psychology, neuroanatomy, physiological perspectives of sensory perception, learning and memory, sleeping and dreaming, drug addiction, emotion, human sexuality, and biological bases of psychiatric disorders. Four hours credit. Fall. Prerequisite: PSY 2000 and BIO 1100 or BIO 1399.



PSY 2880, 3880, 4880. Special Topics. Variable credit. May be repeated.

PSY 3100. Research Methods in Psychology. An

introduction to the basic research methods used in psychology. Students are exposed to and receive hands-on experience with each step of the research process; from evaluating published research to the collection and analysis of empirical data. The course covers basic topics relevant to designing, analyzing, and reporting research. Topics include the role of theory, the basics of measurement, measurement techniques, application of descriptive and inferential statistics, experimental and non-experimental research designs, scientific writing, and ethical issues. Four hours credit. Fall/Spring. Prerequisites: PSY 2000 and PSY 2100.

PSY 3210. Person Perception. An examination of the models and theories of person perception with a focus on current areas of research. The course discusses the nature of social judgments, how social perceivers combine information about an individual to reach a judgment, and how that judgment subsequently influences social interactions. Topics include the validity of first impressions, the use of nonverbal cues to understand others, the process by which perceivers make personality judgments, the ability of perceivers to accurately detect thoughts and emotions, and our ability to accurately detect attempts at deception. The application of person perception theory and research to intimate relationship processes, everyday social influence attempts, personnel selection and evaluation processes, and interactions between members of different cultures. Four hours credit. Fall alternate even vears. Prerequisite: PSY 2000.

PSY 3250. Introduction to Clinical Psychology. Clinical psychology integrates science, theory, and practice to understand, predict, and alleviate distress or psychological dysfunction and promote subjective well-being. This course will provide an overview of the profession of clinical psychology. Topics discussed will center on the practice of clinical psychologists, including: diagnostic assessment, modalities of psychotherapy, and treatment settings in which psychologists work. The course will also examine psychologists' involvement in issues such as: ethics, cultural diversity, forensic matters, and clinical research. Students will learn about the historical foundations of this profession, as well as the contemporary practices and principles used by clinical psychologists in various treatment settings. Finally, students will become familiar with models of training and expectations for graduate study in this field. Four hours credit. Spring alternate even years. Prerequisite: PSY 2000 and PSY 2250.

PSY 3310. Child Development. A more focused examination of the period of development that spans from prenatal development up to late childhood. Topics include an examination of traditional and non-traditional birthing methods, the influence of early parent-child relationships on later child development, development of gifted and special needs children, and understanding the development of friendships during childhood. Special emphasis is placed on utilizing classic and contemporary child development research to further students' understanding of the principles and theories

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discussed in class. Students are given the opportunity to raise their own "virtual child" to provide a hands-on understanding of the biological, social and environmental processes that affect child development. Four hours credit. Fall alternate odd years. Prerequisites: PSY 2000 and PSY 2300.

PSY 3410. Social Cognition. An examination of how peoples' perceptions of their social environment motivate their thoughts, emotions and actions. The primary focus of course discussion ison applying this unique perspective to daily life. Course material draws from sources in a variety of contexts, including research in social and cognitive psychology, marketing, group processes, and consumer behavior. Four hours credit. Spring alternate odd years. Prerequisites: PSY 2000 and PSY 2400.

PSY 3420. Close Relationships. An introduction to the scientific study of close, intimate relationships. The course considers how attachment processes, social needs, and interpersonal traits might affect the establishment of stable interpersonal ties, examines how relationships form and develop over time, and reviews the factors that contribute to relationship distress and dissolution. Students develop an understanding of how historical and socio-cultural factors influence the form and function of intimate relationships and how the psychological research methods can help us understand the essential role of close relationships in human life. Four hours credit. Fall alternate odd years. Prerequisites: PSY 2000.

PSY 3450. Industrial/Organizational Psychology. An introduction to psychological science as applied to the study of organizations and people at work. The course explores three broad areas of individual and organizational functioning: personnel decision-making (such as job analysis and employee selection); personal work experiences (such as job attitudes and motivation); and work group/organizational issues (such as leadership and group/team dynamics). For each topic, the course examines how psychological research can be conducted and applied to understand and improve worker experiences and organizational functioning. Four hours credit. Fall alternate even years. Prerequisite: PSY 2000.

PSY 3510. Language and Thought. A comprehensive survey of current theories and research of language functions in natural context and their relation to the processes by which language is produced (how we construct an utterance, from idea to completed sentence), understood (how we perceive and understand speech and written language),and

acquired (how children acquire language and how second languages learned). This course examines the relationship between language and thought, psychological approaches to meaning, and disorders of speech and language. Four hours credit. Fall alternate even years. Prerequisite: PSY 2000 and PSY 2500.



PSY 3610. Health Psychology. An examination of the contribution psychology has made to understanding health and illness. This course focuses on the physiological, psychological, and social factors that contribute to health and illness. The course includes such topics as the promotion and maintenance of good health, the treatment of illness in the medical setting, doctor-patient communication patterns, patients' reactions to illness, and behavioral intervention to reduce health risks. Four hours credit. Prerequisite: PSY 2000.

PSY 3620. Human Sexuality. The scientific study of human sexual behavior and attitudes, examining biological, cognitive, social, and cultural influences. Emphasis is on using psychological science to understanding aspects of sexual functioning, sexual behavior, gender/sexuality influences across the lifespan, and sexuality within its societal and cultural context. Topics include, but are not limited to, sexual anatomy and response, gender roles, sexual orientation, sexual deviations, sex-related crimes, sexual dysfunctions, and sex in the context of intimate, romantic relationships. Four hours credit. Spring alternate even years. Prerequisite: PSY 2000. "The psychology program at HPU is amazing. The courses and faculty have ignited a passion for psychology in me, making me want to change the lives of others." Krystal Michelle Proctor (2010)

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PSY 3710. Career Development and Psychology. Using psychological research on career decision-making, this course examines career preparation, training, and job search issues relevant to psychology. Students explore career options related to psychology, study factors related to career choice, and participate in activities designed to help them clarify and achieve career goals. Emphasis is on preparatory activities during the undergraduate years for careers or graduate study. Additionally, psychological research on job searching, application, and interviewing is studied and used to develop action plans for achieving career goals. The emphasis is on the development of applied skills in career preparation and progression. Four hours credit. Spring alternate odd years. Prerequisite: PSY 2000.

PSY 4100. Advanced Research Methods in

Psychology. The primary objective of this course is for students to expand their basic research skills through the development and execution of their own research project. Students conduct an extensive literature review of a research topic within psychology, design, conduct, analyze, and share their research project within the class. Students experience all aspects of the psychological research process first-hand and further develop their communication skills, both written and oral. Four hours credit. Fall/Spring. Prerequisites: PSY 2000, PSY 2100, and PSY 3100.

URCW/PSY 4110. Undergraduate Research.

Undergraduate Research is designed to allow students to develop highly individualized research or creative projects that are typically undertaken by students with an expressed interest in and aptitude for attaining more advanced, handson experience in psychology. In this course, students may contract to work individually with a faculty member on a project initiated and designed by the student, as part of a collaborative research or creative team, on a project initiated by the professor (more typical), or with a group of students working collaboratively on a common project in conjunction with a faculty member. Students, in collaboration with a faculty member, practice advanced psychological research methods, such as independent project design, data gathering techniques, data analysis, and report writing. Enrollment in the course is limited and requires prior approval of both the faculty collaborator/mentor and the department chair. Credit is variable, and depends on the quantity and depth of work involved in the proposed research project. One to four hours credit; no more than four hours per semester and no more than four hours counted toward the major requirements. Fall/Spring. Prerequisites: Completion of or concurrent

enrollment in PSY 2100 or PSY 3100; permission of instructor and department chair.

PSY 4120-4130. Independent Study. The study of a particular research problem with the permission of the department chair and under the supervision of a faculty member in psychology. Four hours credit. Restricted to upper level majors in psychology.

PSY 4190. Tests and Measurement. A theoretical and applied approach to understanding the theory and construction of psychological tests and measures. Students critically evaluate measures of personality, intelligence, and attitudes, and develop their own psychological tests. Throughout the course, a strong emphasis is placed on students understanding the basics of psychometric theory and issues related to reliability and validity. Four hours credit. Fall alternate odd years. Prerequisites: PSY 2000 and PSY 2100.

PSY 4200. Psychological Counseling. An introduction to the theories and applications of psychological counseling. Topics include qualifications and limitations of helping professionals, designing a change program, ethical considerations in counseling relationships, developing and maintaining trust, increasing communication skills, attitude modification methods, simulation and role-playing methods, operant methods, and self-management methods. Four hours credit. Spring alternate odd years. Prerequisite: PSY 2000 and PSY 2250.

PSY 4321. Social Development in Adolescence. A

theoretical and applied approach towards understanding the development of relationships during the period of adolescence and how these relationships can affect an individual's development. Topics include an examination of the evolving relationship between parent and child during the period of adolescence, the influence of peers and the media on prosocial and delinquent behaviors, and the influence of social relationships on the adolescent's self concept and identity status. Special emphasis is placed on review of current empirical literature and discussion of current issues in today's society that can affect the social development of the adolescent. Four hours credit. Fall alternate even years. Prerequisites: PSY 2000 and PSY 2300.

PSY 4342. Cognitive Aging. An in-depth examination of adult age-related changes in basic cognitive functions. Specifically, the course focuses on memory, reasoning, language and intelligence, and applies the current theory and research to the use of these processes in everyday life. Emphasis is placed on the application of scientific methods to the study of aging. The course also examines cognitive dysfunction from mild cognitive

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impairment to more severe impairments such as Alzheimer's Disease. Four hours credit. Spring alternate even years. Prerequisite: PSY 2000 and PSY 2300 or PSY 2500.

PSY 4430. Social Influence. An in-depth analysis of topics within the subfield of social influence. Topics in this area include persuasion, conformity, obedience, and group processes. This course emphasizes the application of social influence concepts within a number of domains. Course work includes several experiential independent projects. Four hours credit. Spring alternate even years. Prerequisites: PSY 2000 and PSY 2400.

PSY 4450. Organizational Behavior. A study of the determinants and consequences of behavior in work organizations, focusing on individual-level, group-level, and organization-level variables. Scientific research is reviewed to understand these influences and how they affect personal experiences and organizational effectiveness. Influences such as personality, emotions, social perception, job satisfaction, power, conflict, workplace violence, and organizational culture are reviewed, with emphasis on how knowledge gained from systematic study can apply to employee well-being and evidence-based management strategies. Four hours credit. Fall alternate odd years. Prerequisite: PSY 2000 and PSY 3450.

PSY 4510. Learning and Memory. A comprehensive study of the literature on learning and memory including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened. The course integrates theory and empirical research with application to everyday memory situations. Students can expect direct experience with common tasks used in research. Four hours credit. Spring alternate odd years. Prerequisite: PSY 2000 and PSY 2500.

PSY 4610. Drugs and Human Behavior. Examines the basic principles ofpsychopharmacology and the effects of psychoactive drugs on human nervous system functioning, emotion, thought, and behavior. Historical and current patterns of drug use are explored, with an emphasis on drugs of abuse and their effects on individuals. The effects, applications, and abuse of several drug classifications are studied, including but not limited to stimulants, narcotics, hallucinogens, cannabinoids, depressants, and alcohol. Relationships and applications to several areas of psychology are discussed, as are general issues in prevention and treatment. Four hours credit. Fall alternate even years.Prerequisite: PSY 2000 and PSY 2600.

PSY 4710-4750. Student Intern Program. Variable credit. (See program description on page 57).





Religion & Philosophy

Dr. Clinton Corcoran, *Chair*; Dr. Matthew Brophy, Dr. Christopher Franks, Dr. David Hammond, Dr. Pamela Hedrick, Dr. Amy MacArthur, Dr. Phillip Norwood, Mr. Thaddeus Ostrowski, Dr. Carole Stoneking, Mr. Mark Toole, Mr. Jacob Waldenmaier, Dr. Harold Warlick.

The Department of Religion and Philosophy offers both major and minor programs in Religion and Philosophy. Through these programs, the department seeks to provide inquiry into ideas, convictions, and ways of life that have shaped human history. Steeped in the liberal arts and consistent with the mission of the University, departmental programs offer opportunities for students to engage in critical thinking while cultivating the growth and development of the whole person. The programs in Religion and Philosophy will also prepare students seeking admission to theological seminaries and graduate schools.

Requirements for a B.A. in Religion (36 credits)

- 8 credits in Biblical Studies (4 Old Testament, 4 New Testament)
 - 4 credits in Old Testament: REL 1001, 1009, 2001, 2003, 3000, 3005, 3007
 - 4 credits in New Testament: REL 1002, 1009, 2004, 2006, 3000, 3007
- 4 credits in Ethics: PHL 2008, 2010, 2043, REL/PHL 2016, REL/PHL 2019, REL 2015, 3010, 3011, 3012, 3017, REL/ GBS 3315
- 8 credits in Christian History and Theology: REL/PHL 2021, REL/PHL 3025, REL 1005, 2020, 2022, 2023, 3020, 3021, 3028, REL/GBS 3327
- 4 credits in World Religions: REL 2036, 2037, 3031, 3032, 3033, 3034, 3035, REL/PHL/GBS 3331, REL/GBS 3332
- **At least 4 credits in EACH of the above areas must be at the 2000 level or above
- REL 4099
- 8 credits of electives in Religion
- **In addition to REL 4099, at least 8 of the 36 credits must be at the 3000 level or above

Minor in Religion (20 Credits)

- 4 credits in Biblical Studies
- · 4 credits in Christian History and Theology
- At least 4 of the 20 credits must be at the 2000 level or above, and another 4 must be at the 3000 level or above

Requirements for a B.A. in Philosophy (36 credits)

- 4 credits in Logic (from 1006 & 3006)
- 4 credits in Ethics or 3009 (from 2008, 2010, 2016, 2019, 2043)
- 12 credits in History (from 2020, 2021, 2022, 2023, 2024, or 3003)
- 4099 Senior Seminar
- **In addition to PHL 4099, at least 8 credits must be at the 3000 level or above

Minor in Philosophy (20 Credits)

- 4 credits in Logic
- 4 credits in History of Philosophy
- 4 credits at 3000 Level or above

REL 1001. Old Testament Studies. A course examining the history and religious perspectives of ancient Israel as revealed through the text of the Hebrew Bible and pertinent Near Eastern texts. The focus of study is upon the context of the Old Testament in light of its historical background, as this is revealed through modern critical research, utilizing literary and historical methods. Four credits. Meets the general education area I requirement.

REL 1002. New Testament Studies. An introductory study of the books of the New Testament from literary, historical, and religious perspectives. The course includes a study of the Greco-Roman and Jewish setting of the New Testament, in-depth examination of the literary genres included in it, and consideration of its place in the developing faith of the earliest churches. Four credits. Meets the general education area I requirement.

REL 1003. Sacred Experiences in World Religions. This introductory course will explore the phenomenon of religion as found within numerous historical and cultural contexts. Although no single religious tradition will be treated comprehensively, materials from the following traditions will be selected in order to better examine the aforementioned thematic issues that animate the religious dimension of the human experience: Judaism, Christianity, Islam, Hinduism, Shinto, Jainism, Buddhism, and Confucianism. Four credits. Meets the general education area I requirement.

REL 1004. Introduction to Judaism. This course provides a survey of Jewish history with a view toward understanding the diverse collection of practices and beliefs that comprise contemporary Judaism. Jewish literature and art, as well as

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the various social conditions in which Judaism was formed and to which it has adapted throughout the centuries, will be considered as they shed light on the experience of modern Jewish religion and culture. Four credits. Meets the general education area I requirement.

REL 1005. Introduction to Christianity. Designed for beginners, this course introduces students to the Christian religion through a study of its texts, history and central doctrines. Students should come to appreciate both the beliefs and practices of the Christian churches as well as cultivate an understanding for what theology is and how it develops. Major topics may include (but are not limited to) the notions of canon, trinity, incarnation, Christology, soteriology, creed, prayer, authority and church. Four credits. Meets the general education area I requirement.

REL 1006. Introduction to Islam. This introductory course will provide a basic, yet systematic overview of the intellectual and spiritual experience of Islam. Beginning with a look at pre-Islamic Arabia, we will then examine the life of the prophet Muhammad, the development of the Qur'an and the hadiths, the split between Sunni and Shia Islam, and the mystical Sufi Way. We will then examine more contemporary issues such as the place of Islam in America, the role of women, and the rise of Islamic Fundamentalism. Throughout the course we will cover both the internal forces and influences that led to the development of Islam, as well as the political, social, and cultural pressures that contributed to its growth. Four credits. Meets the general education area I requirement.

REL 1007. Introduction to Hinduism. This introductory course will provide a basic, yet systematic overview of the myriad of Hindu religious traditions. We will progress historically from the Indus Valley civilization, to the Vedic Period, through the rise of the epic traditions and yoga philosophies, right up to present day Hindu nationalist movements. Topics that will be covered include creation myths, gods and goddesses, cycles of rebirth and paths of liberation, Indian literature and philosophy, yogas and devotionalism, and temples and pilgrimage sites. Four credits. Meets the general education area I requirement.

REL 1008. Introduction to Buddhism. This introductory course will provide a basic, yet systematic overview of the Buddhist religious tradition. Topics that will be covered include the life of the Buddha, the origins of Buddhism in India, the development of major doctrines and institutions, monastic and lay life, the tradition's growth and gradual spread throughout Asia, as well as contemporary expressions of Buddhism. Four credits. Meets the general education area I requirement.

REL 1009. Introduction to Biblical Themes. An

introductory course in religion offering the student opportunities to understand and reflect upon the place of Biblical images of creation, fall, redemption, and sojourner in shaping human self-understanding. The course will include historical, literary, and interpretative responses to the Biblical images. Four credits. Meets the general education area I requirement.



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REL 1019. Christian Worship and Personal Reflection.

A practicum using the chapel worship services to enable the student to understand and reflect upon the meanings of corporate hymns, prayers, readings, scripture lessons, and sermons and the beginning, retention or loss of those elements in their life to date. One credit.

REL 1020. Christian Worship and Personal Development.

A practicum using the chapel worship services to enable the student to reflect upon the importance of worship attendance in the future plans of the student. One credit. Prerequisite: REL 1019.

REL 1021. Christian Worship and Church Leadership.

A practicum using the chapel worship services, field visits, interviews, and a reflection paper to understand the role of leadership within a community of faith. Must be taken for a letter grade to receive credit toward the major or minor in Religion. Two credits. Prerequisite: REL 1020.

REL 2001. The Pentateuch. This course interprets the developing institutions and traditions of Israel and examines the varying ways in which the Hebrew people understood the critical events of their history as acts of God. Attention is given to the earliest covenants, life of the patriarchs, the Exodus, law codes and comparisons of the life, literature, customs and institutions of Israel with those of the ancient Near East. Four credits. Meets the general education area I requirement.

REL 2003. Hebrew Prophets. This course studies the prophetic literature in the Hebrew Bible, with special attention given to its background, theology, and emphases on corporate and individual responsibility, and concepts of social justice, ancient and modern. Four credits. Meets the general education area I requirement.

REL 2004. Jesus in the Gospels. This course studies the ministry and teachings of Jesus as presented in the Gospels of the New Testament in light of modern biblical scholarship. Four credits. Meets the general education area I requirement.

REL 2006. Life and Letters of Paul. A study of one of the most important figures in the history of Christianity – Paul of Tarsus. This course will consist of an examination of his life, his call/ conversion, his understanding of the first century's social, political and ethical concerns, the theological development of the early church and an investigation of the purpose and content of his letters. Four credits. Meets the general education area I requirement.

REL 2015. Faith and Ethics. [CORE] An exploration of ethics from a theological perspective, with particular emphasis on how Christian faith contextualizes and shapes the moral life. Special attention will be given to the way major figures have thought critically about the meaning of faith, ethics and what it means to live well in relationship with God and other people. Four credits. Meets the University core requirement in Ethics.

REL/PHL 2016. Family Ethics. [CORE] An introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. Four credits. Meets the University core requirement in Ethics.

REL/PHL 2019. Environmental Ethics. [CORE] An introduction to ethical reflection on environmental issues. The course will include an examination of how various religious and philosophical traditions have viewed the relationship of humans to the rest of the natural world and a review of critical environmental problems and ways to address them. Four credits. Meets the University core requirement in Ethics.

REL 2020. Ancient Christian Theology. This course is a study of Christian thought from New Testament times through the major ecumenical councils. The course focuses on primary source readings and helps the student understand the development of Christian thought and the formation of Christian doctrine. Four credits. Meets the general education area I requirement.

REL/PHL 2021. Medieval Philosophy and Theology. A study of medieval philosophical and theological reflection in the Mediterranean region, from Augustine to the nominalists. Christian, Jewish, and Islamic thinkers will be considered, with special emphasis on questions about metaphysics, the existence and attributes of God, the human person, and the problem of faith and reason. Four credits. Meets the general education area I requirement.

REL 2022. Modern Christian Theology. This course is a historical and critical study of Christian thought from the Reformation through the nineteenth century. Major figures considered include (but are not limited to) Martin Luther, John Calvin, and Menno Simons. Topics will focus not only on reformation themes of church, soteriology, free will and predestination, but the entire range of theological considerations as well as counter-reformation responses. Four credits. Meets the general education area I requirement.

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REL 2023. Contemporary Christian Theology. A careful assessment of twentieth and twenty-first century Christian theological movements as they grapple with contemporary challenges. Theological topics of particular interest include hermeneutics, liberation, Black theology, feminism, womanist theology, Neo- and Radical Orthodoxy. Four credits. Meets the general education area I requirement.

REL 2036. Religions of East Asia. This course provides an overview of the religious traditions of China and Japan. In particular, we will examine the religious practices and beliefs associated with Confucianism, Daoism, Buddhism, and Shinto. The student will come to better understand topics such as divination, geomancy, filial piety, ancestor veneration, cosmology, inner alchemy and meditation. Four credits. Meets the general education area I requirement.

REL 2037. Religions of South Asia. This course provides an overview of the religious traditions of India, Sri Lanka, Pakistan, and Bangladesh. In particular, we will examine the religious practices and beliefs associated with Hinduism, Jainism, Sikhism, and Buddhism in those countries. The student will come to better understand topics such as fasting, pilgrimage, cosmology, puja, colonialism, yoga, and meditation. Four credits. Meets the general education area I requirement.

REL 2701. Biblical Hebrew for Reading I. This course introduces students to the importance of the Hebrew language in Old Testament interpretation. To that end, students will learn basic grammar, syntax, and vocabulary of biblical Hebrew, with particular emphasis on the ways in which the understanding of that language affects and enriches the interpretation of brief Old Testament texts in their original historical, literary, and theological contexts. The texts chosen in a given semester will reflect the students' study in other religion courses. Two credits.

REL 2702. Biblical Hebrew for Reading II. A

continuation of REL 2701. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from the Old Testament. Emphasis will be on increasing the interpretive sophistication of the student in one Old Testament genre of literature. Two credits.

REL 2705. New Testament Greek for Reading I.

This course introduces students to the importance of the Greek language in New Testament interpretation. To that end, students will learn the basic grammar, syntax, and

vocabulary of ancient Greek, with particular emphasis on the ways in which the understanding of that language affects and enriches the interpretation of specific New Testament texts in their original historical, literary, and theological contexts. The brief texts chosen in a given semester will reflect the students' study in other religion courses. Two credits.



REL 2706. New Testament Greek for Reading II. A

continuation of REL 2705. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from the New Testament. The emphasis of the second semester is on increasing the interpretive sophistication of the student in one New Testament genre of literature. Two credits.

REL 2721. Ecclesiastical Latin for Reading I. An

introduction to the Latin of the Western Christian tradition. Students will learn the basic grammar, syntax, and vocabulary of ecclesiastical Latin, with particular emphasis on the ways in which the understanding of that language enhances their engagement with the theology of the Western churches. Two credits.

REL 2722. Ecclesiastical Latin for Reading II. A

continuation of REL 2721. This course includes more complex issues of grammar and syntax, enabling the students to read longer passages from important theologians. Emphasis will be on increasing the interpretive sophistication of the student in one genre of Latin Christian literature. Two credits.



REL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

REL 3000. Biblical Interpretation. A seminar designed to introduce students to the research principles utilized in discovering the meaning of a biblical text in its historical, literary, and theological contexts. Students will learn to use these analytical methods in an in-depth study of one Old Testament book as well as one New Testament book. Four credits. Prerequisite: One 1000 or 2000 level Biblical Studies course.

REL 3005. Psalms and Wisdom Literature. This course studies the Psalms of creation, wisdom, royal theology and social concern reflecting a world view that experiences God through praise and suffering. The study of the Psalms is coupled with a study of wisdom traditions of Israel that struggle with the questions of retribution, redemption, unjust suffering, divine justice, and the meaning of life as expressed in the Biblical books of Job, Proverbs and Ecclesiastes. Four credits. Prerequisite: One 1000 or 2000 level Biblical Studies course.

REL 3006. Visions of the End: Jewish and Christian Apocalyptic. An introduction to the ancient genre known as apocalyptic literature, especially the canonical book of Revelation. To understand the ancient genre in its entirety, selected early Jewish and Christian apocalypses will be included. The course will also consider the influence of Revelation and its interpretations in the subsequent history of Christianity. Four credits. Prerequisite: One 1000 or 2000 level Biblical Studies course.

REL 3007. Women in the Bible. This course examines selected stories about women in both Testaments from literary, historical, sociological, and theological perspectives. The hermeneutic of liberation employed will examine the texts for both their oppressive and their liberating potential. Four credits. Meets the general education area I requirement.

REL 3010. Religion and Civil Rights. An advanced study that examines the relationship between normative ethical theories, religious perspectives and the principles of civil rights. Consideration will be given to the compatibility of religious perspectives with public discourse in historical and contemporary struggles for "rights" as they relate to issues of race, gender, and sexuality. Figures considered may include (but are not limited to) Reinhold Niebuhr, Mohandas Gandhi, Martin Luther King, Jr., and Malcolm X. Four credits. Meets the University core requirement in Ethics. *Pending approval.*

REL 3011. War and Peace in Christianity. An examination of how Christians have understood and evaluated warfare. In addition to looking at the standard categories of pacifism, just war, and crusade, the course considers the roots of Christian social teachings in Judaism, changing attitudes toward revolution, and recent scholarship on just peacemaking. Four credits. Prerequisite: Completion of the University core requirement in Ethics.

REL 3012. Christian Sexual Ethics. A critical examination of the way Christian convictions shape moral considerations of sexual relationships and their connection to the human good. Consulting Biblical sources as well as traditional and contemporary theological reflection, the course will familiarize students with various approaches to sexual ethics and foster a critical response. Topics may include (but are not limited to) marriage and commitment, divorce, homosexuality, procreation, and spirituality and sexuality. Four credits. Prerequisite: Completion of the University core requirement in Ethics. *Pending approval*.

REL 3017. Foundations of Christian Ethics. An exploration of theological issues in the field of Christian ethics. The course will cover topics such as the sources of Christian ethical reflection, theological anthropology, the relation between church and world, the role of eschatology in Christian ethics, and the relation between ethics and liturgy. Four credits. Prerequisite: Completion of the University core requirement in Ethics.

REL 3020. Great Theologians. This course will provide an intensive study of major theological figures, including their historical context, religious development, and influence on their religious tradition as well as how they promote intellectual and spiritual self-understanding in today's culture. One or several theologians may be included at the discretion of the instructor. Four Credits. Prerequisite: One 1000 or 2000 level course in Christian history and theology. *Pending approval*.

REL 3021. Theologies of Liberation. This course will carefully examine theologies which take their cue from the biblical story of the Exodus and the teaching of Israelite prophets, believing that God is at work in the world freeing poor and marginalized people from oppression. Four credits. Prerequisite: One 1000 or 2000 level course in Christian history and theology. *Pending approval*.

REL/PHL 3025. Evil, Suffering, and God. An in-depth study of the doctrine of God, particularly as it relates to theodicy: is the traditional affirmation of God as omnipotent, omniscient, and benevolent compatible with a world humans experience as full of evil, injustice and unmerited suffering? The question will be

considered from a range of biblical, theological, philosophical and literary approaches, both historical and contemporary. Four credits. Prerequisite: One 1000 or 2000 level course in Christian history and theology.

REL 3028. Religion in America. An introduction to the religious traditions of the United States viewed from historical and cultural perspectives. Emphasis will be placed on recurring features of the American religious context, and on the way in which immigration and innovation have repeatedly transformed American religious life. Four credits. Meets the general education area I requirement.

REL 3031. Religions of Japan. This course will provide a systematic overview of many of the religions of Japan. Progressing historically from the stories of Japan's "mythical" founding, through its feudal and medieval periods, right up to the present day, we will explore the teachings, practices, and institutions of Shinto, numerous forms of Buddhism, syncretistic religious expressions, Christianity, and "New Religions." Four credits. Prerequisite: One of the following: REL 1003, 1008, 2036, or 2037.

REL 3032. Buddhist Traditions: Zen & Pure Land. This course will provide a systematic overview of the history, practices, and teachings of two of the largest and most influential forms of Mahayana Buddhism in the world, Zen and Pure Land. We will begin with a brief exploration of the origins of Buddhism before surveying the historical development of Zen and Pure Land sects in China, the Korean peninsula, Japan, and the United States. In particular, we will explore: the role of Zen masters, the use of kõans, seated mediation, and nembutsu recitation, as well as the dynamics of life in a monastery. Four credits. Prerequisite: One of the following: REL 1003, 1008, 2036, or 2037.

REL 3033. Contemporary Buddhist Developments.

This course will provide a systematic overview of one of the fastest growing religions in America...Buddhism. Topics that will be covered include an historical exploration of the rise of Buddhism in Asia, its introduction to the United States, and a thorough examination of several of the major issues that are shaping the American Sangha, such as ethnicity, gender, Buddhist environmentalism, and the socially engaged Buddhist movement. Special attention will be paid to four of the largest American Buddhist traditions – Jõdo Shinsh (BCA), Zen, Soka Gakkai (SGI-USA), and Tibetan. Four credits. Meets the general education area I requirement.

REL 3034. Sages, Monks, and Ascetics. A cross-cultural exploration of wisdom figures in the worlds religions. Four credits. Meets general education area I requirement. *Pending approval.*

REL 3035. Comparative Religious Perspectives. This course examines selected topics that can be studied comparatively across religions. The topic will be chosen at the instructor's discretion from among such topics as pilgrimage and sacred space, rituals and rites of passage, epic tales and hagiography, and spiritual biographies. Four credits. Meets the general education area I requirement.



REL/GBS 3315. Globalization and Christian Ethics. An examination of certain aspects of globalization from a variety of Christian ethical perspectives. North American, Latin American, and African Christian voices shed light on the economic, cultural, and environmental impacts of the global integration of economies. Four credits. Prerequisite: Completion of the general education requirement in Religion. Meets the general education requirement in Global Studies.

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REL/GBS 3327. World Christianity. An introduction to the Christianities of Latin America, Africa, and Asia. The focus is on the shape the church takes in an increasingly globalized world. The course examines the encounter between European religious traditions and indigenous peoples, changing understandings of Christian mission, and relations between Christians and people of other faiths. Four credits. Meets the general education requirement in Global Studies.

REL/PHL/GBS 3331. Asian Thought & Global Concerns.

This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Daoist and Shinto views of nature with large scale construction projects such as the Three Gorges Dam in China; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China; as well as implications for the rise of democracy throughout Asia. Four credits. Meets the general education requirement in Global Studies.

REL/GBS 3332. Fundamentalism & Violence. This course provides an opportunity to examine the relationship between religious fundamentalism and religiously motivated violence. Specifically, we will focus on the history and nature of religiously influenced political conflicts in areas such as Pakistan, Bangladesh, Somalia, Sri Lanka, Northern Ireland, the Middle East, and the United States. This will be accomplished through the study of topics such as religious nationalist movements, religious extremism and fundamentalism, "End Time" Theology, the global rise of Wahhabi Islam and the Taliban, ethnic cleansing, and anti-Semitism. Four credits. Meets the general education requirement in Global Studies.

REL/PHL 4099. Senior Seminar. The seminar will have common readings and the second component of the course will require research and writing on a topic that integrates knowledge and skills obtained from previously taken courses in the Religion and Philosophy majors. A scholarly paper will be written under the direction of a faculty mentor and presented at the end of the course in a setting involving faculty, students and guests. Four credits. **REL 4444. Independent Study.** Individual research or field work under the supervision of a member of the department. Credit at the discretion of the instructor. No more than four hours credit may be earned in any one semester.

REL 4810-4815. Student Internship. Three, four, six, eight, ten or twelve credits.

PHILOSOPHY

PHL 1001. Introduction to Philosophy. This course is a general historical introduction to the major questions and divisions of the Western philosophical tradition. Four credits.

PHL 1006. Logic and Critical Thinking. This course is designed to help students write, read, and engage in dialogue more critically through examination of the use and misuse of arguments in politics, business, science, and everyday life. Both inductive and deductive reasoning will be studied. Four credits.

PHL 2008. Social ethics. [CORE] This course is an introduction to historical and contemporary ethical perspectives and issues facing the world. Students will explore such collective concerns as euthanasia, sexual morality, distributive justice, racism, world hunger, and the use of natural resources. Four credits.

PHL 2010. Bio-Medical Ethics. [CORE] This course examines the main concerns of biomedical ethics through the use of normative ethical theory. Some of the topics include the ethics of cloning and embryonic stem cell research, the moral issues raised by research and clinical trials on human and animal subjects, the debate surrounding beginning- and end-of-life decisions, the ethics of reproductive technology and organ transplants, justice regarding access to health care and other medical resources, and patient rights. Four credits.

PHL/REL 2016. Family Ethics. [CORE] This course is an introduction to historical and contemporary ethical perspectives on the family and its relation to the broader social, religious, and political order. Four credits.

PHL/REL 2019. Environmental Ethics. [CORE] An introduction to ethical reflection on environmental issues. The course will include an examination of how various religious and philosophical traditions have viewed the relationship of humans to the rest of the natural world and a review of critical environmental problems and ways to address them. Four credits. Meets the University core requirement in Ethics. Four credits.



PHL 2020. Ancient Philosophy [History]. This course is a historical study of Ancient Philosophy from the pre-Socratics through Plato and Aristotle. Four credits.

REL/PHL 2021. Medieval Philosophy and Theology [**History**]. This course is a study of medieval philosophical and theological reflection in its social context, from Augustine to the nominalists. Four credits. Meets the general education area I requirement.

PHL 2022. Modern Philosophy [History]. The course is a historical study of modern philosophers from Hobbes through the mid-nineteenth century, including the thought of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche. Four credits.

PHL 2023. Contemporary Continental Philosophy

[History]. This course is a survey of the major continental philosophical movements of the 20th and 21st centuries, including phenomenology, existentialism, and post-modernism. Four credits.

PHL 2024. Contemporary Anglo-American Philosophy [**History**]. This course is a survey of the major contemporary philosophical movements in Pragmatism, Philosophy of Science, and the Philosophy of Language. Four credits.

PHL 2043. Business Ethics. [CORE] This course is an interdisciplinary study of some major moral issues involved in contemporary business policies and practices. Emphasis is placed upon the development of moral awareness and the use of moral principles in decision making. Four credits.

PHL 2881, 3881, 4881. Special Topics. Variable credit. May be repeated.

PHL 3003. Selected Topics in Philosophy. (Taught on a four year rotation) Four credits.

PHL3003A Aesthetics PHL3003B Moral Psychology PHL3003C Metaphysics PHL3003D Contemporary Epistemology PHL3003E Free Will and Determinism Pending approval.

PHL 3006. Symbolic Logic. This course is designed to teach the fundamental concepts and methods of formal deductive and inductive logic and their applications in

critical analysis. The course will help students to prepare for graduate and professional schools and associated admissions tests. Four credits.

PHL/PSC 3009. Political Philosophy. This course studies representative philosophies of Western political traditions from historical with emphasis placed upon modern European and American theories of state and society.

REL/PHL 3025. Evil, Suffering, and God. An in-depth study of the doctrine of God, particularly as it relates to theodicy: is the traditional affirmation of God as omnipotent, omniscient and benevolent compatible with a world humans experience as full of evil, injustice and unmerited suffering? The question will be considered from a range of biblical, theological, philosophical and literary approaches, both historical and contemporary. Four credits.

PHL/REL/GBS 3331. Asian Thought and Global

Concerns. This course will begin by asking the question what does it mean for religion and philosophy to influence modern society, specifically as they relate to matters of business, environmental concern, governmental polity, and rights of the individual. Examples of topics that will be examined include: the intersection of Confucian ethical concepts with Asian eldercare efforts, as well as challenges to China's "One Child" Policy; the intersection of Daoist and Shinto views of nature with large scale construction projects such as the Three Gorges Dam in China; the intersection of Hindu and Buddhist conceptions of the self with human rights concerns in India and China, as well as implications for the rise democracy throughout Asia. Credit may be received in either Philosophy or Religion. Four credits.

PHL/REL 4099. Senior Seminar. The seminar will have common readings and the second component of the course will require research and writing on a topic that integrates knowledge and skills obtained from previously taken courses in the Religion and Philosophy majors. A scholarly paper will be written under the direction of a faculty mentor and presented at the end of the course in a seminar setting involving faculty, students and guests. Four credits.

PHL 4444. Independent Study. Individual research under the supervision of a member of the department.

At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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THE DEPARTMENT OF THEATER

Mr. Ed Simpson, *Chair*; Mr. Doug Brown, Mr. Matthew Emerson, Mr. Ryan Hemsoth, Mr. Jay Putnam, Ms. Ami Shupe.

The Theater Department offers a comprehensive bachelor of arts degree, combining rigorous course work with practical production experience to provide students with the basic theater skills needed to prepare them for a variety of entrylevel positions in the professional theater; graduate study and specialized professional training; and related careers in which creativity, communication skills, and collaborative abilities are essential.

Majors and minors are offered in theater Requirements for a B.A. in Theater (48 credits):

In order to complete the major in theater, a student must complete the theater core requirement, one of the three areas of emphasis, and the electives requirement.

Theater Core (24 credits)

THE 1000 Foundations of Theater

THE 1300 Theater Crafts or THE 2300 Costume and Make-up Crafts THE 1500 Fundamentals of Acting THE 2400 Fundamentals of Design and Theater Architecture THE 3000 Studies in Theater THE 1100 Theater Participation (1 cr./4 semesters)

Performance Emphasis (12 credits)

THE 2000 Voice, Diction, and Dialect THE 2500 Intermediate Acting ...plus one of the following: THE 3400 Directing THE 3500 Studies in Performance THE 3600 Acting for the Camera THE 4500 Performance Studio ...or any dance class: THE 2600 Contemporary THE 2700 Jazz Dance THE 2800 Ballet THE 2900 Dance Composition

Tech Emphasis (12 credits)

THE 1300 Theater Crafts or THE 2300 Costume and Make-up Crafts (whichever course is not chosen as part of core.)
THE 2200 CAD and Technology
...plus one of the following:
THE 2888/3888/4888 Special Topics in Technical Theater
THE 3200 Costume Design
THE 3300 Scenic and Lighting Design





THE DEPARTMENT OF THEATER 217

Dramatic Writing Emphasis (12 credits)

THE 2100 Playwriting (Required) THE 3100 Playwriting II COM 331 Writing for Film and Television (Needed: New Course Number) or Any ENG Creative Writing Course

Collaborative Theater Emphasis (12 credits)

THE 2100 Playwriting THE 3100 Directing ...plus: THE 4600 Theater Arts Administration or THE 4500 Performance Studio or THE 1300 Theater Crafts or THE 2300 Costume and Make-up Crafts (whichever course is not chosen as part of core.)

Electives (12 credits)

THE 1100 Theater Participation THE 1300 Theater Crafts THE 2100 Playwriting THE 2200 CAD and Technology THE 2300 Costume and Make-up Crafts THE 2600 Contemporary Dance THE 2700 Jazz Dance THF 2800 Ballet THE 2888/3888/4888 Special Topics in Technical Theater THE 2900 Dance Composition THE 3100 Playwriting II THE 3200 Costume Design THE 3300 Scenic and Lighting Design THE 3400 Directing THE 3500 Studies in Performance THE 3600 Acting for the Camera THE 4000 Creative Dramatics THE 4111 Independent Study (2-6 credits) THE 4500 Performance Studio THE 4600 Theater Arts Administration THE 4800 Internship (4-6 credits)

Theater Minor (21 credits)

- THE 1000 Foundations of Theater THE 1100 Theater Participation (one semester) THE 1300 Theater Crafts or THE 2300 Costume and Make-up Crafts THE 1500 Fundamentals of Acting
- ...plus
- Two 2000-level or higher courses of their choosing within the student's area of emphasis.

THE 1000. Foundations of Theater. An introduction to the collaborative art of theater, concentrating on the evolution of theater from dramatic ritual to dramatic literature. Through attendance at live theatrical performances and the reading of plays, students will explore script analysis techniques directed towards production rather than strictly for their literary value. Four credits.



THE 1100. Theater Participation. Practical experience in departmental productions. Students participate as actors and/or as member of production crews during the semester. A minimum of 60 hours is required of each student in order to earn credit. 1 credit per semester. A total of 4 credits are required for graduation.

THE 1300. Theater Crafts. A hands-on overview of theater technologies including basic scenery construction techniques, scene shop safety, and introductory lighting and sound instrumentation and implementation. Study will insure competency in working in the scene shop, electrics, and sound. Students will be required to complete a production crew assignment in one of these three areas. Four credits.

THE 1400. Human Dimensions of Theater. An

exploration of how the theatrical art defines the human experience through the study of the origins, structures, and ideas of Western theater. Included will be the reading of selected play scripts and attendance at a variety of live theatrical productions. Four credits. Fulfills General Education requirements.

THE 1500. Fundamentals of Acting. An introduction to Stanislavski-based actor training including studies and exercises designed to develop the student's abilities to create a character. Students will explore basic improvisation, stage movement, monologue, scene work, and script analysis as tools for characterization. Four credits.



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THE 2000. Voice, Diction, and Dialect. The study of vocal production, the characteristics of good speech, the identification, evaluation, and correction of improper speech techniques and vocal health using exercises distilled from the methods of Linklater. The International Phonetic Alphabet (IPA) will be studied to explore articulation and basic dialect work. Four credits.



THE 2100. Playwriting. A practical, hands-on exploration of the art, craft, and process of playwriting, focusing on the basic elements of story, dialogue, character, and conflict. Using a variety of writing and creativity exercises, the student is guided from the initial concept through working drafts and rewrites, culminating in the completion of an original one-act play with will receive a staged reading. Four credits. Prerequisite: THE 1000 or Permission of instructor.

THE 2200. Theater Applications of CAD and

Technology. Students will learn and explore the use of continually evolving technology and its application to the art and craft of design. Utilizing basic design skills, students will also explore employing those skills to CAD assisted drafting and Photoshop assisted theatrical design. Four credits.

THE 2300. Costume and Make-Up Crafts. A hands-on overview of theatrical make-up and its implementation, and hands-on study of costuming as a craft. Study will insure competency in working in the costume shop. Students will be required to complete a production wardrobe crew assignment. Four credits.

THE 2400. Fundamentals of Design and Theater Architecture. Using plays from selected theatrical periods, students explore theater history and the theory of theatrical design through the study of theatrical architecture and design. Techniques include hands-on creativity and design exercises combined with script analysis as tools to help discover the history, art, and process of theatrical design. Four credits.

THE 2500. Intermediate Acting. A continuation of Stanislavski-based actor training utilizing the analysis, rehearsal, and in-class presentation of monologues and selected scenes. Included is an exploration of auditioning techniques, resume writing, and "professional presentation" for the actor. Students are required to participate as actors and/or as member of production crews during the semester. Four credits. Prerequisite: THE 1500.

THE 2600. Contemporary Dance. An introductory dance class that focuses on the development of technical skills utilized in modern dance, exploring rhythmic perception, spatial awareness, and expressive qualities. Concepts move through the spectrum of contemporary movement vocabulary as well as the etiquette and protocol of the modern dance classroom and performance. Four credits.

THE 2700. Jazz Dance. Students are introduced to the various styles, techniques, and rhythmic structures of contemporary and traditional jazz dance, exploring different dance performance forms from Hip Hop to Broadway-style. The course is based upon the philosophy that each unique body type has natural aptitude for the application of jazz movement principles. Four credits.

THE 2800. Ballet. An introduction to ballet focusing on developing the students individual potential and technical training including alignment, strength, flexibility, distribution and the use of weight, and balletic positions and artistry. Four credits.

THE 2900. Dance Composition. Students explore choreographic devices such as levels, spatial relationships, patterns, timing, phrasing through short improvisational exercises, and longer assignments resulting in the staging and performance of a culminating project. Four credits. Prerequisite: Either THE 2600, 2700, or 2800 or permission of instructor.

THE 2888/3888/4888. Special Topics in Technical Theater and Theatrical Design. Students will be immersed in an indepth exploration of a variety of different design/tech topic each time the course is offered. Included among many such topics are sound design, special effects, scene painting, prosthetic make-up techniques, and advanced building techniques and materials. Four credits. This course may be repeated. **THE 3000. Studies in Theater.** An historical survey of the influential theatrical movements, individuals, and plays. Through readings, discussion, projects, and attendance at selected live theater productions, students will explore significant dramatic works and their connection to the political, economic, and social movements. Four credits.

THE 3100. Playwriting II. Building upon previous playwriting experience, students will explore craft elements and writing exercises aimed at developing production-ready docudramas, experimental theater pieces, musical theater works, and plays developed from oral-history. Concurrently, students will write an original play which will receive a staged reading. Four credits. Prerequisite: THE 2100.

THE 3200. Costume Design. A study of the design process for costumes, emphasizing the creative aspects of costume design, from the analysis of the script to the final color rendering. The student will gain a basic understanding of costume history and how it is applied to costume design. Four credits.

THE 3300. Scenic and Lighting Design. A study of the design process for scenery and lighting, emphasizing the creative aspects of theatrical design from the analysis of the script to the final elevations and lighting plot. The students study will involve the analysis of selected plays and historically significant designs, and will culminate in a final design project. Four credits. Prerequisite: THE 1300.

THE 3400. Directing. An introductory course exploring the history, principles, and philosophy of stage direction. Students will learn to successfully analyze a play for concept, organize a script for production, and effective rehearsal procedures. The student's hands-on study leads to the rehearsal and presentation of a culminating project. Four credits. Prerequisite: THE 1500.

THE 3500. Studies in Performance. A continuation of the actor's personal acting process, focusing on advanced scene study and strengthening the previously studied techniques of action, honesty, and characterization. The course is devoted to the modern era of psychological realism, including lbsen, Chekhov, and selected modern and contemporary playwrights. Four credits. Prerequisite: THE 2500.

THE 3600. Acting for the Camera. This course explores the acting techniques employed when acting for television, film, and the emerging web-based media. Building upon skills already learned in previous acting classes and utilizing

camera technology in-class, students will explore scene work, how to develop a character, audition techniques, working with the camera, terminology, and "the business of show business." Four credits. Prerequisite: THE 2500 or Permission of instructor.

THE 4000. Creative Dramatics. A study of teaching techniques designed to develop creative dramatic experiences for elementary and middle school students. Included in the course is an exploration of theater skills including interactive dramatic situations, role-playing, creative writing, improvisational technique, and theater exercises designed to teach basic acting skills. Four credits. Prerequisite: Junior standing and elementary education major or theater major/minor.

THE 4500. Performance Studio. A practical course of performance study focusing on a specific work of one of the masters of modern theater. Students will focus on research and dramaturgy devoted to intensive character study, as well as experimenting with multiple methods of learning and creating a role. This course will combine classroom and production work, and students will participate in a culminating mainstage production. Four credits. Prerequisite: THE 2500 or Permission of instructor.

THE 4600. Theater Arts Administration. An examination of the business side of theater through specific discussion of theater management techniques. The course includes discussions and study of arts administration, accounting practices, box office and front-of-house procedures, marketing and publicity and personnel. The differences and similarities of commercial theater versus not-for-profit theater will be addressed, along with practical problems of organizing, financing, promoting, and staffing various types of theaters and arts organizations. Four credits. Prerequisite: Junior or Senior status.

THE 4111. Independent Study. This faculty directed course is an investigation or creative work produced by a student that makes an original contribution to the theatrical discipline and extends beyond the traditional undergraduate curriculum. Two to six credits.

THE 4800. Internship. Working with professional theaters of distinction, internship opportunities will provide students a bridge between in-class learning and "real world" work experience. (See "Internship" program description in catalogue.) Four to six credits.

Directorv



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Faculty And Administration 2010-2011

Arranged in alphabetical order. Dates refer to first year of service with the University.

Carolyn M. Adams, 1996, Assistant Professor of Spanish. B.A., St. Bonaventure University; M.A., State University of New York at Buffalo.

Jeffrey M. Adams, 1996, Associate Professor of Psychology. B.A., University of California; M.A., California State University; Ph.D., University of Tennessee.

Heather Ahn-Redding, 2006, Assistant Professor of Criminal Justice. B.A., University of Michigan; M.A., John Jay College of Criminal Justice; Ph.D., American University.

Thomas W. Albritton, Jr., 1989, Associate Professor of Education. B.A., M.A., Wake Forest University; Ph.D., Florida State University.

Allan Beaver, 2009, Artist in Residence. A.A.S., New York City Community College.

Kristina W.F. Bell, 2009, Instructor of Communication. B.F.A., North Carolina School of the Arts; M.A., University of North Carolina at Greensboro.

Martha C. Bell, 1997, Associate Professor of Physical Education. B.S., M.S., Ph.D., University of Georgia.

Michael J. Bennett, 2009, Instructor of History. A.B., John Carroll University; J.D., Case Western Reserve School of Law; M.A., John Carroll University; Ph.D., Saint Louis University.

Richard R. Bennington, 1974, Paul Broyhill Professor of Home Furnishings. A.B., Emory & Henry College; M.B.A., Virginia Polytechnic Institute and State University; Ed.D., University of Georgia.

David J. Bergen, 1997, Professor of Human Relations. B.A., M.A.Ed., Wake Forest University; Ph.D., University of North Carolina at Greensboro.

Courtney N. Boerstler, 2010, Assistant Professor of Marketing. B.A., Ouachita Baptist University; M.B.A., California State University.

B. Gray Bowman, 1976, Professor of Chemistry. B.S., High Point College; Ph.D., North Carolina State University.

Jody B. Bowman, 2009, Instructor of Spanish. B.A., University of North Carolina at Wilmington; M.A., North Carolina State University.

Jane C. Bowser, 2007, Assistant Professor of Education. B.S., High Point University; M.S., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro.

Matthew E. Brophy, 2010, Assistant Professor of Religion. B.A., University of California at Santa Barbara; M.A., California State University; Ph.D., University of Minnesota.

Douglas P. Brown, 2008, Assistant Professor of Theatre. B.F.A., Rockford College; M.F.A., Florida State University; M.Div., Concordia Seminary.

Lauren E. Brown, 2009, Assistant Professor of History. A.B., Smith College; A.M, Ph.D., Harvard University.

David L. Bryden, 1990, Director of Library Services. B.A., Guilford College; M.L.S., University of North Carolina at Greensboro.

Patricia M. Burns, 2010, Instructor of French. B.A., Goucher College; M.A., Kent State University.

Charmaine G. Cadeau, 2010, Assistant Professor of English. B.A., Trent University; M.A., University of New Brunswick; Ph.D., University at Albany.

Joshua W. Campbell, 2010, Assistant Professor of Biology. B.S., Auburn University; M.S., University of Nebraska; Ph.D., University of Georgia.

David Cane, 2010, Instructor of Italian. B.A., University of Pennsylvania; M.A., The University of North Carolina at Chapel Hill.

Jonathan G. Cannon, 2010, Visiting Assistant Professor of Chemistry. B.S., Brigham Young University; Ph.D., University of Wisconsin – Madison.

Lisa J. Carnell, 1989, Professor of Education and Mathematics. B.A., M.A., Ph.D., University of North Carolina at Greensboro.

William J. Carpenter, 2009, Associate Professor of English. B.A., The College of New Jersey; M.A., Kansas State University; Ph.D., University of Kansas.

Dennis G. Carroll, 1988, Professor of Education. B.A., High Point College; M.A., Wake Forest University; Ed.D., University of North Carolina at Greensboro.

Hayden J. Carron, 2007, Assistant Professor of Spanish. B.A., Technological Institute of Santo Domingo; M.A., Ph.D, Universidad Autonoma de Madrid.

David F. Carter, 2008, Instructor of Accounting. B.S., M.A.S., University of Illinois; M.E.A., Bradley University. CPA, CMA.

222 FACULTY & ADMINISTRATION

James E. Casey, 2008, Assistant Professor of English. B.A., University of North Texas; M.Phil., University of Glasgow; M.A., University of North Texas; Ph.D., University of Alabama.

Marjorie R. Church, 2006, Instructor of English. B.A., M.A., University of North Carolina at Greensboro.

Gaillyn D. Clements, 2008, Instructor of English. B.A., University of North Carolina at Greensboro; M.A., University of South Carolina.

Karen N. Coffman, 2001, Assistant Professor of Information Systems. B.S., B.A., East Carolina University; M.B.A., High Point University.

Michael R. Collins, 1994, Associate Professor of Information Systems. B.S., Indiana University; M.B.A., University of Nevada at Las Vegas; Ph.D., University of Arkansas at Fayetteville.

Clinton D. Corcoran, 1993, Professor of Religion and Philosophy. B.A., Skidmore College; Ph.D., Emory University.

Dinene L. Crater, 2002, Associate Professor of Biology. B.S., Wingate University; Ph.D., Wake Forest University.

Stephanie O. Crofton, 2001, Associate Professor of Economics. B.A., Converse College; M.S., Ph.D., Auburn University.

Christine W. Cugliari, 2007, Assistant Professor of Nonprofit Management. B.A., Marietta College; M.B.A., Ashland University; Ph.D., The Ohio State University.

Linda N. Curtis, 1995, Associate Professor of Biology. M.T., Cone Hospital Medical Technology Program; B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill.

Judy Yuen Danley, 2008, Instructor of Chinese. B.A., Dalian University of Technology, China; M.A., Universite Paris XII.

Deborah S. Danzis, 1993, Associate Professor of Psychology. B.A., Boston University; M.A., Ph.D., State University of New York at Albany.

Shaun W. Davenport, 2008, Assistant Professor of Business Management. B.A., Auburn University; M.A., East Carolina University; Ph.D., University of Tennessee.

Brian E. Davis, 2009, Media and Digital Services Librarian. B.A., University of Tennessee; M.S., Arizona State University.

Scott Davis, **1996**, Assistant Professor of Accounting. B.A.S., Guilford College; M.S., University of North Carolina at Greensboro. C.P.A.

Peng Deng, 1990, Professor of History. M.A., Sichuan University; Ph.D., Washington State University.

Donna S. Dennis, 2008, Instructor of Biology. B.A., University of Arkansas; M.Ed., University of North Carolina at Greensboro.

Martin A. DeWitt, 2008, Instructor of Physics. B.S., North Carolina State University; M.Ed., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

Marcia G. Dills, 2005, Assistant Professor of Music. B.M., Salem College; M.M., University of Wisconsin.

Shirley A. Disseler, 2010, Assistant Professor of Education. B.A., Campbell University; M.Ed., Ed.D., University of North Carolina at Charlotte.

Eric D. Duchess, 2009, Instructor of History. B.A., University of Pittsburgh; M.A., Slippery Rock University.

Elizabeth H. Dull, 1991, Associate Professor of Interior Design. B.F.A., University of North Carolina at Greensboro; Ph.D., Northwestern University.

Joe K. Ellenburg, 1988, Associate Professor of Physical Education. B.S., Carson-Newman College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Alabama.

Nahed M. Eltantawy, 2008, Assistant Professor of Journalism. B.A., M.A., American University in Cairo; Ph.D., Georgia State University.

Matthew E. Emerson, 2009, Assistant Professor of Theatre. B.A., Averett University; M.F.A., University of North Carolina at Greensboro.

Evelyn Fair-Baker, **2009**, Instructor of Music. B.M., University of North Carolina at Greensboro; M.M., D.M., Shenandoah Conservatory.

Vernon T. Farrington, 2008, Associate Professor of Education. B.S., Appalachian State University; M.S., North Carolina A & T State University; Ph.D., University of North Carolina at Greensboro.

Claudia Femenias, **1997**, Professor of Spanish. B.A., Universidad Catolica de Valparaiso, Chile; M.A., Ph.D., University of Kansas.

Matthew F. Fiander, 2010, Instructor of English. B.A., Elon University; M.F.A., University of North Carolina at Greensboro.

Joshua B. Fisher, 2010, Assistant Professor of Anthropology. B.A., Bucknell University; M.A., University of Oregon; Ph. D., University of Oregon.

FACULTY & ADMINISTRATION 223



Lou Anne Flanders-Stec, 2010, Associate Professor of Business Administration / Director of Entrepreneurship and Innovation. B.A., Ouachita Baptist University; M.B.A., University of North Texas.

Marc A. Foster, 2009, Associate Professor of Music; B.M.E., University of North Carolina at Greensboro; M.S.M., Southern Methodist University; D.M.A., University of North Carolina at Greensboro.

Katherine A. Fowkes, 1993, Professor of Communication. B.A., Reed College; M.A., Ph.D., University of Texas.

Christopher J. Fowler, 2008, Assistant Professor of Chemistry. B.A., Kalamazoo College; Ph.D., University of Texas, Austin.

Gerald T. Fox, 1993, Associate Professor of Economics. B.S., Brigham Young University; Ph.D., University of Utah.

Christopher A. Franks, 2003, Associate Professor of Religion. B.A., Indiana University; M.Div., Ph.D., Duke University.

Frank M. Freeman, 2010, Instructor of Spanish. B.A., East Carolina University; M.B.A., Elon College, M.A., University of North Carolina at Greensboro.

George D. Frye, 2009, Assistant Professor of Music; B.M., M.M., D.M.A., University of North Carolina at Greensboro.

Edward J. Fuselier, Jr., 2009, Assistant Professor of Mathematics. B.S., Southeastern Louisiana University; Ph.D., Texas A&M University.

Jenny G. Fuselier, 2009, Assistant Professor of Mathematics. B.S., Ph.D., Texas A&M University.

Marion H. Gibson, 1980, Associate Professor of Physical Education. A.B., High Point College; M.Ed., North Carolina A & T State University; Ed.D., Nova Southeastern University.

D. Allen Goedeke, 1985, Associate Professor of Human Relations. B.S., M.Ed., Ph.D., University of Missouri-Columbia.

Joseph F. Goeke, 2010, Visiting Assistant Professor of English. B.A., M.A., Southwest Missouri State University; Ph.D., University of South Carolina.

Harold M. Goldston, 2007, Assistant Professor of Chemistry. B.S., College of William and Mary; B.S., Virginia Commonwealth University; Ph.D., University of Virginia. James L. Goodman, 2009, Assistant Professor of Media Production. B.S., High Point College; M.B.A., University of Georgia; M.F.A., University of North Carolina at Greensboro.

Nancy S. Groh, 1992, Assistant Professor of Sports Medicine. B.A., University of the Pacific; M.S., University of Oregon; Ed.D., University of North Carolina at Greensboro.

Maxine Guzman, 2009, Instructor of Mathematics. B.S., Aquinas College; M.S., University of Tennessee.

Daniel T. Hall, 2010, Assistant Professor of Economics. B.S., Georgia College and State University; M.A., Ph.D., Georgia State University.

David M. Hammond, 2009, Instructor of Religion. B.A., University of Notre Dame; M.A., Ph.D., The Catholic University of America.

Robert T. Harger, 1996, Professor of Mathematics. B.S., Appalachian State University; M.A., Wake Forest University; Ph.D., North Carolina State University.

Richard M. Hargrove, 1995, Associate Professor of Business Administration. B.A., Tulane University; M.B.A., University of Southern Mississippi; Ph.D., University of Mississippi.

Cherl T. Harrison, 1987, Associate Professor of Art. B.F.A., M.Ed., Ed.D., University of North Carolina at Greensboro.

W. Patrick Haun, 1984, Assistant Professor of Human Relations. B.A., Salem College; M.A., West Virginia University; Ph.D., Canbourne University.

Bobby L. Hayes, 1998, Assistant Professor of Communication. B.A., Mars Hill College; Ph.D., Walden University Institute for Advanced Studies.

Terrell A. Hayes, 2001, Associate Professor of Sociology. B.A., University of Tennessee; M.A., Middle Tennessee State University; Ph.D., Vanderbilt University.

Carole A. Head, 1978, Professor of Modern Foreign Languages. B.A., University of Oklahoma; M.A., Ph.D., University of North Carolina at Chapel Hill.

Pamela E. Hedrick, 2008, Assistant Professor of Religion. B.A., University of North Carolina at Greensboro; M.A., Wake Forest University; Ph.D., Baylor University.

Ryan M. Hemsoth, 2010, Instructor of Theatre. B.A., The Ohio State University; M.F.A., Purdue University.



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Alberta H. Herron, 1991, Professor of Psychology. B.A., Rollins College; M.A., Ph.D., George Peabody College.

William L. Hightower, 2001, Professor of Mathematics and Computer Science. B.A., Kalamazoo College; M.S., Ph.D., Michigan State University.

Marion C. Hodge, Jr., 1979, Professor of English. B.S., M.A., East Tennessee State University; Ph.D., University of Tennessee.

Beth Holder, 2005, Associate Professor of Special Education. B.S., Greensboro College; M.Ed., Ph.D., University of North Carolina at Greensboro.

Renzo R. Honores, 2008, Assistant Professor of History. Licentiate in Law, Master in Civil Law, Pontificia Universidad Catolica del Peru; Ph.D., Florida International University.

Lisa C. Horne, 2006, Associate Professor of Education. B.A., Elon College; M.Ed., Ed.D., University of North Carolina at Greensboro.

Nicole M. Hughes, 2010, Assistant Professor of Biology. B.S., Stetson University; M.S., Appalachian State University; Ph.D., Wake Forest University.

Greggory M. Hundt, 1998, Associate Professor of Psychology. B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Greensboro.

R. Scott Ingram, 2010, Assistant Professor of Criminal Justice. B.A., Lafayette College; J.D., Washington University, Saint Louis.

W. Michael Ingram, 1987, Technical Services Librarian. B.A., High Point College; M.A., Arkansas State University; M.L.S., University of North Carolina at Greensboro.

Judy L. Isaksen, 2004, Associate Professor of Communication. B.A., M.A., Ph.D., University of South Florida.

Maria Elena Jimenez-Richards, 2005, Instructor of Spanish. B.A., M.A., Portland State University.

Dustin N. Johnson, 2007, Assistant Professor of Education. B.S., University of North Carolina at Greensboro; M.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill.

James D. Johnson, 2008, Instructor of Education. B.A., M.Ed., High Point University.

Samuel A. Kemerly, 2001, Associate Professor of Exercise Science. B.S., McNeese State Univesity; M.S., Louisiana Tech University; Ph.D., University of Mississippi. Michael V. Kennedy, 2008, Instructor of History. B.A., Seton Hall University; M.A., Rutgers University; Ph.D., Lehigh University.

Martin J. Kifer, 2009, Assistant Professor of Political Science. B.A., Earlham College; M.A., Ph.D., University of Minnesota.

M. Todd Knippenberg, 2010, Assistant Professor of Chemistry. B.S., Georgia Southern University; Ph.D., Clemson University.

Cara L. Kozma, 2010, Assistant Professor of English. B.A., The Evergreen State College; M.A., Portland State University; Ph.D., Wayne State University.

Chirag Lakhani, 2010, Instructor of Mathematics. B.S., M.S., North Carolina State University.

Ron Lamb, 2004, Associate Professor of Mathematics. A.S., Sandhills Community College; B.S., M.S., Virginia Commonwealth University; Ph.D., North Carolina State University.

Bradley J. Lambert, 2009, Assistant Professor of New Media. B.A., University of North Carolina at Chapel Hill; M.A.T., Vanderbilt University; M.F.A., American University.

Maria R. Laquale, 2008, Instructor of Italian and French. B.A., M.A., University of Studies of Bari, Italy.

Sadie Leder, 2010, Assistant Professor of Psychology. B.S., University of North Carolina at Chapel Hill; M.A., Wake Forest University; Ph.D., University of New York at Buffalo.

Barbara B. Leonard, 1988, Professor of Education. B.S., Wake Forest University; M.Ed., Ed.D., University of North Carolina at Greensboro.

Kirsten T. Li-Barber, 2008, Assistant Professor of Psychology. B.A., Hanover College; M.S., Ph.D., University of Wisconsin-Milwaukee.

Steven A. Lifland, 1998, Associate Professor of Finance. B.S., M.B.A., Ph.D., Old Dominion University.

John J. Linn, 2010, Instructor of Interior Design. B.S., Michigan State University; B.S., M. Arch., The University of Michigan.

Deborah J. Linville, 2008, Associate Professor of Education. B.S., University of North Carolina at Greensboro; M.Ed., Salem College; Ph.D., University of North Carolina at Greensboro.

Ann B. Little, 2000, Assistant Professor of Marketing. B.S., University of North Carolina at Chapel Hill; M.B.A., Western Carolina University; D.B.A., Cleveland State University. **David W. Little, 1995,** Associate Professor of Management. B.S., United States Military Academy; M.B.A., Western Carolina University; Ph.D., Capella University.

Robert E. Little, 1998, Professor of Criminal Justice. B.A., M.A., East Carolina University; Ph.D., Virginia Polytechnic Institute and State University.

Jean-François Llorens, 1995, Associate Professor of French. B.A., Institut de'Etudes Politiques d'Aix en Provence (France); M.A., Universite de Paris I Sorbonne; Ph.D., University of Massachusetts at Amherst.

Christopher M. Lootens, 2010, Assistant Professor of Psychology. B.S., University of Illinois; M.A., Eastern Illinois University.

John R. Luecke, 2008, Associate Professor of Communication. B.A., M.A., University of Wisconsin-Milwaukee; APR.

Jennifer E. Lukow, 2006, Associate Professor of Sport Management. B.A., Lynchburg College; M.S., Indiana State University; Ph.D., Indiana University.

Amy L. MacArthur, 2008, Assistant Professor of Philosophy. B.A., M.A., Stanford University; Ph.D., University of California-Riverside.

Karen L. Maness, 2010, Instructor of Art. B.A., Guilford College; M.F.A., University of North Carolina at Greensboro.

Elizabeth M. McCorquodale, 2005, Assistant Professor of Chemistry. B.S., High Point University; Ph.D., Wake Forest University

Michael J. McCully, 1993, Associate Professor of Economics. B.A., Austin College; M.A., Ph.D., University of Notre Dame.

Virginia M. McDermott, 2010, Associate Professor of Strategic Communication and Coordinator of Graduate Programs. B.A., The College of New Jersey; M.A., Texas State University; Ph.D., University of Illinois at Urbana-Champaign.

Philip N. Mulder, 1997, Professor of History. B.A., Calvin College; M.A., Ph.D., University of North Carolina at Chapel Hill.

Kelly A. Norton, 2002, Director of Experiential Learning. B.A., M.S., University of Tennessee, Knoxville; Ph.D., University of Florida.

Phillip W. Norwood, 1998, Associate Professor of Religion and Philosophy. B.A., High Point College; M.Div., M.Theol., Southeastern Baptist Theological Seminary; D.Min., Erskine Theological Seminary. **Cathy Hillenbrand-Nowicki, 2008**, Assistant Professor of Interior Design. B.A., Seton Hill College; M.S., Virginia Polytechnic Institute and State University.

George B. Noxon, 1993, Associate Professor of Accounting and Jefferson-Pilot Professor of Accounting. B.A., University of the South; M.B.A., Tulane University. C.P.A.

Virginia T. Nuñez, 2008, Instructor of Spanish. B.A., UNLP University, La Plata, Argentina; M.A., Greensboro College.

Patricia P. O'Connor, 2009, Instructor of Mathematics. B.S., University of North Carolina at Charlotte; M.A., University of North Carolina at Greensboro.

Karen B. O'Hara, 1999, Associate Professor of Mathematics. B.A., California State University at Fullerton; M.S., Ph.D., Vanderbilt University.

Thaddeus M. Ostrowski, 2007, Assistant Professor of Religion and Philosophy. B.A., Boston College; M.T.S., Vanderbilt Divinity School.

Rick D. Overstreet, 2008, Instructor of Exercise and Sport Science. B.S., Bluefield College; M.S., Radford University; D.Sc., Colton University.

Pamela M. Palmer, 1998, Assistant Professor of Human Relations. B.A., Winston-Salem State University; M.S., North Carolina A & T State University.

Richard D. Parker, 2008, Associate Professor of Business. B.A, M.P.A., Ph.D., University of Alabama.

Teresa M. Parker, 2003, Assistant Professor of Spanish. B.A., Winthrop College; M.A., University of South Carolina.

Edward J. Piacentino, 1973, Professor of English. B.A., University of North Carolina at Chapel Hill; M.A., Appalachian State University; Ph.D., University of North Carolina at Chapel Hill.

Jay S. Putnam, 2008, Assistant Professor of Theatre. B.A., College of William and Mary; M.F.A., University of North Carolina at Greensboro.

Nido R. Qubein, 2005, President. A.B., Mount Olive College; B.S., High Point College; M.S.B.E. University of North Carolina at Greensboro; LL.D., Mount Olive College; L.H.D., High Point University; L.H.D., University of North Carolina at Greensboro.

Scott M. Raynor, 2006, Assistant Professor of Art. B.F.A., M.F.A., University of North Carolina at Greensboro.

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Paul B. Ringel, 2005, Assistant Professor of History. A.B., Princeton University; J.D., Boston College; Ph.D., Brandeis University.

Ross P. Roberts, 2010, Assistant Professor of Accounting. B.S., North Carolina A&T State University; M.S., University of Delaware.

David Rodriguez, 2010, Assistant Professor of Finance. B.S., University of Illinois; M.B.A., DePaul University; Ph.D., Southern Illinois University.

Suryadipta Roy, 2008, Assistant Professor of Economics. B.Sc., Calcutta University; M.A., Delhi School of Economics; M.A., Ph.D., West Virginia University.

Eleanor L. Russell, 2008, Instructor of Biology. B.A., M.A., University of North Carolina at Greensboro.

Kelli K. Sapp, 1999, Associate Professor of Biology. B.S., Methodist University; M.S., Wake Forest University; Ph.D., University of New Mexico.

Alexa J. Schlimmer, 1984, Associate Professor of Music. B.M., Winthrop College; M.M., D.M.A., University of North Carolina at Greensboro.

Frederick C. Schneid, 1994, Professor of History. B.A., State University of New York at Binghamton; M.A., Ph.D., Purdue University.

Matthew T. Schneider, 2008, Professor of English. B.A., University of California, Berkley; M.A., University of Chicago; Ph.D., University of California, Los Angeles.

Leah H. Schweitzer, 2004, Assistant Professor of English. B.F.A., University of North Carolina at Greensboro; M.A., University of Maryland at College Park; Ph.D., University of Louisville.

Georgeanna Sellers, 1987, Assistant Professor of English. B.A., M.A., University of North Carolina at Greensboro.

Mark H. Setzler, 2004, Associate Professor of Political Science. B.A., Pacific University; Ph.D., University of Texas at Austin.

Kathy Shields, 2010, Head of Reference Services. B.A., Mississippi State University; M.L.I.S., University of North Carolina at Greensboro. **Roger S. Shore, 1988**, Associate Professor of Mathematics and Computer Science. B.A., Elon College; M.S., Clemson University; M.A., Appalachian State University.

R. Bruce Shores, 2008, Instructor of Visual Arts. B.F.A., M.F.A., University of North Carolina at Greensboro.

Ami B. Shupe, 2004, Associate Professor of Theatre. B.A., Berea College; M.F.A., University of North Carolina at Greensboro.

Edward K. Simpson, 2008, Professor of Theatre. B.A., Guilford College; M.F.A., University of North Carolina at Greensboro.

George L. Simpson, Jr., 1993, Professor of History. B.A., Waynesburg College; M.S., Troy State University; Ph.D., West Virginia University.

Charles K. Smith, 1991, Associate Professor of Biology. B.S., M.S., University of Kentucky; Ph.D., University of North Carolina at Chapel Hill.

Gerald L. Smith, 1989, Professor of Biology. B.S., M.S., Wake Forest University; Ph.D., University of Georgia.

Michael A. Smith, 2005, Associate Professor of Information Systems. B.S., M.S., Ph.D., Georgia Institute of Technology.

Jana S. Spain, 1993, Professor of Psychology. A.A., Palomar College; A.B., San Diego State University; M.A., Ph.D., University of California.

Kirstin L. Squint, 2010, Assistant Professor of English. B.A., Eureka College; M.A., Miami University, Ohio; Ph.D., Louisiana State University.

James W. Stitt, 1969, Professor of History. A.B., High Point College; A.M., Ph.D., University of South Carolina.

Carole B. Stoneking, 1991, Professor of Religion. B.A., Rhodes College; M.Div., Ph.D., DukeUniversity.

Karen C. Summers, 2009, Instructor of English. B.A., Salem College; M.A., University of North Carolina at Charlotte.

Heidi K. Summey, 2010, Assistant Professor of Special Education. B.A., Greensboro College; M.Ed., Ph.D., University of North Carolina at Greensboro.

Premalata S. Sundaram, 2010, Assistant Professor of Accounting. B.Comm., M.Comm, University of Bombay (Mumbai); M.A., Clemson University; M.A., Ph.D., The Ohio State University.

Daniel T. Tarara, 1995, Assistant Professor of Sports Medicine. B.S., Springfield College; M.S., Purdue University.

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Rosemarie M. Tarara, 2010, Instructor of Health and Physical Education. B.S., M.Ed., Springfield College.

Sheri A. Teleha, 1999, Serials/Catalogue Librarian. B.A., College of Wooster; M.L.S., Kenta State University.

Mariann W. Tillery, 1991, Professor of Education. B.A., University of North Carolina at Greensboro; M.S., Ph.D., North Carolina State University.

Aaron P. Titus, 2002, Associate Professor of Physics. B.S., Pennsylvania State University; Ph.D., North Carolina State University.

Kimberly J. Titus, 2007, Assistant Professor of Mathematics. B.A., B.S., Stetson University; Ph.D., North Carolina State University.

Mark A. Toole, 2009, Assistant Professor of Religion. B.A., DePauw University; M.Div., Chicago Theological Seminary.

James Y. Trammell, 2008, Assistant Professor of Communication. B.A., Asbury College; M.A., University of Georgia; Ph.D., University of Iowa.

R. Wilfred Tremblay, 2007, Director of the Nido Qubein School of Communication/Professor of Communication. B.S., Arkansas State University; M.S., Boston University; Ed.D., University of Pittsburgh.

John W. Turner, 2010, Assistant Professor of Music. B.M., M.M., The Cleveland Institute of Music, D.M.A., University of North Carolina at Greensboro.

Sarah G. Tyler, 2010, Instructor of Spanish. B.A., University of North Carolina at Chapel Hill; B.A., M.A., University of North Carolina at Greensboro.

Gerald A. Voorhees, 2008, Assistant Professor of Communication. B.S., University of Texas at Austin; Ph.D., University of Iowa.

Jacob L. Waldenmaier, 2010, Assistant Professor of Religion. B.A., Ashland Theological Seminary; M.A., University of Oxford.

David F. Walker, 2004, Associate Professor and Director of the MA Program in Nonprofit Management. B.A., University of Illinois at Chicago; M.P.A., Northern Illinois University.

Harold C. Warlick, Jr., 1989, Professor of Religion and Philosophy. B.A., Furman University; S.T.B., Harvard University Divinity School; D.Div., Vanderbilt University Divinity School. **Phil Watson, 2010,** Instructor of Communication. B.A., Swarthmore College; M.B.A., Harvard Graduate School of Business Administration.

Kimberly K. Wear, 2003, Associate Professor of Psychology. B.A., University of Tennessee at Knoxville; M.S., Ph.D., University of Texas at Arlington.

James B. Wehrley, 1994, Associate Professor of Business and W. Roger Soles Chair of Management and Leadership. B.B.A., University of Wisconsin at Whitewater; M.B.A., Baylor University; Ph.D., Virginia Polytechnic Institute and State University.

Andrea L. Wheless, 1987, Professor of Art. B.F.A., M.F.A., University of North Carolina at Greensboro.

Julie B. Wiest, 2010, Assistant Professor of Strategic Communication. B.S., University of Tennessee; M.A., University of Georgia; Ph.D., University of Tennessee.

Marlon L. Winters, 1992, Jefferson-Pilot Professor. A.A., Western Piedmont Community College; B.S., Appalachian State University; M.A., Western Carolina University; M.Ed., Ph.D., University of South Florida.

Yu-Hsien "Sharon" Wu, 2010, Assistant Professor of Management. B.S., University of Minnesota; M.B.A., Southern Illinois University; Ph.D., University of Missouri.

Yan Yang, 2010, Assistant Professor of Journalism. B.A., Communication University of China, Beijing; M.A., University of Nevada.

Alixandra B. Yanus, 2010, Assistant Professor of Political Science. B.A., American University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Laurie M. Zack, 2007, Assistant Professor of Mathematics. B.S., University of Arkansas; M.S., Ph.D., North Carolina State University.

Emeritus Members Of The Faculty

Mr. William F. Cope Dr. Earl P. Crow Mr. Robert D. Davidson Dr. E. Vance Davis Dr. Charlie Q. Futrell Dr. Nelson F. Page Mrs. Nancy W. Shelton



Adminstrative Staff

- Nido R. Qubein, 2005, President. A.B., B.S., M.S.B.E., LL.D., L.H.D.
- Andy Bills, 2005, Vice President of Enrollment. B.A.
- Dennis G. Carroll, 1988, Provost and Vice President for Academic Affairs. B.A., M.A., Ed.D.
- Wellington DeSouza, 2001, Vice President for Information Services. B.S., M.S.
- William T. Doerr, 2009, Senior Director of Development and Alumni Relations. A.M., B.A., M.P.A.
- Christopher H. Dudley, 1999, Vice President of Administration. B.S., M.S.
- William H. Duncan, 2005, Vice President for Financial Affairs. B.A.
- Donald A. Scarborough, 2000, Vice President for Community Relations. B.A., M.A.Ed., Ed.D.
- Gail C. Tuttle, 1985, Vice President for Student Life. B. Bus. Ad., M.P.A.
- Craig D. Keilitz, 2008, Athletic Director. B.A., M.S.

Academic Affairs

- Dennis G. Carroll, 1988, Provost and Vice President for Academic Affairs B.A., M.A., Ed.D.
- Rhonda S. Grimsley, 1992, Assistant to the Provost and Vice President for Academic Affairs. B.S.

Academic Development

- D. Allen Goedeke, 1985, Associate Dean for Academic Development. B.S., M.Ed., Ph.D.
- Craig Curty, 1995, Director of Academic Services. B.A., M.Ed.
- Irene Ingersoll, 2006, Coordinator of Disability Support. B.S., M.Ed.
- Rita Sullivant, 2008, Coordinator of Learning Excellence. B.A., M.A.
- Janelle Cary, 2008, Disabilities Specialist. B.A., M.S.E. Brenda A. Coates, 2001, Administrative Assistant. Dana Bright, 2009, Disabilities Specialist. B.S., M.Ed. Kurt Lazaroff, 2009, Learning Excellence Program Specialist. B.A., M.Ed.

Administration

- Christopher H. Dudley, 1999, Vice President of Administration. B.S., M.S.
- Roger D. Clodfelter, Jr., 1996, Assistant Vice President, Director of WOW!. B.A.
- Ron Guerra, 2009, Director of Construction and Renovation, MBA.
- Chad Christian, 2006, University Photographer. B.A.

- Hillary Kokajko, 2006, Director of Student Activities. B.A. Leslie A. Smith, 2006, Chief Campus Concierge. B.A., M.P.H.
- Ashley Kinnaird, 2009, Campus Concierge. B.A.
- Matt Allred, 2009, Manager of Recreation Services. B.A.
- Melissa Anderson, 2007, Coordinator of University Events. B.S.
- Marideth Riggs, 2009, Event Planner, B.S.
- Jennifer Payne, 2009, Administrative Assistant to Office of Administration.
- Maghon Walker Martin, 2010, Coordinator of Student Activities. B.A.
- Lisa C. Hazlett, 2009, Campus Concierge. B.A.
- Mackenzie G. Lyons, 2009, Campus Concierge. B.A.
- Troy J. Thompson, 2009, University Facility and Quality Control Manager. B.S.
- **Brett McCurry, 2010**, Warehouse and Inventory Manager. B.S.

Admissions

Andy Bills, 2005, Vice President of Enrollment. B.A. Beth McCarthy, 2009, Director of Admissions, B.A., M.S. Kevin Sellers, 2005, Associate Director of Admissions. B.A., M.Ed. Joe Cristy. 2006. Associate Director of Admissions. B.S. Amy Galbraith, 2005, Assistant Director of Admissions. ΒA Allison Saviello, 2006, Assistant Director of Admissions. B.S. Lars Farabee, 2007, Senior Admissions Counselor. B.A. Tim Pivirotto, 2007, Senior Admissions Counselor. B.A. Heidi Waibel, 2007, Senior Admissions Counselor. B.S. Emily Foster, 2007, Senior Admissions Counselor. B.A. Tara Mahoney, 2006, Senior Admissions Counselor. B.A. Erin Moran, 2008, Senior Admissions Counselor. B.A. Laurel Morgan, 2010, Admissions Counselor. B.A.

- Candace Walker, 2009, Admissions Counselor. B.A.
- Chelsea Johnson, 2010, Admissions Counselor, B.S.
- Jessica Quackenbush, 2010, Admissions Counselor. B.S.
- Gena Parnell, 2005, Assistant Director of Documents

Management. B.S.

Mary Pitts, 2006, Enrollment Services Coordinator. B.A. Andrea Moller, 2008, Mail Services Coordinator. B.S. Laney Morris, 2006, Campus Visit Coordinator. B.S. Sally Farrar, 2007, Assistant Campus Visit Coordinator. B.S.

Athletics

Craig D. Keilitz, 2008, Athletic Director. B.A., M.S. Michael E. Tuttle, 1992, Senior Associate Athletic Director. B.A., M.S.

- April C. Wines, 2006, Assistant Athletic Director for Academics and Senior Woman Administrator. B.S., M.S.
- Rob Aycock, 2009, Associate Athletic Director for External Relations. B.S., M.S.
- Jared Micklos, 2010, Director of Compliance. B.S. x 2, M.S.
- Jolie Helton, 2010, Assistant Director of Sports Marketing. B.A.
- Bryan Weigel, 2009, Assistant Director of Sports Marketing, B.S.
- Jon Litchfield, 2009, Assistant Athletic Director for Sports Information. B.A., M.A.
- Joe Arancio, 2009, Assistant Sports Information Director. B.S., M.A.

Erica Carruba, 2009, Assistant Director of Sports Information, B.A. x 2

Ryan L. Tressel, 2004, Assistant Athletic Director of Facilities and Game Operations. B.S., M.A.

Sam Phipps, 2008, Assistant Director of Facilities and Game Operations. B.A., M.S.

- Kim Grissett, 1986, Assistant Athletic Director of Business and Tickets. B.A.
- Ana Holt, 2000, Administrative Assistant to the Athletic Director. B.S.
- Scott Cherry, 2009, Head Men's Basketball Coach. B.S.
- Kevin Easley, 2009, Assistant Men's Basketball Coach. B.A., M.A.
- Mike Balado, 2009, Assistant Head Men's Basketball Coach. B.S., M.A.
- Brian Reese, 2010, Assistant Men's Basketball Coach. B.S.
- Lee. E. "Tooey" Loy, 1998, Head Women's Basketball Coach. B.S.

Karen Curtis McConico, 2004, Assistant Women's Basketball Coach. B.S.

Katherine Ralls, 2008, Assistant Women's Basketball Coach. B.S.

- Craig Cozart, 2008, Head Baseball Coach. B.S.
- Bryan Peters, 2008, Assistant Baseball Coach. B.A.

Rich Wallace, 2008, Assistant Baseball Coach. B.S.

Daniel Latham, 2008, Assistant Baseball Coach. B.S.

Mike Esposito, 2005, Head Men's and Women's Cross Country and Track Coach. B.A.

- Eric Dudley, 2008, Assistant Men's and Women's Track Coach. B.S., M.S.
- James Wilson, 2007, Assistant Track and Field Coach, B.S.
- J.B. White, 2000, Head Men's Golf Coach, USGA
- Vici Pate Flesher, 2010, Head Women's Golf Coach. B.S., M.S.

Dustin Fonder, 2007, Head Men's Soccer Coach. B.S. John Trice, 2008, Assistant Men's Soccer Coach. B.S.

Zach Gibbens, 2009, Assistant Men's Soccer Coach. B.A. Marty Beall, 2009, Head Women's Soccer Coach. B.S.

- Brandi Fontaine, 2009, Assistant Women's Soccer Coach. B.A.
- Jason Oliver, 2009, Head Women's Volleyball Coach. B.A., M.S.

Jessica Sabath, 2009, Assistant Volleyball Coach. B.S., M.A. Lyndsey Boswell, 2009, Head Women's Lacrosse Coach.

- B.A.
- Whitney Michele, 2009, Assistant Women's Lacrosse Coach. B.S.
- Megan Cassara, 2010, Assistant Women's Lacrosse Coach. B.S.
- Matt Schooler, 2003, Director of Sports Medicine/Athletic Trainers. B.S., M.Ed.
- Kristen Brown, 2007, Assistant Athletic Trainer. B.S., M.Ed.
- Ryan Holleman, 2009, Assistant Athletic Trainer. M.Ed., LAT, ATC
- Tim Teefy, 2009, Head Strength and Conditioning Coach. B.S., M.S.
- Mike Rhoades, 2009, Assistant Strength and Conditioning Coach. B.S., M.S.

Bookstore

Bill Holston, 2003, Manager.

Business Office

William H. Duncan, 2005, Vice President for Financial Affairs. B.A., CCM, CRSP.

Nancy Gordon, 1999, Accounting Assistant. B.S. Dwanna Hayworth, 1989, Accounting Assistant. Sherron James, 1981, Payroll/Benefits Specialist.

Tina Overby, 2007, Accounting Assistant. B.S.

Deborah Moser, 2008, Cashier/Purchasing Agent. B.S.

- Kathy Smith, 2005, Director of Human Resources. B.S.
- James Spessard, 1983, Director of Accounting Services. B.S., C.P.A.

College of Arts and Sciences

Carole B. Stoneking, 1991, Dean. B.A., M.Div., Ph.D.

Carol D. Peden, 2007, Assistant to the Dean of the College of Arts and Sciences.

Nancy B. Pennell, 1997, Faculty Secretary.

Community Relations

Donald A. Scarborough, 2000, Vice President for Community Relations. B.A., M.A.Ed., Ed.D.

Betty Moeller, 2002, Administrative Assistant to the Office of Community Relations. A.A.S.

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Experiential Learning

- Kelly A. Norton, 2002, Director of Experiential Learning. B.A., M.S., Ph.D.
- Christopher E. Ferguson, 2008, Coordinator of Experiential Learning. B.A.

Elizabeth Ann Murphy, 1994, Administrative Assistant to the Office of Experiential Learning. B.A.

Eric Melniczek, 2009, Director of Career and Internship Services. A.A., A.A.S., B.S., M.A.Ed.

Kendra Duncan, 2008, Career Services Assistant and Employer Specialist. B.A.

Information Technology

Wellington DeSouza, 2001, Vice President for Information Services. B.S., M.S.

Matthew Brown, 1999, Infrastructure Services Manager.

- Stephen DeVoid, 2003, Strategic Applications Manager. B.A., M.S.
- J. Scott Ellis, 2003, Datatel Database Administrator. B.S.

J. Scott Moffitt, 2004, User Services Manager. B.S.

Jonathan Luther, 2006, Systems Administrator. B.S.

Jess Tucker, 2007, User Services Analyst. B.S.

J. Matthew Faw, 2008, Hardware Support Specialist.

J. Brian Robbins, 2005, Datatel Programmer. B.S.

- Debra Scott, 1995, Datatel Support Specialist. B.S., B.S., M.P.A.
- Caitlin Byerly, 2009, IT Services Coordinator. B.A.
- P. Craig Chadwell, 2007, Network Administrator. B.A.
- Marc Lehmann, 2008, Instructional Technologist. B.S., B.F.A., M.Ed.

Jamaal Totten, 2008, Web Designer. B.S.

Edward Caddy, 2009, Web Developer. B.A., M.B.A.

Douglass Smith, 2009, Infrastructure Systems Technician, B.S.

Sean Kilby, 2010, Hardware Support Specialist.

M. Scott Hull, 2009, Hardware Support Specialist. B.S.

Institutional Advancement

William T. Doerr, 2009, Senior Director of Institutional Advancement. A.M., B.A., M.P.A.

Chad M. Hartman, 2003, Director of Annual Giving. B.S., M.B.A.

Gene Kininmonth, 2008, Director of Special Gifts . B.S., M.B.A.

Gale N. Varner, 1999, Administrative Assistant to the Office of Institutional Advancement. A.A.S.

Kathy B. Hoover, 2006, Database Administrator. A.A.S.

Institutional Effectiveness

Alberta H. Herron, 1991, Associate Vice President for Institutional Effectiveness. B.A., M.A., Ph.D.

Jeffrey M. Adams, 1996, Assistant Vice President for Institutional Effectiveness. B.A., M.A., Ph.D.

Library

David L. Bryden, 1990, Director of Library Services. B.A., M.L.S. W. Michael Ingram, 1987, Technical Services Librarian. B.A.,

- M.A., M.L.S.
- Sheri A. Teleha, 1999, Serials/Catalogue Librarian. B.A., M.L.S.
- Maureen McGee, 2009, University Center Librarian. M.A.
- Amy Pace, 2009, University Center Lead Librarian. M.L.I.S.
- Nita Williams, 1987, Circulation Supervisor. B.A.

Karen Harbin, 1980, Acquisitions Supervisor. B.A.

Robert Fitzgerald, Jr., 2006, Interlibrary Loan and Reference Librarian. B.F.A., M.L.I.S.

- Brian E. Davis, 2009, Media and Digital Services Librarian. B.A., M.S.
- Kathy Shields, 2010, Head of Reference Services. B.A., M.L.I.S.

Norcross Graduate School and Evening Degree Program

Tracy Collum, 2002, Director of the Norcross Graduate School and Evening Degree Program. B.S., M.S.

Linda Mae Hill, 2006, Graduate Enrollment Assistant. B.A.

Sarah Bryce, 2004, Assistant Registrar. B.A.

Tara Shollenberger, 2007, Coordinator of Registration. B.A., M.S.

Laura Gianfrancesco, 2010, Coordinator of Admissions & Recruitment, B.A.

Lauren Rathbone, 2008, Coordinator of Student Services. B.S., M.B.A.

President's Office

Nido R. Qubein, 2005, President. A.B., B.S., M.S.B.E., LL.D., L.H.D.

Judy K. Ray, 2005, Administrative Assistant to the President.

Registrar

- Diana Estey, 1994, Registrar. B.A., M.Ed.
- Ann Miller, 1981, Associate Registrar. B.A., M.Ed.
- Crystal Cruthis, 2001, Assistant Registrar. B.S., M.B.A.
- Megan Hilton, 2005, Office Assistant. B.S.

School of Business

James B. Wehrley, 1994, Dean. B.B.A., M.B.A., Ph.D. Stephanie O. Crofton, 2001, Associate Dean. B.A., M.S., Ph.D. Anne S. Grube, 2003, Operations Manager. B.A., M.S., Ph.D.

Administrative Staff 231



School of Communication

R. Wilfred Tremblay, 2007, Director. B.S., M.S., Ed.D. Donald L. Moore, 2008, Operations Manager. B.A. Martin N. Yount, 2009, Video Producer. Michele Devlin, 2007, Administrative Assistant to the

Director of Communication. B.M., M.M., D.M.A.

School of Education

Mariann W. Tillery, 1991, Dean. B.A., M.S., Ph.D.

Barbara B. Leonard, 1988, Associate Dean. B.S., M.Ed., Ed.D.

Jodi C. Moser, 2008, Data Manager, Administrative Assistant. B.S.

Tammy T. Hines, 2008, Administrative Assistant, A.A.S.

Security and Transportation

Jeff Karpovich, 2008, Chief/Director, Security & Transportation. B.S., M.A., C.P.P.

Lindy Johnson, 2009, Manager, Security Systems and Special Operations. B.A.

Daryl Delagrange, 2004, Manager, Professional Development. A.A.S.

Phil Slater, 2005, Investigator/Compliance Officer. B.S.

Ron Marshborn, 2010, Manager, Safety and Emergency Management. AAS

Julie S. Breedlove, 2010, Administrative Assistant to the Chief/Director of Security and Transportation.

Walter Gibson, 2008, Transportation Manager.

Herman Powell, 2008, Assistant Manager of Transportation.

Student Accounts

Terri Kane, 1999, Director of Student Accounts. B.S. Jane Kimrey, 1994, Student Accounts Coordinator. Lisa Wagoner Nyll, 2003, Student Accounts Coordinator. B.A.

Student Financial Planning

Julie Setzer, 2007, Director of Student Financial Planning. B.A., B.S., M.Ed.

- **Casey Albertson, 2009,** Counselor, Student Financial Planning. B.S.
- Jordan Derrow, 2006, Counselor, Student Financial Planning. B.A.

Karen Hulin, 2008, Student Financial Planning Associate. B.A.

Jacqueline Kaylor, 2000, Counselor, Student Financial Planning. B.S.

Ginger Lewis, 2006, Counselor, Student Financial Planning. Sandra Norris, 2000, Counselor, Student Financial Planning.

Student Health Services

Danielle L. Mahaffey, 2008, Medical Director. M.D. Shannon McElroy, 2009, Physician Assistant. P.A.-C. Cheryl Hill, 2008, Medical Assistant. Liz Huggins, 2008, Medical Assistant. Rachelle Laster, 2009, Medical Assistant. Julie Swaim. 2008, Office Manager.

Student Life

Gail C. Tuttle, 1985, Vice President for Student Life. B. Bus. Ad., M.P.A. Molly Casebere, 2008, Freshman Transition Specialist. M.S. Rayma Caulfield, 2003, Office Manager. Kim Dansie, 2002, Staff Psychiatrist. M.D. Amanda Anderson, 2010, Resident Director. B.A. Jennifer Henkle, 2010, Resident Director. B.S. Wesley Sheets, 2009, Director of Judicial Affairs. B.S. Heather Beatty, 2010, Assistant Director of Judicial Affairs. M.Ed. Sarah Haak, 2007, Senior Director of Student Life. B.S., M.B.A. Erica Lewis, 2008, Coordinator of Residence Life. B.S. Meredith McCrea, 2008, Greek Life Coordinator, B.A. Joseph Wheeless IV, 2010, Assistant Greek Life Coordinator and Resident Director. M. Ed. Lynda Noffsinger, 2006, Director of Counseling Services. M.A.Ed., NCC, LPC. Sara Patterson, 2009, Resident Director. B.A. Stacey Ayers, 2009, Resident Director. B.S. Casey Kiser, 2009, Resident Director. B.A., MHRM Corey Middleton, 2009, Resident Director. B.S. Robert Lang, 2009, Clinical Counselor. M.A., NCC Eric Spencer, 2010, Clinical Counselor. M.Ed., LPC Annette Jones, 2010, Substance Educator. M.Ed., LPC.

Support Services

Amy Branson, 2007, Package Services Coordinator. B.S. Geraldine Chisholm, 1988, University Receptionist. B.S. Shea Hunter, 2009, University Receptionist. B.A. Mike Hall, 2007, Manager of University Mail Center Jordan Harrison, 2007, Package Delivery Coordinator Rachel Parlier, 2007, Mail Distribution Coordinator Marilyn Myers, 1983, Print Shop Manager.

University Chapel

Harold C. Warlick, Jr., 1989, Dean of the Chapel. B.A., S.T.B., D.Div.

Thomas B. Stockton, 1997, Bishop in Residence. B.A., M. Div., D.D.

Shannon LeFever, 2006, Manager of Chapel Programs. B.A.

B.S.





2010-2011 Undergraduate Academic Calendar

Fall Semester

2010

New Faculty Orientation	M	August 16
Faculty Seminars	W-Th	August 18-19
Freshmen Arrive	St	August 21
Opening Convocation	Sn	August 22
Upperclassmen Arrive		August 22
Undergraduate Registration (Day), New Students	M	August 23
Late Registration (Day), Returning Students	M	August 23
Classes Begin (Day)	Tu	August 24
Last day to add courses	M	August 30
Last day to drop without record	M	August 30
Admissions Fall Open House	St	September 18
Family Weekend	F-Sn	October 1-3
Alumni Weekend		October 8-10
Admissions Fall Open House	M	October 11
Mid-Term		October 13
Fall Break Begins (5:00 p.m.)	F	October 15
Fall Break Ends (8:00 a.m.)	M	October 25
Last day to drop with a W grade	F	October 29
Admissions Fall Open House	St	November 6
Registration Begins		November 16
Thanksgiving Holiday Begins (after classes)	Tu	November 23
Thanksgiving Holiday Ends (8:00 a.m.)		November 29
Last Class Day of Semester	W	December 8
Reading Day		December 9
Exams Begin	F	December 10
Exams End	F	December 17

Spring Semester

Spring Semester 2011 Orientation for New Students (Day) January 10
Late Registration (Day)
Classes Begin (Day)Tu January 11
Martin Luther King Day (no classes)
Last day to add a course
Last day to drop without record
Family Weekend
Presidential Scholars Weekend
Presidential Scholars Weekend
Mid-TermW March 2
Mid-Semester Break Begins (5:00 p.m.)F March 4
Mid-Semester Break Ends (8:00 a.m.)M March 14
Last day to drop with a W gradeF March 18
Admissions Early RegistrationF March 25
Admissions Early RegistrationSt March 26
Admissions "A Day in the Life"
Admissions Spring Open HouseSt April 9
Honors Day (No Classes) April 13
Admissions Early RegistrationF April 15
Admissions Early RegistrationSt April 16
Admissions Spring Open HouseTh April 21
Easter Monday (No Classes)
Last Class Day of SemesterW April 27
Reading DayTh April 28
Exams BeginF April 29
Exams EndF May 6
BaccalaureateF May 6
CommencementSt May 7
May Term 2011: May 9 – June 3
Summer Sessions 2011: Session 1: June 6 – July 1 Session 2: July 5 – July 30

Summer Sessions 2011: Session 1: June 6 – July 1 High Point University reserves the right to change this calendar without notice or obligation.

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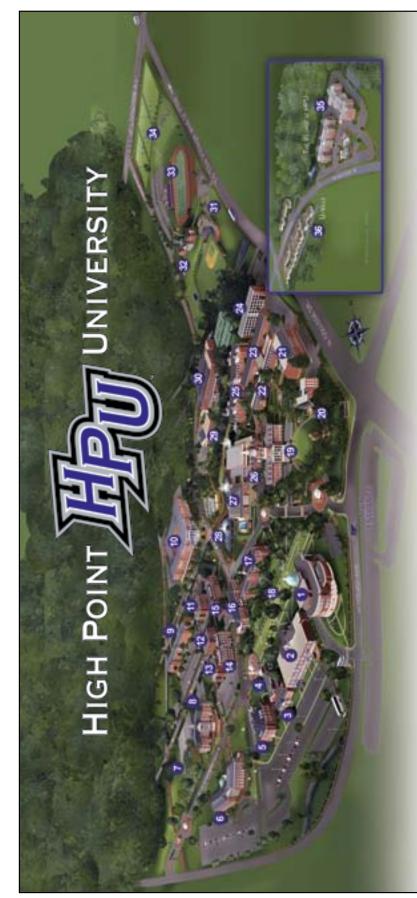
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Millis Athletic/Convocation Center 30 Millis Residence Hall 15 Nido R. Oubein School of Communication 8 Norcross Graduate School 29 Norton Hall 26 Porton Hall 26 Phillips Hall 16 Plato S. Wilson School of Commerce 6 Roberts Hall 10	School of Education (proposed)
Belk Residence Hall	Hayworth Fine Arts Center

High Point University

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